GCE

Physical Education

H555/02: Psychological factors affecting performance

Advanced GCE

Mark Scheme for June 2019

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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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Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
✓	Tick	KU	Knowledge and understanding / indicates AO1 on Q8
✗	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 instead 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: 1. Stable / predictable practice environment **OR** practice conditions remain unchanging 2. E.g. short flick serve in badminton **OR** penalty kick in football **OR** basketball free throw	**2** (AO2)	Accept any suitable example – of a closed skill. Only accept an open skill if justified
2			Two marks from: 1. Considers the extent to which an outcome is under control **OR** controllable and uncontrollable 2. (Controllable attributions) can be under the control of the performer **OR** Can be under the control of others e.g. coach **OR** something can be done to change the outcome 3. (Uncontrollable attributions) – under no-ones control **OR** nothing can be done to change the outcome 4. Directly affects a performers motivation 5. A 3rd dimension that was added to Weiners model later (than stability / locus of causality)	**2** (AO1)	

3			Two marks from: 1. Make the practices game related / true to real life / realistic **AND** e.g. adding in defenders when practising a short corner in hockey 2. explain / point out the similar movements (of skills or practices) **AND** e.g. a coach highlighting the similarity of spin action between a forehand spin and backhand spin in table tennis 3. teach similar skills close together **AND** e.g. teaching rounders and cricket fielding in the same term as the skills required are similar 4. make sure previous skill is well learned **AND** e.g. learn a front drop successfully before it can help with swivel hips 5. use positive reinforcement / praise when positive transfer occurs **AND** e.g. praise the volleyballer when they successfully transfer the tennis serve action to help their volleyball serve 6. point out similar information processing / tactics / follow identical elements theory **AND** e.g. tell the football RB that is trying RB at hockey that they mark the same way 7. teach fundamental / basic skills first will help positive transfer across different sports **AND** e.g. ensure a young performer has learnt to throw and catch properly will help positive transfer occur in ball sports / netball / rugby later on 8. use progressive practices so that sub routines can build upon another skill **AND** e.g. in gymnastics when learning skills to put together into a floor routine	**2** (2 x AO2)	**Must have examples to be awarded marks** **Mark 1st 2 answers only.**
4			Two marks from: 1. (Definition) lots of information to process / decisions / judgements to make **OR** high perceptual load **OR** when the skill is **technically** difficult to perform 2. (Example) pass by a centre court player in netball, a slip catch in cricket	**2** (2 x AO2)	**Do not accept:** **1.**Skill is difficult to learn/perform **2**. The name of a sport rather than a skill 3. Lots to think about (TV) **Accept** any eg that fulfils the criteria

Question			Answer	Marks	Guidance
5			Two marks from: 1. (Intrinsic) The internal drive (desire) to participate / perform well **OR** wanting to take part for enjoyment / fun / self-satisfaction /accomplishment **OR** the internal mechanisms which arouse and direct our behaviour. 2. (Extrinsic) External drive /desire / stimuli / reasons to participate / perform well **OR** taking part for rewards / money / recognition	**2** (2 x AO1)	Each answer needs to describe the drive / motivation not just the 'intrinsic' and 'extrinsic' part **Do not accept:** Motivation Intrinsic / extrinsic Rewards alone (must relate to drive)
Section B					
6	(a)	(i)	Two marks from: 1. (Capacity) large **OR** very big **OR** (almost) limitless **OR** unlimited 2. (Duration) upto 1 second	**2** (2 x AO1)	
		(ii)	One mark from: Relevant information is filtered through into the short term memory **OR** relevant / important information focused on **OR** irrelevant information is lost / forgotten / filtered out / ignored **OR** filtering of relevant and irrelevant cues	**1** (AO1)	**Accept:** sorting instead of filtering **Accept**: stimuli / cues instead of information
		(iii)	One mark from: 1. football player focusing on the ball, whilst filtering out the crowd booing him **OR** a tennis player focusing / selectively attending to their opponents position **OR** tennis player waiting to return a serve ignoring the number of bounces of the ball	**1** (1 x AO2)	**Accept:** suitable example where answer refers to focusing on relevant and / or ignoring irrelevant cues appropriate to the sporting example.

