Oxford Cambridge and RSA

Accredited

# A Level Physical Education

## H555/02

## Psychological factors affecting performance

Sample Question Paper

# Date – Morning/Afternoon

Time allowed: 1 hour

**You must have:**
- the Question Paper

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **First name** | | | | | | | | | | |
| **Last name** | | | | | | | | | | |
| **Centre number** | | | | | | **Candidate number** | | | | |

Specimen

**INSTRUCTIONS**
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

**INFORMATION**
- The total mark for this paper is **60**.
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended response will be assessed in the question marked with an asterisk (*).
- This document consists of **12** pages.

**Section A**
**Answer all the questions.**

**1** Using a practical example, describe what is meant by an open skill in physical activity.

……

……

**[2]**

**2** Giving a practical example, describe how a skill is developed using the progressive-part method of practice.

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**[2]**

**3** Why is selective attention important when learning motor skills?

……

……..

**[2]**

**4** Describe a Type A personality.

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**[2]**

**5** What defines a group as opposed to a collection of individuals?

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**[2]**

Specimen

**Section B**
**Answer all the questions.**

**6 (a)** Describe the theory of operant conditioning when applied to the learning of motor skills.

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**[6]**

**(b)** Assess the advantages **and** disadvantages of using extrinsic feedback when learning a motor skill.

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**[4]**

Specimen

**(c)** Explain how manual and mechanical guidance might be used in acquiring skills and give a practical example for each type of guidance.

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**[4]**

**(d)** The multi-store memory model contains both short and long term memory stores.

Analyse how the short and long term memory stores are used in the performance of physical activities.

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**[6]**

Specimen

**7 (a)** Using a practical example from sport, show what is meant by an effective autocratic leader in sport.

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**[2]**

**(b)** **(i)** Explain what is meant by the zone of optimal functioning.

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**[2]**

**(ii)** Using examples, describe **three** characteristics of a performer who is said to be 'in the zone'.

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**[3]**

**(iii)** Why might the zone of optimal functioning differ between performers?

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……..

**[1]**

Specimen

**(c)** Confidence is a significant feature of successful performance in sport.

**Fig.1** below shows Bandura's model of Self-Efficacy. Using practical examples, analyse how the model can have an effect on performance.

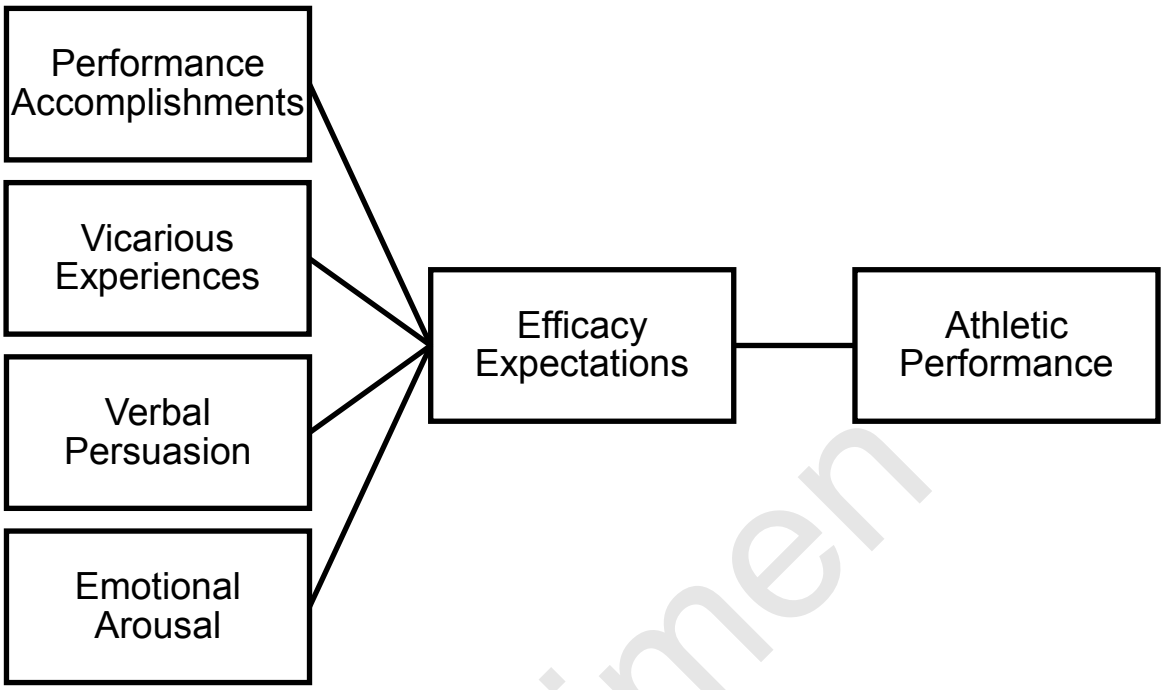


**Fig.1**

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**[6]**

Specimen

**(d)** **(i)** Explain how **two** different causes of stress could affect sports performance.

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……..

