



Mark Scheme

AQA A-Level PE – Skill Acquisition

This mark scheme contains:

- Copy of each question for reference
- Marking guidance where appropriate
- Marking points containing alternative acceptable responses plus relevant assessment objective

How should schools use this mark scheme?

The mark scheme has been constructed specifically for the exam paper used in preparation for and during the live revision shows provided by James Simms in May 2022.

All questions/mark schemes are taken from ExamSimulator. Please note, there are hundreds of additional questions on ExamSimulator covering the AEI topics. Within the platform, the teacher is assisted with the marking and full diagnostic feedback is also provided. ExamSimulator is a premium resource available via TheEverLearner.com.

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

James Simms

1. Discuss the effectiveness of using massed practice for a trampolinist.

Marking guidance

Sub max of **two** marks for advantages of massed practice and sub max of **two** marks for disadvantages of massed practice.

Marking points

(1) [AO 3] An advantage of massed practice is it allows the trampolinist to develop motor programmes/Helps the trampolinist to generate kinesthesia/Trampolinist receives more kinesthetic feedback

(2) [AO 3] Developing sports-specific fitness for the trampolinist/Trampolinist develops their sports-specific fitness/Specific movements become more efficient for the trampolinist

(3) [AO 3] Time-efficient, which can speed up learning a trampoline routine/Saves time when learning complex trampoline routines/Allows learning of more detailed trampoline routines

(4) [AO 3] Suited to closed skills, like trampoline routines/Suited to self-paced skills, like trampoline routines/Trampoline movements suited to massed practice

(5) [AO 3] A disadvantage of massed practice is that it limits the time for feedback/Limited time for feedback means less error detection in the routine/Restricted feedback time reduces error detection in the routine

(6) [AO 3] Fatiguing, which may cause a decrease in the level of the routine/Increases the risk of injury during the routine/Increases danger in sport like trampolining

(7) [AO 3] Demotivating for the athlete when performing the same routine/Tedious for the athlete to repeat the same skills/Decreased performance in the routine due to demotivation

2.

Explain how **both** massed **and** distributed practice could be used within a volleyball training session.

Marking guidance

Sub max of **two** marks describing what each type of practice is and sub max of **two** marks for explaining how it could link to volleyball training.

Marking points

(1) [AO 1] Massed practice involves repeating a skill with no breaks or rest periods/Repeating a skill continuously/Repeating a skill without any breaks

(2) [AO 2] Massed practice could be practising service returns continuously/Performing set shots without breaks/Spike shots without breaks

(3) [AO 1] Distributed practice is where a skill is practised with rest periods/With intervals/Drills broken up by breaks

(4) [AO 2] Practising serves with rest periods between each serve/Gameplay with rest periods between sets/Practise sets with breaks inbetween

3. State **three** characteristics of a performer in the **associative** stage of learning.

Marking guidance

Only mark the first **three** responses.

Any answers must specifically link to the **associative** stage of learning. For example, "performers are executing skills without thinking" is not acceptable.

Marking points

(1) [AO 1] Performer is in the practice stage/Seen as the practice stage/Practice stage

(2) [AO 1] Performer uses trial and error to improve/Trial and error will be critical for development/Trial and error is still a feature

(3) [AO 1] Performer still needs feedback/Feedback is still given by coaches and other sources/External feedback is still required

(4) [AO 1] Start to use intrinsic feedback/Kinesthesia is being developed/Proprioceptors are beginning to be used

(5) [AO 1] Comparing performance to others/Modelling their behaviour to others/Comparison of technique has started

(6) [AO 1] Fewer errors are made/Performance is more refined/Performance is of a higher level

4. Evaluate the use of extrinsic feedback for cognitive stage learners.

Marking guidance

Only credit responses relating to intrinsic feedback.