	(b)		Four marks from: 1. Fluent / automatic / deliberate * 2. reactions 3. intrinsic 4. automatic / deliberate *	**4** (AO2)	*** Do not accept:** The same word twice
	(c)		Six marks from: **Verbal guidance:** (Positives / strengths) 1. Good for autonomous performers / experts 2. Can be direct / clear / quick 3. Can motivate the performer / gives confidence 4. Can hold the attention of the performer **OR** focuses attention 5. Questioning techniques can lead to learning 6. Useful to explain how to produce a movement **OR** develops understanding of how to produce a movement 7. Can refine skills during performance (concurrent) 8. Effective for simple skills (Negatives / weaknesses) 9. If verbal guidance is not accurate it can lead to errors 10. Can lead to information overload (with too many instructions) **OR** only a limited amount of information can be given / focused on at one time 11. Ineffective with beginners 12. Can be boring 13. Can be confusing **OR** they might not understand 14. Some movements are hard to explain **OR** some would benefit more from visual guidance / demonstration	**6** **(6 x AO3)**	Candidate must gain credit from 4 parts of the answer to access 6 marks

			Visual guidance – (Positives/ strengths): 15. Helps the performer create a mental image of the skill 16. Good for beginners / cognitive stage of learning 17. Enables the coach to cue performer in 18. Slow motion videos help the performer understand the movement 19. Can enable the skill to be seen in different stages to make it easier to learn 20. Gives an understanding of the movement requirements 21. Can be used as error detection / correction for experienced 22. Encourages observational learning 23. Is more effective if the demonstrator is a role model / consistent / similar to performer / demo is repeated (Negatives/ weaknesses): 24. The demonstration could be incorrect **OR** at the wrong level 25. The demonstration may be too quick (for the learner to follow) 26. Static images don't show how a movement is produced 27. Slow motion demonstrations can be unclear **visual and verbal** 28. Visual and verbal guidance are most effective if used together **OR** visual / verbal guidance is not as effective if used alone		

	(d)	**(i)**	Two marks from: 1. (Whole) coach uses whole practice e.g. teaching the entire badminton overhead clear in one go 2. (understanding/insight) coach explains a movement/tactic **OR** performer develops insight / understanding / perception e.g. performer understands / coach explains why the badminton player should return a serve using an overhead clear 3. (problem solving) coach uses a problem solving activity e.g. a badminton player works out that the overhead clear is a good way to return a deep serve. 4. (intervening variable) coach would allow for **intervening variables** e.g. they could encourage the badminton player to think about the height of the serve and where the player is stood before deciding where to place the clear 5. (previous experiences) coach would refer learner to previous experiences e.g. a badminton player recognising from past experiences that they need to use an overhead clear to return a deep serve.	**2 (2 x AO2)**	Must have examples to gain credit Candidates must use the same eg throughout their answer

		(ii)	Four marks from:	**4 (4 x AO3)**	Candidates don't have to label points as positives and negatives

(Positives/ strengths):	
1. (understanding)	Performer develops a better understanding
2. (application)	Performer may be able to apply a skill / tactic more effectively
3. (quick)	Performer could find they make quick progress
4. (future prob solve / perception)	Helps the performer when problem solving / using perception in the future
5. (adapt / schema)	Enables performers to adapt to different situations better / use 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 feel
(Negatives/weaknesses):	
8. (whole)	Performer might find the **whole** skill / tactic too difficult **OR** ineffective for low organisation / complex / serial / dangerous skills
9. (motivation)	Performer might give up easily / lose motivation
10. (understand)	Learning might be slower if the performer doesn't understand **OR** some performers won't understand **OR** might learn skills incorrectly
11. (physically unable)	Performer might understand what to do but could be physically unable to execute the skill
12. (less effective than SL)	Learning may not occur as successfully compared to watching and copying / role models
13. (reinforcement)	If there is no reinforcement the skill might not become as well learnt **OR** some people rely on reinforcement / punishment for learning
14. (past exp)	Might have no past experience to draw on.

