



Mark Scheme

OCR 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. Evaluate the trait theory of personality formation.

Marking guidance

Sub max two marks for weaknesses and sub max two marks for strengths.

Marking points

(1) [AO 3] A weakness is that only genetic input influences personality/Only inherited characteristics determine personality/Behaviours are only based on genetic influences

(2) [AO 3] A weakness is that it doesn't take into account that behaviour adapts in different environments/Doesn't consider environmental influences/Doesn't discuss socialisation

(3) [AO 3] A weakness is that twins with the same genetic make up do not have the same personality/Twins have different personalities/Twin studies show differences

(4) [AO 3] Strength of traits is they can be used to predict sporting success/Used as a predictor/Prediction tool

(5) [AO 3] Strength is that some evidence shows a link between personality and genetics/Some research supports a link between personality and biology/Some studies support trait theory

2. Discuss the suggestion that the interactionist approach to personality is the most reliable.

Marking guidance

Not provided

Marking points

(1) [AO 1] Combination of trait and social learning theory/Mix of trait and social learning theory/Blends trait and social learning theory

(2) [AO 1] $B = f(PE)$ / $B = f PE$ / $B = fPE$

(3) [AO 3] More realistic than trait theory as it explains how environment can trigger inherited traits/Environment and genetics are taken into account/Looks at the impact of social interactions and innate characteristics

(4) [AO 3] Explains why behaviour is often unpredictable/Explains why behaviour changes in different situations/Behaviour adapts to different environments

(5) [AO 3] Explains why people behave differently in the same environment/People have different reactions in the same environment/Differing responses in the same environment

3.

Jamie has just attended his first-ever school hockey club session.
Describe how a coach can use extrinsic motivation to maintain Jamie's involvement.

Marking guidance

Not provided

Marking points

(1) [AO 1] External drive to perform well/External reasons to participate/Taking part for external rewards

(2) [AO 2] Coach could use rewards to encourage Jamie to keep playing/Mini prizes could motivate Jamie to keep attending/Hockey team badge might motivate Jamie to attend regularly

4.

Rachel is a cyclist and trains three times per week with her club.

Describe both intrinsic and extrinsic motivation and the impact each has on Rachel.



Marking guidance

Sub max two marks for a definition of both **intrinsic and extrinsic** motivation. Sub max two marks for describing the impact on Rachel.

Marking points

- (1) [AO 1] Intrinsic motivation is the internal drive to participate and perform well/Desire to take part for enjoyment/Internal mechanisms which arouse and direct behaviour
- (2) [AO 2] Rachel will have the internal drive to succeed/Rachel will get a sense of pride from success/Rachel will get enjoyment from taking part
- (3) [AO 1] Extrinsic motivation is the external drive to perform well/External reasons to participate/Taking part for external rewards
- (4) [AO 1] Rachel will have the drive to achieve medals in races/Rewards will act as positive reinforcement for Rachel/Desire to achieve prizes will drive Rachel to succeed
- (5) [AO 1] Pressures from other people can be extrinsic motivators/External pressures can also be a form of extrinsic motivation/Pressure from the coach could be an extrinsic motivator
- (6) [AO 2] Rachel could feel pressure from her coach to succeed/Rachel's parents could be pressuring her to win/People around her could be pushing her to train three times per week

5. Alex has just started playing golf and is due to play in a beginners tournament. Describe the drive theory of arousal and what impact it could have on a beginner's performances in sport.

Marking guidance

Not provided

Marking points

- (1) [AO 1] As arousal increases, performance increases/Performance improves as arousal increases/As arousal increases, so does performance
- (2) [AO 1] As arousal increases, so too does the likelihood of the dominant response/Increasing arousal leads to dominant response/As arousal increases, the emission of dominant response increases
- (3) [AO 2] Dominant response for a beginner may be incorrect/Beginner is likely to have an incorrect dominant response/Dominant response is incorrect
- (4) [AO 2] Leads to a decline in performance/Performance decreases/Performance levels decline
- (5) [AO 2] Beginners need to control arousal and keep it at low levels/Beginners must keep arousal low/Beginners must keep lower arousal than an experienced performance

6. Describe the **inverted U theory** of arousal.

Marking guidance

Not provided

Marking points

(1) [AO 1] Performance increases as arousal increases to an optimal point/As arousal increases, so does performance but to an optimum point/Arousal and performance increase until a threshold point

(2) [AO 1] Optimal point is where performance is the best/Selective attention is operational at optimal point/Performer takes in relevant cues at optimal arousal