**[4]**

**(ii)** Identify **two** somatic stress management techniques.

……..

……..

**[2]**

Specimen

## Section C

**8*** Why is goal setting so important to effective performance in sport?

Explain how goal setting could be used in the different stages of learning to ensure effective performance in sport.

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**[10]**

Specimen

**Additional Answer space**

If you require additional space to complete an answer please use this page. The question number(s) must be clearly shown.

Specimen

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Oxford Cambridge and RSA

# …day June 20XX – Morning/Afternoon

**A Level Physical Education**

**H555/02** Psychological factors affecting performance

**SAMPLE MARK SCHEME**

**Duration:** 1 hour

## MAXIMUM MARK 60

Specimen

**This document consists of 16 pages**

# MARKING INSTRUCTIONS

## PREPARATION FOR MARKING
## SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: Scoris Assessor Online Training; OCR Essential Guide to Marking.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the 10 practice responses ("scripts") and the 10 standardisation responses

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

## 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 Scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the Scoris messaging system, or by email.

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, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

Specimen

7. There is a NR (No Response) option. Award NR (No Response)
   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in anyway 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 scoris **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, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

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 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 |

Specimen

11. Annotations used in the detailed Mark Scheme

| | | |
|---|---|---|
| | ? | Unclear |
| BOD | BOD | Benefit of doubt |
| | Cross | Incorrect |
| L1 | L1 | Level 1 |
| L2 | L2 | Level 2 |
| L3 | L3 | Level 3 |
| REP | REP | Repeat |
| | Tick | Correct |
| VG | VG | Vague |
| SEEN | SEEN | Noted but no credit given |
| S | S | S (indicates 'sub max reached') |
| EG | EG | Example |
| K | K | Knowledge |
| DEV | DEV | Development |

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

Specimen

| Section A | | | | | |
|---|---|---|---|---|---|
| **Question** | | | **Answer** | **Marks** | **Guidance** |
| **1** | | | Two marks from:<br>• the environment is constantly changing (AO1)<br>• performer needs to adjust/use perceptual awareness (AO1)<br>• skill is externally paced (AO1)<br>• e.g. a pass from a hockey midfielder to an attacker (AO2) | **2**<br>(1 x AO1<br>1 x AO2) | |
| **2** | | | Two marks from:<br>• skill is split up (into sub-routines/stages) and learned. Then (Sub routines/stages) are chained/linked together (AO1)<br>• e.g. a triple jumper splitting the jump into the hop, step, jump, learning the parts and then putting them together (AO2) | **2**<br>(1 x AO1<br>1 x AO2) | |
| **3** | | | Two marks from:<br>• (selective attention) filters out the irrelevant detail<br>• allows through the relevant detail/focusses on relevant stimuli/concentrates on relevant cues<br>• enables accurate perception/decision making | **2**<br>(AO3) | |
| **4** | | | Two marks from:<br>• prone to anxiety/stress<br>• likes to be in control<br>• highly competitive<br>• desire to succeed<br>• works fast | **2**<br>(AO1) | |
| **5** | | | Two marks from:<br>• group has a common goal/common identity<br>• members interact/communicate with each other | **2**<br>(AO1) | |

Specimen

| Section B | | | | | |
|---|---|---|---|---|---|
| Question | | | Answer | Marks | Guidance |
| 6 | (a) | | Six marks from:<br><br>• operant conditioning is a method of learning by association/connection<br>• behaviour is shaped/modified/manipulated (e.g. through practice)<br>• trial and error is a feature (e.g. trying different techniques)<br>• reinforcement takes place (e.g. through successful outcomes)<br>• S-R bond will be strengthened<br>• use of praise/reward (e.g. for achieving goals in training)<br>• negative reinforcement/punishment can affect behaviour (e.g. being dropped from the team)<br>• S-R bond might be weakened if response is incorrect<br>• (Thorndike's law of effect) the effect of the response dictates the next response (e.g. positive outcome/satisfaction from practice makes you continue)<br>• (Thorndike's law of exercise) the response should be practices/rehearsed if learning is to take place. (e.g. skills improve through training so you train with more focus)<br>• (Thorndike's law of readiness) the performer should be ready/mature/intellectually aware/capable to perform the response (e.g. you need to be physically mature/strong enough to start some activities/training) | **6**<br>(AO2) | Theoretical marks can be gained through examples. |

