GCE

Physical Education

H555/02: Psychological factors affecting performance

A Level

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM3 ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking that has been sent by OCR. Training can be accessed https://www.ocr.org.uk/assessment-specialist-communications/ - RM3 training, or via RM3 – see screenshot

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. The mark scheme is available on RM3, on the left hand side under 'marking instructions'.

3. Log-in to RM3 and mark the 5 practice responses ("scripts"). Please complete these and submit a full paper at a time, then read go through each question to see how it was definitively marked and read the comments in the box at the bottom. This should help as you progress onto the subsequent scripts. This is your learning phase. Ask your team leader for support to help you apply the mark scheme if clarification in needed. Once you are confident mark the 10 standardisation responses. This is the test phase. It is important to mark these carefully and in line with the mark scheme (see training powerpoint for tolerance for this unit.)

   YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS. Once submitted, your standardisation scripts will be reviewed to see if they fall within tolerance. You will be given thorough feedback - if accurate you will be approved and be able to access live scripts. You may be asked to complete further standardisation scripts before you are approved to mark.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the 50% and 100%. If you experience problems, you must contact your Team Leader without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader.

5. Work crossed out:
   a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
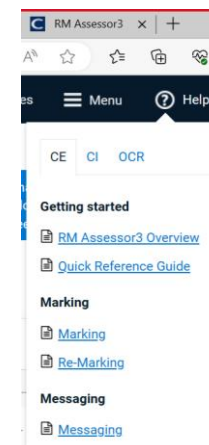
b. if a candidate crosses out an answer to a whole question and makes no second attempt, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Ensure to open up each script prior to marking to check the additional pages (and additional objects if present) as some candidates will have answered questions on these. Link any pages that have writing in the additional answer space to the correct question number. Write BP on any pages with nothing written on.

7. There is a NR (No Response) option. Award NR (No Response) and stamp SEEN in the answer space:
   - if there is nothing written at all in the answer space for a question
   - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

   Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The RM3 **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader contact them directly.

9. Assistant Examiners should send a brief report on the performance of candidates to your Team Leader by a date requested by your TL. Your TL will send you a blank AE report form. Your report should contain notes on particular strengths displayed as well as common errors or weaknesses.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that best matches the answer
    b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

10. Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
✔ (Tick)	Tick	KU	Knowledge and understanding / indicates AO1 on Q8
✖ (Cross)	Cross	EG	Example/Reference / indicates AO2 on Q8
BOD	Benefit of doubt	DEV	Development / indicates AO3 on Q8
TV	Too vague	L1	Level 1 response on Q8
REP	Repeat	L2	Level 2 response on Q8
S	Indicates sub-max reached where relevant	L3	Level 3 response on Q8
SEEN	Noted but no credit given	BP	Blank page
IRRL	Significant amount of material which doesn't answer the question		

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.

- **KU/EG/DEV** used <u>instead</u> of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.

- On this extended response question, one KU/EG/DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A					
Question			**Answer**	**Marks**	**Guidance**
1			Two marks from: <table><tr><td>1. (Inaccurate)</td><td>If verbal guidance is inaccurate it can **lead to** errors</td></tr><tr><td>2. (Info overload)</td><td>Can lead to information overload (with too many instructions/ pointers)</td></tr><tr><td>3. (Beginners)</td><td>**Beginners** may not understand</td></tr><tr><td>4. (Understanding)</td><td>Some movements are hard to explain OR some descriptions can be hard to understand OR some movements would benefit more from visual guidance / demonstration OR performer might not know what the skill should look like / struggle to make mental picture OR can be confusing</td></tr><tr><td>5. (Boring)</td><td>Verbal guidance can be boring</td></tr></table>	**2** (AO3)	Mark 1st 2 identifiable answers only
2			Two marks from: <table><tr><td>Bad luck</td><td>I was playing against top of the league</td><td>The weather was bad</td><td>Biased official</td></tr><tr><td>The pitch was too bumpy</td><td>(My effort level was too low)</td><td>(I didn't practise enough)</td><td>My ability is too low</td></tr></table>	**2** (AO2)	Award no marks if more than 2 boxes are circled