(3) [AO 1] If arousal increases past optimum arousal, there is a decrease in performance/Performance decreases if arousal increases past the threshold/Decline in performance as the performer becomes overaroused

(4) [AO 1] Underarousal after the optimal point/After the optimal point, a performer is underaroused/Under arousal is also called boredom

7. Explain how the **inverted U theory** shifts based on the **skill level** of the performer.

Marking guidance

Not provided

Marking points

(1) [AO 2] Skilled performers work better at high arousal levels/Expert performers cope with higher levels of arousal/Highly skilled players perform better in high arousal situations

(2) [AO 2] Expert performers need less concentration to perform skills/Elite performers use little conscious control/Skilled players use motor programmes to control skillful movements

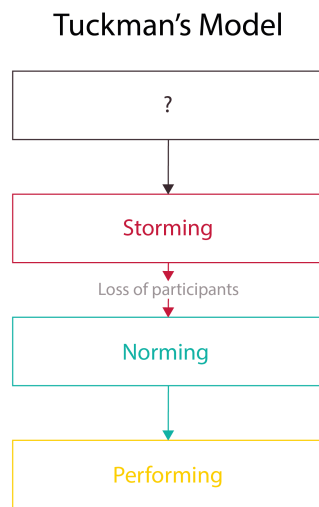
(3) [AO 2] Beginners work better at lower arousal levels/Novice performers cope better in low levels of arousal/Beginners perform better at low arousal levels

(4) [AO 2] Learners have low skill level and need to concentrate more/Beginners need to process more information/Novice performers need to consciously control movement

(5) [AO 2] Moderate levels of arousal cause beginner to lose concentration/Moderate arousal cause learners to become anxious/Learners lose focus if arousal reaches even moderate levels

8.

Identify the missing stage from the model in the image and describe the characteristics of this stage.



Marking guidance

Award **one mark** for naming the stage and award **two marks for a description of the stage.**

Marking points

- (1) [AO 1] Forming stage/Forming
- (2) [AO 1] Group members get to know one another/Individual members start to find out about each other/Development of interpersonal relationships
- (3) [AO 1] Short stage/Temporary stage/Stage isn't very long
- (4) [AO 1] Assessment of individual strengths/Individual strengths are recognised/Members' strengths are assessed
- (5) [AO 1] Group members rely on leader for guidance/High dependence on the team leader for guidance/Team leader needs to give strong direction to the group
- (6) [AO 1] Individual roles and aims are unclear/No agreement on roles or aims of the group/Aims and roles are not yet established

9.

Jane has not been playing very well for her rugby team.
Explain what strategies a coach could use to prevent **social loafing**.



Marking guidance

Not provided

Marking points

- (1) [AO 2] Give credit to Jane within the team for her individual performances/Recognition for Jane's performance within the game/Highlight individual performances such as tackle counts
- (2) [AO 2] Give Jane feedback on her performance so that she feels recognised/Talk to her about highlights from her game/Feedback to Jane about the strengths in her performance
- (3) [AO 2] Social support from her team will keep her motivated/Jane will be motivated by support from her team/Support from her other team members will improve her motivation
- (4) [AO 2] Peer pressure will reinforce her individual effort/Peer pressure will improve her motivation/Peer pressure will reinforce her individual performance
- (5) [AO 2] Jane could spend more time with her team socially to improve cohesion/Coach could encourage Jane to go out socially with the team/Coach could organise a group trip to bowling

10. With reference to Weiner's model of attribution, explain the term "locus of control."

Marking guidance

Not provided

Marking points

(1) [AO 1] Considers the extent to which an outcome is under control/Extent an outcome is controllable or uncontrollable/How much an event is controlled

(2) [AO 1] Can be under control from the performer/Can be under control from others/Either us or outside influences can change outcomes

(3) [AO 1] Uncontrollable outcomes cannot be influenced/Nothing can be done for uncontrollable attributions/Uncontrollable attributions cannot be changed

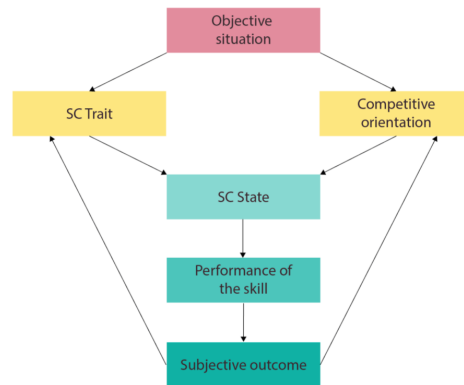
(4) [AO 1] Directly impacts motivation levels/Locus of control will affect motivation/Has a direct link to motivation levels

(5) [AO 1] Was a third dimension/Added after the other two dimensions/Was an extra dimension to the model

11.

