



Mark Scheme

AQA A-Level PE – Sport Psychology

This mark scheme contains:

- Copy of each question for reference
- Marking guidance where appropriate
- Marking points containing alternative acceptable responses plus relevant assessment objective

How should schools use this mark scheme?

The mark scheme has been constructed specifically for the exam paper used in preparation for and during the live revision shows provided by James Simms in May 2022.

All questions/mark schemes are taken from ExamSimulator. Please note, there are hundreds of additional questions on ExamSimulator covering the AEI topics. Within the platform, the teacher is assisted with the marking and full diagnostic feedback is also provided. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

James Simms

1. A PE teacher is encouraging male pupils to attend netball practice but most of the boys refuse. Using the **triadic model of attitudes**, explain how the boys have formed a negative attitude towards netball.

Marking guidance

Sub max three marks for a description of each component of the triadic model. Sub max three marks for an explanation of each component using the netball example.

Marking points

- (1) [AO 1] Cognitive component is a person's beliefs/Beliefs formed through previous experiences/Knowledge formed from parents or peers
- (2) [AO 2] Boys believe that netball is for girls/No male role models for netball/Friends have said that netball is for girls
- (3) [AO 1] Affective component is a person's emotional response to an attitude object/Whether a person likes or dislikes something based on previous experiences/If a person enjoys an experience, then it forms their attitude towards it
- (4) [AO 2] Girls have said negative things in the past to the boys/Boys lack confidence in the rules/Girls are better than them
- (5) [AO 1] Behavioural component is how a person actually behaves/Person's response to an attitude object/Reaction to a situation and may not reflect cognitive belief
- (6) [AO 2] Boys do not attend netball club/Do not want to take part in netball/Don't want to play

2.

A PE teacher is encouraging male pupils to attend netball practice but most of the boys refuse. Explain how the PE teacher could use her knowledge of **cognitive dissonance** to change their attitude.

Marking guidance

Sub max two marks for an description of cognitive dissonance. Sub max two marks for an explanation relating to the example.

Marking points

(1) [AO 1] Teacher must introduce two or more opposing beliefs/Teacher needs to create an imbalance in the components of the triadic model/Destabilise the three elements involved in an attitude

(2) [AO 2] Teacher tells the boys that netball is not just for girls/Netball is not only for girls/Netball is not feminine

(3) [AO 1] Teacher introduces new information to challenge current belief/Teacher changes the cognitive component/Teacher can alter the affective component

(4) [AO 2] Teacher shows the boys a video of an all-male netball team/Teacher takes students to see the boys' sixth form netball team/Male PE teachers promote netball in school

(5) [AO 2] Teacher makes the sessions fun to increase enjoyment/Praise and encouragement boosts boys' confidence/Teacher explains the rules to make it more engaging

(6) [AO 1] Attitude components are brought in line/Students feel more content/Teacher removes the discomfort

(7) [AO 2] Boys start to see role models within netball/Boys' beliefs start to change/Boys can enjoy netball

(8) [AO 1] The greater the dissonance, the greater the desire to change attitude/Attitude will change as new belief becomes dominant/Attitude will change as dissonance is reduced

(9) [AO 2] Boys are more positive about netball/Improved attitude of male students/Positive attitude formed

3.

Read the quotes in the table carefully. Identify the type of **learned helplessness** for labels **A** and **B**.

Quote	Type
"I am hopeless at hockey."	Specific learned helplessness
"I am hopeless at sport."	Global learned helplessness
"I am useless at everything."	A
"I am useless at passing in netball."	B

Marking guidance

Not provided

Marking points

(1) [AO 1] A is global learned helplessness/A global learned helplessness/A is global

(2) [AO 1] B is specific learned helplessness/B specific learned helplessness/B is specific

4. Explain how learned helplessness can have a negative impact on performance levels in sport.

Marking guidance

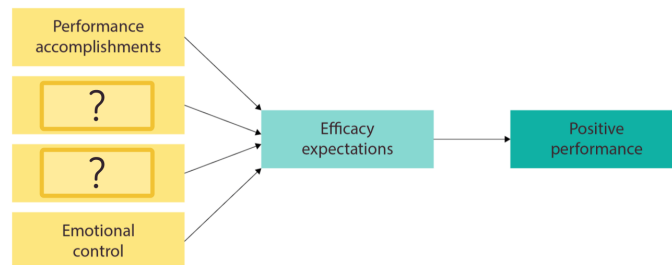
Sub max of one mark for a **suitable** definition of learned helplessness.
Sub max of three marks for explaining how it can affect performance.