7	**(a)**	**(i)**	One mark from: Perception of the inability to cope **OR** A psychological state produced by perceived physiological and psychological forces acting on our sense of well-being **OR** can be positive or negative but often associated with a situation when capabilities do not match demands of situation **OR** a state of mental / emotional strain **OR** feeling under a lot of pressure in a situation **OR** physical / mental / emotional demand, which tends to disturb the homeostasis of the body	**1** **(AO1)**	**Do not accept:** anxiety / worry / nerves / negative state on its own.
		(ii)	Three marks from: 1. positive thinking **OR** positive self-talk 2. negative thought stopping 3. rational thinking 4. mental rehearsal 5. imagery 6. goal setting 7. mindfulness 8. relaxation 9. progressive muscular relaxation / PMR 10. biofeedback 11. centring 12. breathing control	**3** **(3 x AO1)**	**Mark first three only** **Do not accept:** Breathing exercises

	(b)		Four marks from:	**4 (4 x AO2)**	**Must** name stage to be awarded marks Accept stages given in either order, unless candidate states the 2nd stage is Norming which is incorrect. **Must** refer to a group / team / they to be awarded marks. As the question states "the sports team" there is no need to directly apply points to sporting examples. Although sporting examples of teams should be accepted such as the football team. Submax 3 for storming Submax 3 for norming

(Storming)	
1. (decisions)	The team may have difficulty making decisions
2. (conflict)	Conflict / hostility as the team members may jostle for positions / establish themselves
3. (coordination)	Group members might work in different ways / pull in different directions
4. (goal)	There might be a clear goal established within the team
5. (leader/ manager)	A strong manager is needed to guide the team through this stage
6. (clique/sub group)	Cliques can form within the team
(Norming):	
7. (agreement)	There is agreement in the team **OR** conflict within the group is resolved **OR** group members are now getting on
8. (common goal)	Team members work together towards a common goal
9. (roles)	Roles / responsibilities are now accepted within the group
10. (commitment)	Stronger sense of commitment to the team / unity
11. (respect)	Respect for the group captain / leader
12. (social)	The team are stronger socially / may meet up outside of training

	(c)		Six marks from:	**6 (6 x AO1)**	**Accept:** Answers that explain the model through an example.

1. (Sporting context)	Objective situation **OR** current sports situation
2. (Trait sports confidence / SC trait)	innate /stable /general/ overall level of self belief in sport / natural disposition
3. (State sports confidence / SC state)	level of self belief in a specific sporting situation **OR** individual's belief about the extent to which their ability will bring success at one particular moment (in sport)
4. (Competitive orientation)	is competitiveness/willingness to take on set (performance/product) goals / risk taking /mastery orientation **/** learned helplessness
5. (State SC influenced by…)	The level of state sports confidence is influenced by trait sports confidence **and** competitive orientation (and the sporting situation)
6. (high Trait SC / comp orientation..)	Higher trait sport confidence / competitive orientation = more confident performer in a specific sport situation / higher state sport confidence OR OPPOSITE
7. (State SC influences…)	The level of state sports confidence dictates the behaviour shown in the situation / performance / outcome of an event
8. (High State SC….)	If the performer has high state sport confidence / is confident in specific sporting situation = skillful / successful performance
9. (Low State SC..)	If the performer has low state sport confidence / lacks confidence = poor / low quality performance
10. (Subjective outcome)_	After the performance the individual will either feel satisfaction or disappointment / interpretation of the result
11. (subjective outcome application +ve)	Satisfaction will result in an increase trait confidence **and** competitive orientation
12. (subjective application -ve)	Disappointment will decrease trait confidence **and** competitive orientation
13. (consequence)	Previous outcomes will influence future SC **state** / outcome (positively or negatively)

		d)	Six marks from:	**6 (6 x AO3)**	Points 1 – 8 and 14 need info from both boxes to be awarded marks