Vealey's sport confidence model makes reference to competitive orientation. Describe what is meant by competitive orientation.

Vealey's Sport Confidence Model (1989)



Marking guidance

Not provided

Marking points

(1) [AO 1] Competitive orientation is the type of goals a performer uses to judge success and failure/Types of goals/Nature of goals

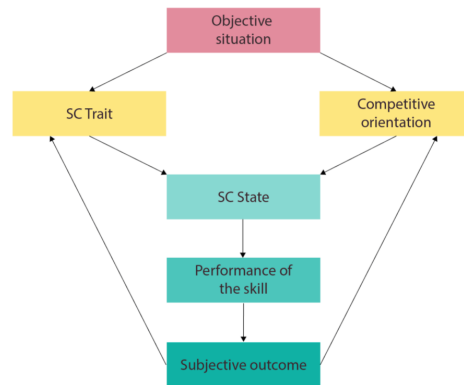
(2) [AO 1] Some performers use outcome goals to measure success/Outcome goals/Product goals

(3) [AO 1] Some performers use process goals to measure success/Process goals/Performance goals

12.

Vealey's sport confidence model makes reference to competitive orientation. Explain how a sports performer's competitive orientation could **decrease** their sport confidence state.

Vealey's Sport Confidence Model (1989)



Marking guidance

Not provided

Marking points

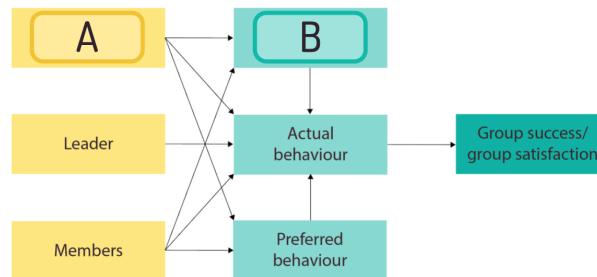
- (1) [AO 2] Performer might only use outcome goals/Judge themselves by winning and losing only/Overemphasise outcome goals only
- (2) [AO 2] Performer might not use process goals/Under-uses process goals/Lack of process goals
- (3) [AO 2] Losing leads to a decrease in state confidence
- (4) [AO 2] Performing well and achieving process goals has no impact on state confidence because they lose

13.

Look closely at this image.

Identify the missing components **A** and **B** of Chelladurai's model of leadership.

Chelladurai's Multi-dimensional Model
of Leadership



Marking guidance

Not provided

Marking points

(1) [AO 1] A are the situational characteristics/A is the situation/A is situation

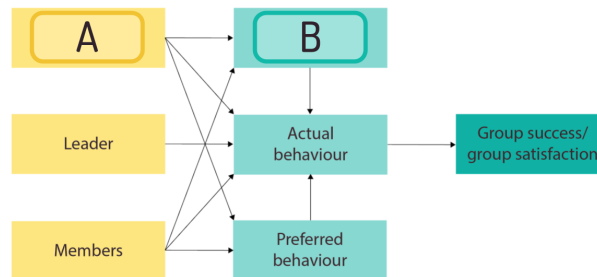
(2) [AO 1] B is the required behaviour/B is required behaviour/B - required behaviour

14.

Look closely at this image.

Using a sporting example, explain how the missing components **A** and **B** can affect the type of leadership used by a leader.

Chelladurai's Multi-dimensional Model of Leadership



Marking guidance

Not provided

Marking points

(1) [AO 2] Sporting situation can be more or less favourable/Hockey team is in an unfavourable situation because the group dynamic is poor/Netball team is in a favourable situation because the leader's position is strong

(2) [AO 2] Required behaviour is based on the situation/Hockey coach needs to use autocracy because the situation is not favourable/Netball coach needs to use autocracy because the leader's position is strong

15.

Using a sporting example for each, describe what is meant by **both** an emergent and a prescribed leader.

Marking guidance

Not provided

Marking points

(1) [AO 1] Emergent leader is appointed from within the group/Appointed from within/Emerges from the group

(2) [AO 2] Experienced player becomes a player-manager at their club/Former youth team player becomes the club captain/Another player takes on the role of captain when the captain is injured

(3) [AO 1] Prescribed leaders are appointed from outside the group/Appointed externally/Not a previous member of the group

(4) [AO 2] Non-native coach is appointed as national manager/New signing becomes the captain/Leader appointed from another club