



## Mark Scheme

# OCR A-Level PE – Skill Acquisition

### **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](https://TheEverLearner.com).

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

*James Simms*

1.

With reference to the cognitive theory of learning, explain how a coach may teach a tennis serve.

### Marking guidance

Award **two** marks for giving relevant examples and **two** marks for the explanations.

### Marking points

(1) [AO 1] Gestalt theory is teaching a skill as a whole pattern/Teaching a movement as a whole pattern/Using intervening variables to help focus the learner

(2) [AO 2] Teaching the tennis serve as one movement/Not splitting the serve up into parts/Performing the whole serve in one full movement

(3) [AO 1] Gives performers an insight into the reasoning/Shows the reason behind performing a skill/Gives performing a skill contextual meaning

(4) [AO 2] Performer understands importance of serve/Understands serve can dictate a point/First service percentage is vital to winning

2.

Bandura's model identifies four processes involved in the copying of behaviour. Two of these are motor reproduction and motivation. Explain these terms.

### Marking guidance

Do **not** credit any reference to motor reproduction or motivation, as these are not relevant to the question.

### Marking points

(1) [AO 1] Motor reproduction is being physically able to produce the skill/Mentally able to produce the skill/Necessary underlying abilities

(2) [AO 1] Motivation is the performer having the drive to match the performance/Drive to replicate a performance/Wanting to repeat the performance they have seen

3.

Using your knowledge of personality theories, evaluate personality as a predictor of sporting success.

Explain how a knowledge of operant conditioning could help a coach improve the performances of their athletes.

Marking guidance

[10 Mark Level Descriptors](#)

Marking points

- (1) [AO 1] Personality is the sum of the characteristics that make a person unique
- (2) [AO 1] Trait theory suggests personality is innate/Enduring/Stable
- (3) [AO 1] Social learning theory suggests personality is situational/Learned through modelling/Copying others
- (4) [AO 1] Interactionist approach suggests personality is a function of both traits and the situation
- (5) [AO 2] Trait theory suggests that individuals with stable extroversion will be more successful in sport/Stable extroverts/Stable extroversion
- (6) [AO 2] Social learning theory suggests that sporting mentality can be learned through experiences/All people can be winners if they learn the right skills
- (7) [AO 2] Interactionists believe sports people need a balance of the right traits and the right social cues
- (8) [AO 3] Sceptical approach suggests sporting success cannot be predicted by personality
- (9) [AO 3] Credulous approach suggests sporting performance can be predicted by personality
- (10) [AO 3] Strength of trait theory is it is simple/Trait theory is simple to apply
- (11) [AO 3] Weakness of trait theory is it does not account for situational factors
- (12) [AO 3] Strength of social learning theory is it takes learning into account/Explains how sports people learn the right mentality
- (13) [AO 3] Weakness of social learning theory is it does not consider traits
- (14) [AO 3] Interactionist approach such as Hollander may be the best model for explaining the link between personality and sporting success
- (15) [AO 1] Operant conditioning is a behaviourist theory/Behaviourist theory/Behaviourist
- (16) [AO 1] Proposed by BF Skinner/ BF Skinner/Skinner
- (17) [AO 1] Human beings learn through the consequences of their actions/Learn through consequences
- (18) [AO 1] Associationist learning/Associationist
- (19) [AO 1] Behaviours are based on an SR bond/SR bond

3.

Using your knowledge of personality theories, evaluate personality as a predictor of sporting success.

Explain how a knowledge of operant conditioning could help a coach improve the performances of their athletes.

(20) [AO 2] Coach can use practice to shape their players behaviour/Behaviour shaping/Shape behaviours

(21) [AO 2] Coach can use practice structures to strengthen the SR bond/Coach can use practice to weaken the SR bond if the skill is wrong

(22) [AO 2] Coach can use positive reinforcement to strengthen an SR bond

(23) [AO 2] Negative feedback to establish a new SR bond/Punishment to weaken or break an SR bond

(24) [AO 3] Strength of operant conditioning is it is simple to implement/Simple learning theory

(25) [AO 3] Strength of operant conditioning is that coaches frequently use reinforcement/Reinforcement is common

(26) [AO 3] Strength of operant conditioning is that positive and negative reinforcement can be used in combination

(27) [AO 3] Weakness of operant conditioning is it does not include a model or demonstration/Lacks a demonstration

(28) [AO 3] Weakness of operant conditioning is that the athletes may not understand why/Don't need to understand the skill

4.

Explain how a horse-riding coach could use mechanical guidance when coaching a cognitive stage rider.

### Marking guidance

Sub max one mark for stating what mechanical guidance is (point one) and sub max three marks for examples of how mechanical guidance is done in horse-riding coaching.

Accept other alternative examples of mechanical guidance in horse riding.

### Marking points

(1) [AO 1] Mechanical guidance is using objects or aids to help learning/Objects or aids/Use of objects

(2) [AO 2] The coach could use a harness for a novice rider/Use of harness to prevent the rider falling to the floor/Using a harness

(3) [AO 2] Use a lead rope to make the rider feel safe/Use a lead rope so the horse does not run away/Control the horse with a rope

(4) [AO 2] Use a platform or a step for when the rider climbs up and down from the horse/Use a platform/Use a step

(5) [AO 2] Use cones and coloured gates so the rider can learn to guide the horse/Use cones to create a course/Use gates to help the rider control the horse

5. Using a sporting example, describe verbal guidance.

Marking guidance

Sub max one mark for the sporting example and sub max one mark for a descriptive point.