	If failure is attributed to	*Then (impact)*
1. (internal - effect)	internal reasons / ability / effort	pride / confidence / motivation decreases **OR** then shame increases
2. (internal + effect)	internal reasons / ability / effort	motivation can increase
3. (external - effect)	external reasons / luck /task difficulty / weather / ref	it could shield the real reason for failure / lead to lack of improvement
4. (external + effect)	external reasons / luck /task difficulty / weather / ref	pride / confidence / motivation will be retained (not lost) **OR** then shame won't be felt
5. (stable)	stable reasons / task difficulty / ability	failure is expected to be repeated / lowers motivation
6. (unstable)	unstable reasons /luck /effort / weather / tactics	performer believes the outcome could change / is motivated to change the outcome in the future
7. (controllable)	controllable reasons / effort / tactics	motivation increases / performer believes something can be done to change future outcomes
8. (uncontrollable)	uncontrollable attributions / luck / ref / weather	motivation decreases
9. (LH - cause)		Learned helplessness can develop if performer attributes failure to internal / stable / uncontrollable reasons / ability
10. (LH – prevented)		Learned helplessness can be prevented if performer attributes failure to external / unstable / controllable reasons
11. (LH – effect)		Learned helplessness can lead to a performer to give up / believe they can't change anything / they have no control over the outcome **OR** attributing failure to internal / stable / uncontrollable reasons can lead a performer to give up / believe they can't change anything / they have no control over the outcome
12. (MO – cause)		Mastery orientation can develop if performer attributes failure to internal / controllable / unstable reasons
13. (MO – effect)		Mastery orientation can motivate a performer to strive to improve / learn from failure / believe that the performer can change the outcome in future
14. (self serving bias)	External / unstable	Self serving bias (which protects self esteem)

Section C		
Question	**Answer**	**Guidance**
8*	**Level 3 (8–10 marks)** • detailed knowledge and excellent understanding (AO1) • well-argued, independent opinion and 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 <u>are likely</u> to include:** • detailed knowledge of all three leadership styles. • detailed evaluative points made for a range for different types of feedback • relevant practical examples used throughout the evaluation • AO1, AO2 and AO3 all covered well in this level. • the mark given within this level is likely to be determined by the breadth and depth of the evaluation of the types of feedback.
	Level 2 (5–7 marks) • good knowledge and clear understanding (AO1) • independent opinions and 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 <u>are likely</u> to include:** • good knowledge of leadership styles • satisfactory evaluative points made for the different types of feedback (there might be some inbalance) • some practical examples are used to support parts of evaluation • at the top of this level answers should either have: good evaluation of at least two of the types of feedback or basic evaluation but across more types of feedback • at the bottom of this level, answers are likely to have a good leadership style section, but weak feedback section or vice versa but both parts are likely be attempted. • the bottom of this level could be achieved without practical examples provided AO3 is strong. • at the top of this level all AOs and all parts of the question have to be present
	Level 1 (1–4 marks) • satisfactory knowledge and understanding (AO1) • occasional opinion and 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 <u>are likely</u> to include:** • satisfactory knowledge of leadership styles, however this may be quite unbalanced. • limited evaluation, if any • answers are more likely to be descriptive referring to one or two of the types of feedback that could be used • limited use of examples in the evaluation. • at the top of this level answers may include either: detailed knowledge of leadership styles **or** detailed evaluation of feedback types but lack examples **or** basic knowledge of both parts of the question but lack depth and application • maximum of 3 marks to be awarded for AO1 with no application.
	(0 marks) No response or no response worthy of credit.	

Q	Indicative content	Marks	Guidance
8*	1 **Leadership definition (AO1)** "an individual having influence over the behaviour of others to motivate them to follow set goals **OR** "behavioural process of influencing others towards set goals) **<u>Leadership style</u>** **2 Autocratic (all AO1)** • Task orientated / wants to get the job done • Dictatorial in style • They make all the decisions (rather than the group) / inflexible • Command approach • Show little interest in the individuals within the group / doesn't get involved on a personal level with group • Focus on getting the job done/ achieving the goal/ completing the task rather than the process. • Has clear, pre-determined goals. • Works quickly • Effectively used with Beginners **OR** Group / large group **OR** Dangerous activity **OR** Complex task **OR** not much time available **OR** group want autocratic leader **OR** experts that trust their leader **OR** with males **3 Democratic (AO1)** • Involve the members of the group in the task • Person orientated/shows interest in the individuals within the group • Shares decisions • Works slower than an autocratic leader. • Shows interest in the individuals in the group / gets to know group on a personal level / informal • Takes into account individuals preferences/ ideas so goals are more changeable • Delegates responsibility • Believes that ownership of the task increases motivation. • Effectively used with individual / small group tasks **OR** females **OR** safe / simple skills **OR** experts **OR** no time pressure **OR** group want democratic leader **4 Laissez faire (AO1)** • Leader makes very few decisions • Group makes the decisions / can do as they wish • Leader takes a back seat • Leader gives very little feedback • Leader has very little direct influence on the group. • Effectively used when developing creativity **OR** elite performers **OR** completing assessments **OR** leader fully trusts group	**10** AO1x3, AO2x3, AO3 x4	Max of 3 marks for AO1. Max of 3 marks for AO2. Max of 4 marks for AO3. Stamp 'REP' for the final point explaining each style of leadership as better candidates will cover more of these points.