Specimen

| Section B | | | | |
|---|---|---|---|---|
| Question | | | Answer | Marks | Guidance |
| | (b) | | Four marks from:<br><br>**Advantages – maximum 3 marks**<br><br>• (knowledge of performance) can give information about how to improve the technique<br>• (knowledge of results) informs about the outcome to know how well you have done<br>• can help performer to know how to focus on/use intrinsic feedback<br><br>**Disadvantages – maximum 3 marks**<br><br>**Extrinsic**<br>• performer could over-rely on feedback<br>• could take away the need to focus on intrinsic feedback<br>• performer becomes outcome focused/result focused<br>• could be negative (so could be demotivating) | **4**<br>(AO3) | |
| | (c) | | Four marks from:<br><br>• (manual) hands on/physical support of the performer to place in correct position or guide through the correct movement pattern (AO1)<br>• e.g. a teacher supporting a gymnast when performing a vault (AO2)<br>• (mechanical) use of aids/equipment to support performer (AO1)<br>• e.g. a golfer using a putting target machine to improve putting technique (AO2) | **4**<br>(2 x AO1<br>2 x AO2) | |

| Section B | | | | |
|---|---|---|---|---|
| Question | | | Answer | Marks | Guidance |
| | (d) | | Six marks from: | **6**<br>(AO3) | The explanation points must be linked to physical activities, |

Specimen

| Section B | | | | | |
|---|---|---|---|---|---|
| Question | | | Answer | Marks | Guidance |
| | | | **Short term – maximum 4 marks**<br><br>• perception occurs/incoming information is interpreted/judged/working memory e.g. a tennis player judging the spin of the ball<br>• aspects of the environment are interpreted within approximately one minute e.g. the speed of the tennis ball taken into consideration for a serve return<br>• information is encoded/info is rehearsed e.g. the flight of the ball is remembered<br>• info is chunked/organised e.g. the opponents position, the flight of the ball and the speed of the ball are organised in the brain<br>• comparison is made with info stored in LTM/information received **from** LTM e.g. the flight of the ball compared to a previous serve<br>• response is then based on short term memory perceptions e.g. the player sees that the ball has top spin and therefore prepares to hit a faster bouncing ball<br><br>**Long term – maximum 4 marks**<br><br>• learned movements are stored/motor programmes/schema stored/information that is approximately older than one minute is used e.g. the tennis player has stored a number of serve – return movement patterns<br>• information encoded from STM is recognised/current and past experiences compared e.g. previous returns of serve are linked to the present required movement pattern<br>• successful/relevant performances are remembered or opponents strengths/weaknesses are remembered e.g. the tennis player remembers returns of serve that have been successful before<br>• information decoded/sent to STM e.g. the return of serve movement pattern is remembered and then used for the present situation | | e.g. short term memory linked to receiving a ball in tennis.<br><br>The examples given are related to return of serve in tennis but the performance from any suitable physical activity/sport is acceptable. |
| **7** | **(a)** | | Two marks from: | **2**<br>(1 x AO1, | Any appropriate example may be |

Specimen

| Section B | | | | | |
|---|---|---|---|---|---|
| Question | | | Answer | Marks | Guidance |
| | | | • (Example Decision making) A team captain in hockey making the decision about the short corner routine.<br>• (Effectiveness) This ensures that all team members are clear about their role in the routine | 1 x AO2) | credited:<br><br>that gives the leader making all/most decisions (1 mark) (AO1)<br><br>and showing why it is effective (1mark) (AO2). |
| | (b) | (i) | Two marks from:<br><br>• when the performers level of arousal/anxiety is at the optimum level….<br>• …..they will give their best performance | **2**<br>(AO1) | |
| | (b) | (ii) | Three marks from:<br><br>• performer is focused/performer fully concentrating, e.g. blocking out crowd noise before taking a penalty<br>• performance appears effortless/automatic, e.g. the execution/timing of a complex routine in gymnastics or dance<br>• there is a peak flow experience/confidence, e.g. reactions seem quicker/more responsive/more natural during a rally in tennis<br>• affective/enjoyment/satisfaction at a key part of the performance, e.g. 'raising game' in more challenging game situations | **3**<br>(AO2) | Each point must have example to gain mark. |
| | (b) | (iii) | One mark from:<br><br>• some performers respond positively to more pressure, others play better with less pressure/anxiety<br>• different performers have different emotional reactions linked to performance, e.g. some perform better if calm, some perform better if angry/aggressive<br>• circumstances outside of performance may affect the performers' response, e.g. training going badly, suffering slight injury | **1**<br>(AO3) | |