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

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

Marking points

(1) [AO 3] A strength is that cognitive stage learners have not yet built up a kinaesthetic feel of the skill/Do not yet know what good feels like/Need external guidance to know when something is right and wrong

(2) [AO 3] A strength is that extrinsic feedback can be visual such as video analysis/Can be used to help create a mental picture/Cognitive stage learners need a mental picture

(3) [AO 3] A strength is that cognitive stage learners respect the opinion of their coach/Listen to the coach/Learn from the coach

(4) [AO 3] A weakness is that a cognitive stage learner might receive too much information/Might cause information overload/Might be too much information

(5) [AO 3] A negative is that cognitive stage learners need the space to practise and fail/Need to use trial and error/Lots of extrinsic feedback can limit practice time

(6) [AO 3] A weakness is that a coach is not always available to feedback/Cognitive learners might only see their coach once a week/Makes it harder to practise on your own

(7) [AO 3] A weakness is that extrinsic feedback is not always accurate/Could be misleading/Coaching points could be wrong

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

Marking guidance

Only credit responses relating to negative feedback.

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

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

Marking points

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

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

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

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

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

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

6. Analyse the reasons a badminton player might experience a learning plateau and the possible solutions a coach could implement to shorten this experience. Incorporate your knowledge of the principles of effective goal setting to support your answer.

Marking guidance

[15 Mark Level Descriptors](#)

Marking points

- (1) [AO 2] Performer might lack the shoulder flexibility to perform a clear
- (2) [AO 2] Player has never developed good hand eye coordination so often misses the shuttle
- (3) [AO 3] Coach can use slower shuttles/Lower the net/Use shorter rackets
- (4) [AO 2] Player cannot smash any harder or beat a tough opponent as they cannot play any better
- (5) [AO 2] Player is asked to play in matchplay but is not at that point yet
- (6) [AO 1] Player has already reached their full potential
- (7) [AO 3] Coach must maintain their own knowledge level/Attend coaching masterclasses/Watch other coaches coaching
- (8) [AO 1] Performer may not be physically capable/Low of readiness
- (9) [AO 2] Badminton coach lacks the technical knowledge to coach a the footwork for backhand shots
- (10) [AO 3] Goals must be measurable so the player knows if they have improved/Have an objective measurement of the learning plateau being over
- (11) [AO 2] Player is asked to flick serve before they can consistently perform a short serve
- (12) [AO 2] Player does not reach the shuttle as their agility is too low
- (13) [AO 2] Player has not yet learned the role of a drop shot so is unable to play it at the right time
- (14) [AO 3] Coach can use cognitive learning theory to ensure player understands the skills
- (15) [AO 3] Goals must be evaluated in order to know whether the plateau has ended
- (16) [AO 3] Coach can introduce task difficulty gradually/Only introduce harder tasks when previous ones have been mastered
- (17) [AO 1] Coaching is poor quality
- (18) [AO 1] Player is bored
- (19) [AO 3] Coach can work on improving player fitness/Fitness training

6.

Analyse the reasons a badminton player might experience a learning plateau and the possible solutions a coach could implement to shorten this experience. Incorporate your knowledge of the principles of effective goal setting to support your answer.

(20) [AO 3] Goals must be specific to shorten the learning plateau/Player must reduce their unforced errors by 5% which will move them out of plateau

(21) [AO 3] Goals must be challenging but achievable in order to move on from the plateau/Goals that are unrealistic will keep the player in the plateau

(22) [AO 3] Coach can repeat demonstrations

(23) [AO 3] Goals must be time-bound such as a 6-week period/Player must be aiming for improvement within a strict time period

(24) [AO 2] Player is no longer stimulated by the coach's drills as they are always the same

(25) [AO 1] The task might be too difficult for the performer

(26) [AO 3] Goals must be realistic or the player to believe in them

(27) [AO 3] Goals must be redone in order to maintain the player's drive and keep them motivated

(28) [AO 1] Player has not yet formed the mental model of the skill

(29) [AO 1] Player lacks the ability to play badminton at the required level

(30) [AO 1] Goals are not realistic

(31) [AO 3] Coach can use more skill development in their coaching/Use of multi-skills/Develop generic game skills

(32) [AO 3] Coach can repeatedly set goals/Apply drive reduction theory

(33) [AO 3] Coach can ensure the player plays against the relevant opponent

(34) [AO 1] Player is fatigued/Player lacks fitness