	<u>Evaluation of types of feedback</u> **5. Positive feedback (AO1)** • gives information about a successful outcome / technique • can be intrinsic or extrinsic ➢ *e.g. praising a successful lay up in basketball (**AO2**)* 6. **(Positive advantages) (AO3)** • forms / strengthens a correct S-R bond • reinforces skill learning **OR** indicate where the performer has done things correctly • can (significantly) increase motivation • effective for beginners • builds confidence within the performer ➢ *e.g. when a coach praises a volleyball player on a successful block the player will grow in confidence and be more likely to try the block more often. (**AO2**)* **7 (Positive disadvantages) (AO3)** • If undeserved then the performer may establish incorrect S-R bonds / deteriorate in performance. • Ineffective if unspecific / imprecise • If overused can lead to ignoring feedback / losing it's positive effect becoming devalued ➢ *e.g. a table tennis player hearing lots of positive comments from their coach may feel like it's not valuable as it's too often. (**AO2**)* **8 Negative feedback (AO1)** • information about an unsuccessful outcome • can be intrinsic or extrinsic ➢ *eg a coach criticising a netball player for making a poor pass into the shooters (**AO2**)* 9. **(Negative advantages) (AO3)** • It motivates some performers / can result in increased determination ➢ *e.g. a rugby player being told off for not trying hard enough to stop the other team from scoring a try may become more determined to work harder to stop the opposition. **(AO2)*** • Provides clear areas for the player to work on to improve **OR** tells the performer what they are doing wrong **OR** improves skill learning ➢ *e.g. a basketball coach criticising the wrist action when shooting gives the player a very specific focus to work on in training. (**AO2**)* • Useful for autonomous players / experts (who only require refinement of their skills) • Can help to fine tune well learned skills • Prevents drive reduction as it pushes performer to achieve goal		The MS contains suggestions of sporting examples. Accept any relevant application of egs to any point to award (AO2) in part 2. Stamp 'EG' for candidates giving egs of the types of feedback. Higher scoring candidates will use egs to back up evaluative points.

	10 (Negative disadvantages) (AO3) • can be demotivating / cause performer to give up • can lower self confidence • it doesn't necessarily tell a performer what they need to do, it could just tell them what they are doing wrong • inappropriate for beginners / cognitive stage of learning ➢ *e.g. if a coach gives negative feedback to a beginner boxer she may feel useless **(AO2)*** • if the negative feedback is unfounded / inaccurate can have detrimental effects on performance **11 Knowledge of performance (AO1)** • information about how well the movement was executed / technique • can be given as external feedback ➢ *e.g. a coach explaining to the hockey player what they did well in the flick shot **(AO2)*** 12. (**Knowledge of performance advantages) (AO3)** • good for situations when the outcome may not be successful but the movement was • allows coach to focus on the positive aspects ➢ *e.g. positive feedback about a badminton player's service technique despite losing the game when they were playing against a player ranked 10 places higher than them. **(AO2)*** • can tell performers (beginners / intermediates) how to improve **OR** essential for skill learning • can help experts to refine movements • can increase motivation / confidence • if given whilst performer is executing skill (concurrent feedback) errors can be corrected quickly ➢ *e.g. coach tells you that you are dribbing the ball into a player, you can correct it and immediately dribble away into a space* • effective in some closed / aesthetic skills were technique is important • Helps to develop kinaesthetic awareness / intrinsic feedback 13**. (Knowledge of performance disadvantages) (AO3)** • if feedback is inaccurate can be detrimental to performance • some performers might only want to know the outcome ➢ *e.g. Nadal may not be interested about where his elbow is when he served if he lost the game. (**AO2)*** • can confuse / overload / demotivate performer if lots of KOP is given **OR** must only be given gradually to beginners • can take a long time to develop the kinaesthesis		