Only award two marks if an appropriate example is provided.

Marking points

(1) [AO 2] Hockey coach provides two coaching points to their goalkeeper at half time/Trampolining coach calls to the athlete to point toes as they leave the bed/Football coach explains the team's tactics for today's match

(2) [AO 1] Verbal guidance is explaining points to athletes/Using coaching points/Talking to performers about performance

(3) [AO 1] Verbal guidance is describing a set play/Explaining tactics/Giving technical information

6. Evaluate the use of verbal guidance in the learning of movement skills.

### Marking guidance

Sub max three marks for positives and sub max three marks for negatives.  
Only award five marks if both positives and negatives have been addressed at least twice.

### Marking points

- (1) [AO 3] A positive is that the performer knows what they need to do/Requirements are made clear/Provides clarity for the performer
- (2) [AO 3] A positive is that it is quick to deliver/Can be delivered during performance/Time-efficient
- (3) [AO 3] A positive is that it can be used to motivate the performer/Can be motivational points/Can be used for motivation
- (4) [AO 3] A positive is that it holds the attention of the performer on one or two specific things/Focusses attention on what is important/Directs focus to the right aspect
- (5) [AO 3] A positive is that it can include questioning techniques/Use Q and A/Question and answer sessions deepen the processing of performers
- (6) [AO 3] A negative is that poorly made points can lead to learning the wrong thing/Points can be badly made/Innaccurate coaching
- (7) [AO 3] A negative is that it can cause information overload especially with cognitive stage learners/Information overload/Too much information all at once
- (8) [AO 3] A negative is that performers may not understand the specific terminology used by the coach/Performers may not know the jargon/Coach might use the wrong words to cause understanding
- (9) [AO 3] A negative is that some skills are very difficult to explain/Hard to put some things into words/Some ideas are very complex
- (10) [AO 3] A negative is that verbal guidance can be tedious/Monotonous/Boring

7. Explain what is meant by **both** positive and negative feedback.

Marking guidance

Not provided

Marking points

(1) [AO 2] Positive feedback reinforces learning/Information about a positive outcome/Information that strengthens the SR bond

(2) [AO 2] Negative feedback is information about an unsuccessful performance/Information that weakens the SR bond/Information that does not reinforce learning

8. Identify a sporting example of **both** positive and negative feedback.

### Marking guidance

Only award marks for examples linked to a sporting performance.  
The examples provided are not exhaustive. Award credit for appropriate examples of each.

### Marking points

(1) [AO 2] Positive is when a badminton coach praises their player for good footwork/Football coach high-fives a player after they score/Parent says "well done" to their child after they qualify for the final in athletics

(2) [AO 2] Negative is when a rugby coach criticises a centre for not passing the ball/Table tennis coach tells their player to attack more/Dance choreographer says "Hold the pose for longer"

9. Evaluate the use of negative feedback for elite performers.

### Marking guidance

Only credit responses relating to negative feedback.

Sub max three marks for positives and sub max three marks for negatives.

For four marks, the student must give at least one positive and at least one negative.

### Marking points

(1) [AO 3] A strength is that elite performers thrive on knowing how to improve/Elite performers want to improve/Elite performers need information about errors in order to improve

(2) [AO 3] A strength is that small improvements at elite level can make a big difference/Concept of marginal gains/Causes continual improvement

(3) [AO 3] A strength is that elite performers are not motivated by praise/Not motivated by positive feedback/Value negative feedback more than positive feedback

(4) [AO 3] A negative is that the coach needs to be very knowledgeable/Not all coaches can give an elite performer relevant feedback/Quality of criticism needs to be very high

(5) [AO 3] A negative is that some elite performers are sensitive to criticism/Even elite performers sometimes need praise/Criticism could be damaging

(6) [AO 3] A weakness is that at elite level, negative feedback needs to be based on detailed analysis/Could be expensive to analyse a whole squad of performers/Technology used for analysis could be expensive

10.

With reference to the multi-store memory model, explain how a badminton player uses selective attention during a rally.

Marking guidance

Not provided

Marking points

(1) [AO 1] Selective attention occurs between the STSS and the STM/After the STSS/Before the STM

(2) [AO 1] Involves the removal of irrelevant stimuli/Attend to relevant stimuli only/Removing irrelevant information

(3) [AO 2] Badminton player will only attend to things relevant to performance

(4) [AO 2] Badminton player attends to the flight path of the shuttle but ignores the colour of the walls/Attends to the position of the opponent but ignores the presence of the umpire/Attends to whether the shuttle is landing in but ignores the game on the next court

(5) [AO 2] Effective selective attention will improve reaction time/Increase the chance of choosing the right shot to play/Improve the chance of winning the rally

11.

Craik and Lockhart argued that "memory is just a by-product of processing information." Explain how a tennis coach could use the **levels of processing model** when teaching children how to serve.



### Marking guidance

Not provided

### Marking points

- (1) [AO 2] Coach wants the player to store the tennis serve in the LTM
- (2) [AO 2] Coach needs to give meaning to the serve by explaining why it is so important/Explaining why/Giving meaning
- (3) [AO 2] This is known as semantic processing/Semantic processing
- (4) [AO 2] Coach could apply elaboration rehearsal/Elaboration rehearsal
- (5) [AO 2] By showing images or video of the serve/Images or video/Video