	Section A		
Question	**Answer**	**Marks**	**Guidance**
3	Two marks from: <table><tr><td>1. (Attractiveness)</td><td>Perceived attractiveness / friendliness of the model / how interesting the model is</td></tr><tr><td>2. (Competence)</td><td>Competence / standard of the model</td></tr><tr><td>3. (Role model)</td><td>Role model / status of the model / significance of model</td></tr><tr><td>4. (Characteristics of observer)</td><td>Characteristics of the observer (e.g. attention span / how effectively they use selective attention / how interested the performer is / how motivated they are)</td></tr><tr><td>5. (Incentives)</td><td>If incentives are present</td></tr><tr><td>6. (Similarity/same)</td><td>Similarity of the model to the observer</td></tr><tr><td>7. (Cued in)</td><td>If the observer is cued into the main coaching points</td></tr><tr><td>8. (Relevant)</td><td>How relevant the behaviour is to the observer</td></tr><tr><td>9. (Clear)</td><td>If the demonstration is clear / easy to see</td></tr></table>	**2** (AO1)	Mark 1st 2 identifiable answers only **Accept** Point 3 – BOD significant other Point 6 – reference to whether the model is the same or similar age/gender/ability/sport/ position/attitude as the observer
4	Two marks from 1. **Good** communication skills 2. Empathy / understanding of other's needs /sees alternative points of view 3. Good knowledge of the sport 4. Charisma / has presence / inspiring / is respected 5. Ambitious 6. Well-developed perceptual / decision making skills 7. Confident 8. Good at the sport / high ability / talented / experienced 9. Flexible /adaptable changes leadership styles 10. **Good** listening skills	**2** (AO2)	**Do not accept:** clear goal / vision and motivated / enthusiastic / determined (RQ)
5	Two marks from: 1. **Negative** thought stopping 2. Rational thinking 3. Mental rehearsal 4. Goal setting 5. Mindfulness	**2** (AO1)	Mark 1st 2 identifiable answers only **Accept:** BOD 1 √ Blocking negative thoughts **Do not accept:** Positive thinking/self talk/imagery (RQ)

Section B					
Question			**Answer**	**Marks**	**Guidance**
6	**(a)**	**(i)**	Three marks from: 	1. (Discrete e.g.)	Chest pass / rounders hit / hockey push / golf putt / penalty
2. (Serial e.g.)	Triple jump / gymnastics tumble run / trampolining sequence / gym routine
3. (Continuous e.g.)	Running / swimming / cycling		**3** (AO2)	**Accept:** other suitable examples clearly showing • Discrete skill: clear beginning and end • Serial skill: several discrete skills put together • Continuous: no clear beginning and end **Accept:** shot putt, discus, javelin, sprint start, tennis serve, volleyball serve, (swimming) dive for discrete (pt 1 BOD) **or** serial (pt 2 BOD)
		(ii)	Four marks from: 	1. (Environmental influence)	(More) Closed
2. (Explanation)	The environment remains the same OR not affected by the environment OR skill is habitual OR movement patterns don't change / are fixed OR perception not required
3. (Pacing continuum)	(More) Self-paced
4. (Explanation)	The weight lifter chooses when to start the lift / timing (within reason) if in a competition / how quickly to complete the skill OR reactions are not needed		**4** (AO2)	Point 2 / 4 **can only** be awarded if points 1 / 3 have been credited. **Accept:** BOD 3 for internally paced **Do not accept** 'pace' in pt 4 as RQ

Section B					
Question			**Answer**	**Marks**	**Guidance**
	(b)		Three marks from: 	1. (Positive transfer)	When (the learning / performance of) one skill **helps (**the learning / performance of) another skill
2. (Proactive transfer)	The influence / effect of one skill on a skill yet to be learnt OR a previously learned skill influences (the learning / performance of) a current / new skill
3. (Retroactive transfer)	The influence of one / new skill on (the learning / performance of) a skill that has previously been learned		**3** (AO1)	**Do not accept** 'positive' in description of positive transfer. **Accept** for pt 2 and 3 'helps / hinders / positive / negative' in place of 'influence'

	(c)		Four marks from:	**4** (AO3)	Sub-max 3 for positives Sub-max 3 for negatives

Four marks from:

Positives / strengths – sub-max 3	
1.(understanding)	Develops a better understanding
2. (application)	May be able to apply a skill / tactic more effectively
3. (quick)	Could make quick progress
4. (prob solve/ perception)	Develops problem solving / decision making / perception
5. (adapt / schema)	Enables adaptation to different situations / use of schema (rather than developing S-R bonds)
6. (self-correct)	Can learn to self-correct OR don't always have to rely on a coach
7. (whole - k feel)	(Learning the skill as a whole) develops the kinaesthetic / intrinsic feel
Negatives / weaknesses – sub-max 3	
8. (whole)	Might find the whole skill / tactic too difficult OR ineffective for low organisation / complex / serial / dangerous skills / when part of the skill needs isolating
9. (motivation)	Might give up easily / lose motivation
10. (slow)	Learning might be slower
11. (understand)	Might not understand / might learn (skills) incorrectly
12. (physically unable)	Could be physically unable to execute the skill (despite understanding what to do)
13. (less effective than SL)	Learning may not occur as successfully as watching and copying / role models
14. (reinforcement)	If there is no reinforcement the skill might not become well learnt OR some people may rely on reinforcement / punishment for learning
15. (past exp)	Might have no experience to draw upon

(d)	**(i)**	Two marks from: 	1.	Sensory memory / Short term sensory store / STSS / Sensory register
2.	Short term memory (store) / STM		**2** (AO1)	**Do not accept** Sense organs or **c**ombinations of alternate names such as - short term sensory register or sensory store
	(ii)	Four marks from: Sub-max two marks for strengths **Strengths of the model** 	1. (Simple)	Simple to understand
2.(Information)	Explains how an individual deals with large amounts of information by filtering / selective attention
3.(Rehearsal)	Explain how skills / info that have been practised / rehearsed **can be** retrieved from LTM more easily / stored in the LTM / remembered better
4.(Brain damage)	Explains how those with brain damage can suffer from dysfunctional memory OR explains how people with memory conditions can remember things from long ago but not what just happened
5.(LTM)	The long term memory element explains how an individual can perform a skill that they haven't done for a long time(for example, riding a bike, throwing a ball)		**4** (AO3)	Submax 2 for strengths Submax 2 for weaknesses Mark 1st 2 identifiable answers for strengths and 1st 2 identifiable answers for weaknesses

Sub-max two marks for weaknesses of the model

Weaknesses of the model

6. (Too simple)	It is too simple
7.(Type of information)	Does not explain why an individual might remember one type of information but not another, (for example a coach's explanation but not a diagram) OR evidence suggests **STM / LTM** is not a unitary store / has separate parts
8.(No proof)	Hasn't been proven OR does not prove the distinction between STM and LTM / effectively explain the interaction between the STM and LTM
9.(Individual differences)	Doesn't account for individual differences (in capacity / duration) OR simplistic view of capacity / duration
10.(Interest/Motivation)	Doesn't account for **depth** of processing / interest / motivation / concentration / understanding / meaningfulness of info
11 (Repetition)	Doesn't quantify how much repetition results in LTM storage OR some things that are repeated are forgotten OR some people will remember things they don't rehearse / focus on

Accept:
Point 7 – reference to named parts → STM - acoustic, visual. LTM – episodic, semantic, procedural

e.g. it doesn't consider how LTM can divided into episodic and semantic parts √ point 7

7	(a)	(i)	One mark from:		1 (AO1)	
			1. (Emotional component)	Emotions / feelings (towards an attitude object) / whether we like or dislike something		

		(ii)	Five marks from:		5 (AO3)	**Accept**
			1. (Past experience)	Bad / negative past experience OR if Ali hasn't experienced sport		Pt 1 - Any example of a negative past experience e.g. losing, injury etc.
			2. (Peers/social norms)	Peer influence / pressure / social norm to not like PE		
			3. (Family)	If Ali's family don't like sport / have a negative attitude towards PE		Watch for 2 marks close together e.g. Friends and family have a negative attitude to sport which influenced Ali √2 √3
			4. (Media)	If the programmes Ali watches / listens to don't promote sport or PE OR the programmes Ali watches / listens promote PE or sport in a negative light		
			5. (Role models)	If Ali's role model / significant other has a negative attitude towards sport or PE OR lack of positive role models in PE or sport OR Ali does not like their PE teacher or coach		
			6. (Stereotypes)	Ali may believe a negative gender / disability / age related stereotype		
			7. (Culture/religion)	Ali's culture / religion does not value PE or sport		

(b)	Four marks from:		**4** **(AO1)**	**Do not accept**

Four marks from:

1.(Overarousal)	When the audience causes **overarousal**
2. (Fine)	When the skill is fine OR when increased arousal caused by the audience reduces accuracy
3. (Complex)	When the skill is complex OR when the performer suffers from information overload
4. (Beginner)	When the performer is a beginner / cognitive stage of learning OR when increased arousal causes an increase of incorrect dominant response OR drive theory says a beginner will perform worse with high levels of arousal (caused by the audience)
5. (Introvert)	When the performer is an introvert OR when their optimal performance occurs at lower arousal
6. (Evaluated)	When the performer feels like they are being evaluated / judged OR due to evaluation apprehension OR if the performer has not performed in front of a crowd before
7. (Importance)	When the competition is of high importance
8. (Proximity)	If the audience is close to the performer
9. (Size)	If the audience is large
10.(Venue)	If the performance is at an away venue OR higher pressure / expectation may be felt when playing at home
11. (Nature of crowd)	If the audience is hostile / interactive / loud OR if the crowd causes distraction / conflict

Do not accept

When an audience increases arousal (TV)

Accept
Pt 7 - An example of an important competition

(c)			Six marks from:		**6** (6 x AO2)	**Submax 5 marks for points 1-6**
			1. (Situational characteristics)	Rock Climbing is a dangerous activity OR situational characteristics are dangerous		**Do not accept:** The leader is autocratic (RQ) Reference to laissez faire leadership
			2. (Required behaviour)	Required behaviour is autocratic OR rock climbing needs an autocratic leader		
			3. (Leader characteristics)	The experienced / specialist instructor might want to be autocratic OR the instructor is naturally task orientated / makes all decisions		
			4. (Actual behaviour)	The leader follows an autocratic approach **which is the actual behaviour**		
			5. (Members characteristics)	The **member** characteristics are a small group / experienced / female climbers		**Accept:** Pt 6 BOD Any reference to small group / expert rock climbers needing / working better with democratic leadership / not working well with / needing autocratic
			6. (Preferred behaviour)	Preferred behaviour is democratic OR females / experts / small group prefer (or want) democratic leadership / do not prefer autocratic leadership		
			7.(Congruence)	The performance **and** satisfaction depend on the level of congruence / agreement between the required, actual and preferred behaviour OR the more components of the model that match the higher the performance **and** satisfaction		**Accept** For pts 2, 3, 4 – description of autocratic in place of the term autocratic leader e.g. "rock climbing needs a leader to be strict and make the decisions" √BOD 2
			8. (effect on perf and sat)	Performance high **and** satisfaction low		
			9. (reason for high performance)	(Performance is high) because required behaviour and actual behaviour are congruent / in agreement / both autocratic OR (Performance is high) because the group need the leader to be autocratic and the leader is autocratic OR (Performance is high) because autocratic is right for the situation / dangerous activity		e.g. "the leader characteristics are a well qualified instructor who is task orientated, making responsibility for decisions √3
			10. (reason for low satisfaction)	(Satisfaction is low) because preferred behaviour and the actual behaviour are incongruent OR (Satisfaction is low) because members / females / experts prefer democratic (not autocratic) but leader is autocratic		
			11 (satisfaction: performance)	As performance is high, satisfaction could increase OR as satisfaction is low, this could hinder performance		

(d)	**(i)**	One mark from:		**1** (AO1)	**Accept:** intention to harm outside the rules of the sport
		1. (intention)	(Any act, in sport, showing the) **intention** to harm		
	(ii)	Two marks from:		**2** (AO1)	Look out for 2 marks close together – e.g. Aggression is learned from watching and copying √1 role models √2
		1. (watch and copy)	(Aggression) is learnt by watching **and** copying		
		2. (role models)	(Aggression) can be learnt from role models / significant other		
		3. (reinforcement)	(Aggression) can be learnt when aggressive behaviour is positively reinforced OR Aggression can be reinforced through social acceptance		
		4.(environment / situational)	(Aggression) can be influenced by the environment / situation		**Do not accept:** One term answers – remember the command word is explain
		5. (vicarious reinforcement)	(Aggression) more likely to be copied if the **model is seen** receiving reinforcement for their aggressive behaviour OR (Aggression) is learnt by vicarious reinforcement		
		6.(upbringing)	An aggressive upbringing can increase the likelihood of being aggressive		
	(iii)	One mark from:		**1** (AO3)	Accept first answer only **Accept** – BOD 3 aggression is natural
		1. (not seen)	People can be aggressive without ever having seen aggression		
		2. (children)	Doesn't explain aggression in young children		
		3. (personality)	Doesn't take into account individual's personality / genetics / innate aggression / someone who is always aggressive OR aggression can be instinctive / a trait / impulsive		
		4. (similar role models)	People with similar role models act differently / aren't all aggressive		
		5. (not copy)	Some will realise aggression they've seen is wrong so wont copy OR some people will see aggression but won't copy		
		6. (frustration)	Some people need frustration / a 'cue' to be aggressive		