	14. Knowledge of results (AO1) • information about the outcome • terminal feedback / comes at the end of performance • is external ➢ *e.g. the arrow hit the bullseye **OR** the pass reached the team mate **OR** you ran 13s in 100m, **OR** you scored a goal **(AO2)*** **15 (Knowledge of results advantages) (AO3)** • Important in order for learning to take place **OR** the performer needs to know if they were successful in order to learn • Important for beginners • Important for experts • can increase motivation / confidence / focus • satisfaction felt when successful KOR will strengthen S-R bond ➢ *e.g. a long jumper seeing how far he has jumped and feeling proud will strengthen the S-R bond. (**AO2)*** • effective when linked to KOP to develop skills / motivate performers • Measurable / objective **16. (Knowledge of results disadvantages) (AO3)** • Can demotivate / lower confidence by focusing on the results more than the process / performance. • if the result / outcome is unsuccessful, the performer may feel the feedback is negative despite the fact they may have improved aspects of performance ➢ *e.g. a new netball team may feel demotivated if the coach focuses on the loss of the game to the team at the top of the league when they felt they played well and made lots of good interceptions. **(AO2)*** • the result / outcome doesn't always effectively inform you about how well you have done • can strengthen incorrect S-R bonds ➢ *e.g. a hockey player might score from a narrow angle when they would have been better passing and might shoot from here again **(AO2)*** • can only be used once performance has been completed • isn't as effective in some closed / aesthetic skills where success measure is technique e.g. gymnastics vault • Can be too statistics based		

	17 Extrinsic feedback (AO1) • comes from an external source to the performer / the environment • from sight or sound ➢ *e.g. from a coach telling the performer they hit the ball correctly (**AO2)*** ➢ *e.g. a performer seeing that they scored a goal (**AO2)*** **18 (Extrinsic Advantages) (AO3)** • the coach can observe and then give feedback / has time to think before giving feedback / doesn't have to rush feedback • helps skill learning for beginners • more objective so potentially more accurate, ➢ *e.g. a hurdler's coach is not affected by how hard the hurdler felt they tried or what he thought he had done, the coach can see the performance and be more factual about it. (**AO2)*** • if the coach is experienced then the feedback should be accurate / effective / lead to improved performance, ➢ *e.g. an Olympic level gymnastic coach will be able to give very accurate and constructive feedback. (**AO2)*** • is motivating as performer is getting attention from the coach • can help a performer to develop intrinsic feedback if a coach tells a performer their movement was correct and to remember the physical feeling of the movement 19. (**Extrinsic Disadvantages) (AO3)** • if the coach gives inaccurate feedback this can lead to a decrease in quality of performance, ➢ *e.g. a novice coach could give poor feedback to a diver about their rotations mid dive which could result in too much splash on entry (**AO2**)* • this can then lead to a drop in motivation for the performer • does not develop as much kinaesthetic awareness within the individual • performer can become too dependent upon this type of feedback / if the coach isn't there a performer might struggle to know how they are doing • if overused it can overload / demotivate performer		

	20 Intrinsic feedback (AO1) (**see guidance) • information about the kinaesthetic feel of the movement • comes from within the performer / internally • comes from proprioceptors ➢ *e.g. a performer physical feeling that they hit the sweet spot of the squash racquet. (**AO2**)* **21. (Intrinsic advantages) (AO3)** • it is instant / movements can be corrected immediately • readily available • don't need to rely on others ➢ *e.g. a tennis player can 'feel' if the serve was correct, they don't need their coach to tell them. **(AO2)*** • good for experts / autonomous stage of learning ➢ *e.g. a professional footballer will be able to use intrinsic feedback accurately compared to a beginner. (**AO2)*** • helps to develop fluent movements / timing • performer is able to think about other things such as tactics **22. (Intrinsic disadvantages) (AO3)** • beginners can't use it / don't know the true kinaesthetic feel • might not be accurate / lead to errors in performance • some individual's senses / proprioception is not very effective • some performers (who lack confidence may not trust their own feedback and) feel the need to have an external source provide the feedback ➢ *e.g. an inexperienced / nervous trampolinist may need a coach to confirm to him that the back drop was correctly executed. (**AO2)*** • Learning how to use intrinsic feedback can take a long time		**N.b ONLY ACCEPT information about intrinsic feedback if the candidate writes that 'the coach should ensure/ encourage a performer to use it' otherwise it isn't answering the question and should be noted as IRR**

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

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