Specimen

| Section B | | | | |
|---|---|---|---|---|
| **Question** | | | **Answer** | **Marks** | **Guidance** |
| | **(c)** | | Six marks from:<br><br>1) (performance accomplishments) – performer reminded of previous success of the skill which increases confidence/improves performance (AO3)<br>• e.g. shooter in netball reminded of successful statistics (AO2)<br>2) previous successful performances are attributed to internal/controllable attributions (AO3)<br>• e.g. rugby player reminded of effort displayed in last game (AO2)<br>3) (vicarious experiences) watching another player perform the same skill can raise confidence (especially if they are of a similar standard) (AO3)<br>• e.g. a gymnast watching a fellow club member master a difficult move (AO2)<br>4) (verbal persuasion) positive extrinsic feedback/reinforcement can raise confidence/improve performance (AO3)<br>• e.g. A swimmer being told that their leg action has improved (AO2)<br>○ e.g. More likely to happen if given by a significant other/e.g. The team captain praising a player's pass (AO2)<br>5) (emotional arousal) understanding the signs of increased arousal (AO3)<br>• e.g. a sprinter knowing that an increased heart rate is natural pre performance (AO2)<br>6) knowing that an increase in arousal will not lead to failure and can be controlled (thereby not affecting performance adversely) (AO3)<br>• e.g. a golfer having strategies to control anxiety (AO2)<br>7) (efficacy expectations) the expectation of the performer to achieve success/achieve their goal (AO3)<br>• e.g. the gymnast now feels that they can achieve a successful vault (following the influence of the four components of the model) (AO2)<br>8) (athletic performance) ….is now improved as self-efficacy is higher (AO3)<br>• e.g. the swimmer performs a successful tumble turn (AO2). | **6**<br>(3 x AO2,<br>3 x AO3) | Maximum 3 marks for AO2.<br><br>Maximum 3 marks for AO3. |
| | **(d)** | **(i)** | Four marks from: | **4**<br>(AO1) | Must be written as an explanation to gain marks. |

Specimen

| Section B | | | | | |
|---|---|---|---|---|---|
| Question | | | Answer | Marks | Guidance |
| | | | • (cause) the performer has a fear of failure/poor performance<br>• (effect) they think they will lose and therefore go with poor attitude and no 'will to win'<br><br>• (cause) the performer has a strong want sense of competition/wanting to win/needing to win<br>• (effect) they want it so badly that they worry, they then become tense and make simple errors<br><br>• (cause) the performer knows that there is an audience and knows that there will be evaluation from others<br>• (effect) the performer really cares what the audience think which causes stress levels to rise as they worry they are not good enough<br><br>• (cause) the performer has a genetic disposition towards stress, they have a Type A personality<br>• (effect) these personality types are more prone to experiencing stress due to their perfectionist nature<br><br>• (cause) the performer has previously made errors/been injured when doing this activity<br>• (effect) maybe they missed a free kick, or someone tackled them badly, this scenario is going around in their head and is negatively reinforcing things<br><br>• (cause) the performer thinks that everyone is fitter than then, has prepared more than them and that they will never be able to keep up<br>• (effect) they know that x has set three PB's this year and is running well, they will never be able to beat them as they missed that one gym session<br><br>• (cause) the age of the performer and their experience level in the sport, a young person may find high level competition more stressful than an | | Max two marks for different causes.<br><br>Max two marks for different effects. |

Specimen

| Section B | | | | | |
|---|---|---|---|---|---|
| Question | | | Answer | Marks | Guidance |
| | | | older one or a lower level performer who has been involved in the sport for a relatively short time may find competition more stressful than someone who has been performing for years<br>• (effect) They may be 5 years younger than their nearest competition and they think the older person is better and they could never beat them. Mental maturity is controlling stress is also something that comes with age and experience. | | |
| | | **(ii)** | Two marks from:<br>• progressive muscular relaxation/PMR<br>• biofeedback<br>• centring techniques<br>• breathing control | **2**<br>(AO1) | |