	Section C	
Question	**Answer**	**Guidance**
8*	**Level 3 (8–10 marks)** • detailed knowledge and excellent understanding (AO1) • well-argued judgements which are well supported by relevant practical examples (AO2) • detailed analysis and critical evaluation (AO3) • very accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	**At Level 3 responses are likely to include:** • detailed comparison of the cognitive stage to the autonomous stage • sporting examples well applied throughout each stage of learning • detailed explanation of the benefits of goal setting • AO1, AO2 and AO3 all covered well in this level.
	Level 2 (5–7 marks) • good knowledge and clear understanding (AO1) • judgements will be present but may not always be supported by relevant practical examples (AO2) • good analysis and critical evaluation (AO3) • generally accurate use of technical and specialist vocabulary • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	**At Level 2 responses are likely to include:** • comparison of a range of factors of the cognitive stage to the autonomous stage, there may be some well described points also • some sporting example**s** applied to **each** stage of learning • good explanation of some of the benefits of goal setting or description of many benefits • maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.
	Level 1 (1–4 marks) • satisfactory knowledge and understanding (AO1) • occasional judgement but often unsupported by relevant practical examples (AO2) • limited evidence of analysis and critical evaluation (AO3) • technical and specialist vocabulary used with limited success • the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	**At Level 1 responses are likely to include:** • some attempt at comparison of cognitive stage to the autonomous stage of learning, but may be more descriptive • some use of examples in either part of the question • description of some of the benefits of goal setting • maximum of 3 marks to be awarded for AO1 with no application.

(0 marks) No response or no response worthy of credit.	

Marks: 10 (AO1 x3, AO2 x3, AO3 x4)   **Guidance:**   Maximum of 3 marks to be awarded for AO1.
                                                           Maximum of 3 marks to be awarded for AO2
                                                           Maximum of 4 marks to be awarded for AO3

Guidance

All annotations need to be placed in a margin – do not put annotations within the body of the essay.

If the candidate describes an aspect of performance for the autonomous performer first, give this as AO1 KU– then if/ when they compare it with the cognitive performer, give the AO3 point as DEV. So, a description of an aspect of performance is AO1, when compared is AO3 – regardless of the order of cognitive or autonomous stage.

AO3 can also be awarded if learners use comparative terminology such as less than, more fluent, quicker than etc.

MS following a badminton example but accept any other sporting examples The top e.g. in MS = cognitive performer, bottom e.g. = autonomous performer

SMART does not answer the question - if a candidate writes about this, they may cover benefits within their description which should be credited.

In the goal setting part of the question- a candidate might include an explanation within an example– credit AO3 for any explanation within an e.g. such as *"goals **increase motivation** e.g. aiming to run 100m in 12.5s makes sure the athlete keeps **working hard and doesn't give up"***
Would be **KU** and **DEV, (E.G.).**
However, if their e.g. simply repeated the point made previously it would not gain AO3 credit, just KU for AO1 *"goals **increase motivation** e.g. aiming to run 100m in 12.5s is **motivating"*** is just **KU, REP, (E.G.)**

     a. **To determine the level** – start at the highest level and work down until you reach the level that best matches the answer
     b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)

Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

AO1 – KU	AO2 – E.G.	AO3 - DEV
Cognitive stage		Autonomous stage
1. Beginner	e.g. a person learning to play badminton e.g. an expert badminton player	• Advanced /expert
2. Jerky/ not fluent / un co-ordinated / poorly timed	e.g. the shuttle hitting the rim of the racquet / double hitting the shuttle as they jab at it e.g. smooth contact with shuttle	• Smooth/ fluent/ co-ordinated / effortless / well timed
3. Lots of conscious thought	e.g. has to think about how to stand and hold the racquet e.g. automatically stands in the correct position without having to think about it	• Automatic/ less conscious thought • Grooved / habitual
4. Trial and error is used	e.g. trying a low serve and it going into the net a lot, so changing grip to see if this works better e.g. adjusting grip when hitting the shuttle without needing to experiment	• no trial and error • understands the skills very well so can adapt / adjust without having to go through process of trial and error
5. Lots of mistakes are made / dominant response is unskilful	e.g. Repeatedly struggles to get the shuttle to the back of the court when clearing e.g. performs a low serve without mistakes	• Mistakes are minimal • Dominant response is skilful
6. Performance is inconsistent	e.g. can perform the serve once but then makes a mistake on the next 8 attempts e.g. can perform the same serve 10/10 times and shuttle land almost same spot	• Consistent (successful) performance
7. Performs badly under pressure / high arousal	e.g. performs badly when in a match / when a coach is watching their rally	• Performs well under pressure / high arousal

OR performs worse with an audience	e.g. performs at their best when playing in a county final / in the presence of a crowd	• May perform better with an audience
8. Lots of learning about how to perform the skills / what the rules are	e.g. learning the stance for an overhead clear e.g. perfecting their flick serve	• Not learning new information but fine-tuning /refining skills / developing tactics
9. Needs extrinsic feedback from coach/coach helps performer to know what the rules are and how to perform the skills	e.g.(extrinsic) coach telling the player they had the right action for the smash shot e.g. (intrinsic) performer feeling they made good contact with the shuttle/executed the 'wrist snap' well in the smash	• Mainly uses intrinsic feedback • can self-correct • support from coach will have less focus on how to perform and more on game play / opposition weaknesses etc
10. Not got kinaesthetic awareness yet	e.g. doesn't know how a drop shot should feel when they hit it 'right' yet e.g. can adjust the angle of the racquet when performing a smash as it didn't feel quite right	• Well-developed kinaesthetic awareness
11. Developing a mental picture of the skills	e.g. how a smash shot should look e.g. knows exactly how to perform a range of shots e.g. smash, backhand, forehand	• Clear mental picture of skill
12. Not yet formed motor programmes	e.g. No motor programme formed for a drop shot e.g. Drop shot has a well developed motor programme	• Well-developed motor programmes • Stored in LTM
13. Focus only on the skill / distracted easily	e.g. thinking only about how to perform the serve, how to stand and not looking at the opponents position e.g. being able to look like going to perform a clear but then playing a drop shot	• Focus on other aspects of their game / tactics / opponent's position /playing a feint • can manage distractions • spare attentional capacity
14. Slow (er) reaction time / takes longer to process the information / not able to anticipate shots quickly	e.g. might miss a drop shot e.g. anticipates the drop shot so is there quickly to return it	• Quick (er) reaction time • able to process information quickly • Can anticipate opponents return shots

15. Not very confident in their performance / low self efficacy	e.g. lacks confidence at trying new badminton shots e.g. expects to win and enjoys playing badminton	• Confident in performance / high self efficacy

Benefits of goal setting AO2 not required in this part of the question – although credit if given		
AO1 – KU		**AO3 – DEV** **Can award more than 1 dev**
16. Attentional focus		• Gives the performer a specific focus to work on • Helps direct effort / attention / concentration / training
17. Increase motivation / persistence		• Having a target could make a player more determined to achieve it / less likely to give up / work harder
18. Raising confidence / self efficacy		• Knowing a particular goal is possible raises self-belief • Can act as building blocks as achieve mini goals • Because measuring progress to see if achieved goal shows how far individual has come • Once goal is achieved confidence raises
19. Control of arousal / anxiety / stress		• Helps a player to manage arousal as they have something to focus on / believe they can achieve goal • Helps if player is feeling overwhelmed by task to break it down to manageable goals
20. Measure performance / progress		• Helps performer to know the practice / training they are doing is effective • Allows for goals to be updated /amended
21. Improves performance		• Can then set a new goal • Success isn't always about winning • Performance goals improve P.B / can be achieved independent of anyone else

22. Helps performers to develop strategies towards achieving the goal		• (process) goals can improve technique / tactics • Develops the thinking aspect of sport

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