Marking points

- (1) [AO 3] Performer believes failure is inevitable/Performer has a feeling of hopelessness when faced with a situation/Performer feels unable to control or change the situation
- (2) [AO 3] Can lead to "need to avoid failure" approach/Causes the performer to exhibit "need to avoid failure" tendencies/Leads to avoidance behaviours
- (3) [AO 3] Avoid taking risks in matches/Risk averse behaviour/Avoid 50-50 situations
- (4) [AO 3] More likely to give up/Will not see the point in playing/More likely to quit
- (5) [AO 3] Lower confidence levels of the performer/Make the performer feel less confident/Player will lose their confidence
- (6) [AO 3] Loss of motivation to perform/Lack of motivation to play/Reduction in motivation levels

5. Look closely at this image and identify **both** missing components.

Bandura's Theory of Self-Efficacy



Marking guidance

Only accept "vicarious experiences" and "verbal persuasion".

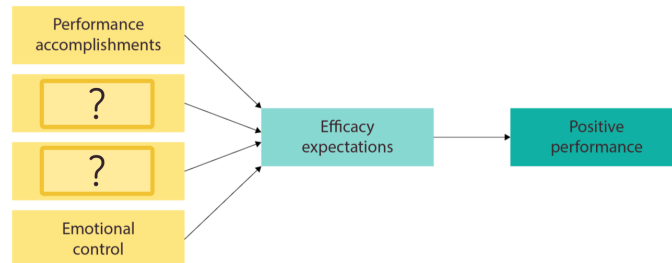
Marking points

- (1) [AO 1] Vicarious experiences
- (2) [AO 1] Verbal persuasion

6.

Using your knowledge of the two missing components in the model only, explain how a young athlete develops low self-efficacy.

Bandura's Theory of Self-Efficacy



Marking guidance

Sub max two marks for vicarious experiences and sub max two marks for verbal persuasion.

Marking points

- (1) [AO 2] For vicarious experience, they may have witnessed someone else fail/Seen someone like them fail/Seen someone in their peer group fail
- (2) [AO 2] For vicarious experience, they may have never seen anyone succeed in the task/Lack of a role model/Never seen the task before
- (3) [AO 2] For verbal persuasion, they may never have received encouragement/Lack of encouragement/Lack of positive feedback
- (4) [AO 2] For verbal persuasion, peers may have teased them for wanting to take part/Peer pressure/Teasing
- (5) [AO 2] For verbal persuasion, significant others might not have encouraged them/Parents may not show encouragement/Coach might not show encouragement

7.

Fiedler suggested that the preferred style of leadership depends of how favourable the situation is.

Outline a **most** favourable situation.

Marking guidance

Not provided

Marking points

(1) [AO 1] The leader has respect/Respect for the leader/Respect for the captain

(2) [AO 1] Good support exists within the group/Group support/Support network

(3) [AO 1] The group is high ability/High ability/Talented group

(4) [AO 1] High level of motivation exist/Highly motivated/Motivation levels are high

(5) [AO 1] The task is clear to the team/Clear instructions/Task is common

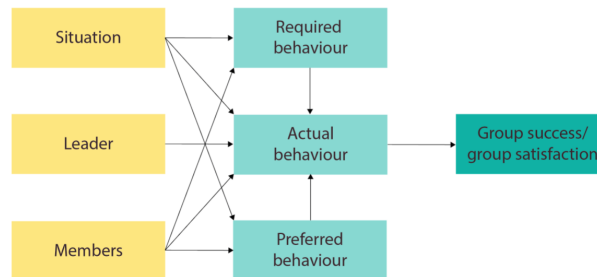
(6) [AO 1] Good social cohesion/Harmony amongst the team/The leader and the group work well

(7) [AO 1] Good access to resources/Access to facilities/Access to equipment

8.

Analyse Chelladurai's multidimensional model making reference to effective leadership throughout.

Chelladurai's Multi-dimensional Model of Leadership



Marking guidance

Not provided

Marking points

- (1) [AO 3] Good leaders take the situation into account/Situational characteristics need to be considered/Environmental conditions help determine the right type of leadership
- (2) [AO 3] Good leaders need to be aware of member characteristics/Aware of the age of members/Aware of the gender of members
- (3) [AO 3] Good leaders are aware of their own characteristics/Their own default behaviours/Whether they tend to be autocratic or democratic
- (4) [AO 3] Required behaviour is the leadership style that the leader needs to do/Based on the situation and the members/What needs to be done
- (5) [AO 3] Preferred behaviour is what the members want the leader to do/Members may prefer the leader to be autocratic
- (6) [AO 3] Actual behaviour is what the leader chooses to do/Leadership style chosen by the leader
- (7) [AO 3] The more the elements of the model match, the more effective the leadership/Leader needs to achieve congruence across the model/Actual behaviour matches the required and preferred behaviours
- (8) [AO 3] Effective leadership is a matter of adjusting to all three strands

8.

Analyse Chelladurai's multidimensional model making reference to effective leadership throughout.

(9) [AO 3] Leadership can still be effective if the actual and required behaviour match but the preferred behaviour does not/Actual and required behaviour must match for success to occur