Specimen

| Section C | | |
|---|---|---|
| **Question** | **Answer** | **Guidance** |
| **8*** | **Level 3 (8–10 marks)**<br><br>• detailed knowledge & excellent understanding (AO1)<br>• well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2)<br>• detailed analysis and critical evaluation (AO3)<br>• very accurate use of technical and specialist vocabulary<br>• there is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated. | **At Level 3 responses <u>are likely</u> to include:**<br><br>• detailed knowledge and understanding of why goal setting important<br>• examples used frequently throughout the answer<br>• clear reference to effect of goal setting on different stages (cognitive, associative, autonomous) of learning - at the top of the level, all three stages of learning linked to goal setting covered<br>• consistent use of practical examples<br>• consistent use of technical terminology<br>• AO1, AO2 and AO3 all covered well in this level. |
| | **Level 2 (5–7 marks)**<br><br>• good knowledge and clear understanding (AO1)<br>• independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2)<br>• good analysis and critical evaluation (AO3)<br>• generally accurate use of technical and specialist vocabulary<br>• 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:**<br><br>• satisfactory knowledge and understanding of why goal setting important<br>• examples used occasionally<br>• some reference to effect of goal setting on different stages (cognitive, associative, autonomous) of learning – at the top of the level, at least two of the three stages of learning linked to goal setting covered<br>• some use of practical examples<br>some use of technical terminology.<br>• 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)**<br><br>• satisfactory knowledge and understanding (AO1)<br>• occasional opinion and judgement but often unsupported | **At Level 1 responses <u>are likely</u> to include:**<br><br>• mostly descriptions<br>• limited reference to the different stages of learning |

Specimen

| Section C | | |
|---|---|---|
| **Question** | **Answer** | **Guidance** |
| | by relevant practical examples (AO2)<br>• limited evidence of analysis and critical evaluation (AO3)<br>• technical and specialist vocabulary used with limited success<br>• 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. | • maximum of 3 marks to be awarded for AO1 with no application. |
| | **(0 marks)** No response or no response worthy of credit. | |

| Question | Indicative content | Marks | Guidance |
|---|---|---|---|
| **8*** | **Indicative content –** candidate responses are likely to include (relevant responses not listed should be acknowledged)<br>**e.g.** = skill/ illustration of theoretical points<br><br>**Why goal setting is important to performance**<br>• helps to focus attention on the task/strategy<br>• increases effort<br>• encourages persistence<br>• increases motivation<br>• provides an incentive<br>• reduces anxiety<br>• can increase confidence<br>• encourages new strategies/tactics<br><br>**How goal setting is used to ensure effective performance in the different stages of learning**<br>• Cognitive stage<br>  ○ basic goals<br>  ○ aim at grooving/overlearning the skill | **10**<br>(3 x AO1,<br><br>3 x AO2,<br><br>4 x AO3) | |

Specimen

| Question | Indicative content | Marks | Guidance |
|---|---|---|---|
| | ○ aims to be motivating/enjoyable<br>• Associative stage<br>○ rehearse/repeat/practice<br>○ focus on refining the skills<br>○ focus on feedback from the coach<br>• Autonomous stage<br>○ focus on performing with little conscious control<br>○ focus on going back to rehearsed basics<br>○ focus on applying skills and using tactics/strategies<br>• SMART principle<br>○ goals should be specific to needs of performer<br>○ goals need to be measurable for each stage<br>○ goals need be achievable for the level of the performer<br>○ goals need to be recorded<br>○ goals need to be time phased appropriately for the learning stage | | |

Specimen

## Assessment Objectives (AO) grid

| Question | AO1 | | AO2 | AO3 | | (Quantitative skills) | Total |
|---|---|---|---|---|---|---|---|
| **Section A** | | (Knowledge only) | | Analysis | Evaluation | | |
| **1** | 1 | | 1 | | | | **2** |
| **2** | 1 | | 1 | | | | **2** |
| **3** | | | | | 2 | | **2** |
| **4** | 2 | 2 | | | | | **2** |
| **5** | 2 | 2 | | | | | **2** |
| **Section B** | | | | | | | |
| **6a** | | | 6 | | | | **6** |
| **6b** | | | | | 4 | | **4** |
| **6c** | 2 | | 2 | | | | **4** |
| **6d** | | | | 6 | | | **6** |
| **7a** | 1 | | 1 | | | | **2** |
| **7bi** | 2 | 2 | | | | | **2** |
| **7bii** | | | 3 | | | | **3** |
| **7biii** | | | | | 1 | | **1** |
| **7c** | | | 3 | 3 | | (6) | **6** |
| **7di** | 4 | | | | | | **4** |
| **7dii** | 2 | 2 | | | | | **2** |
| **Section C** | | | | | | | |
| **8*** | 3 | | 3 | | 4 | | **10** |
| **Total** | **20** | **8/8** | **20** | **9** | **11** | **(6)** | **60** |
| | | | | **20** | | | |

* = Assessment of extended response

Specimen