



The EverLearner

National Mock Exams 2023

POWERED BY **ExamSimulator**

Mark Scheme

OCR A-Level PE – Paper 2

Please read before distributing to students.

Purpose of this document

This document and the associated question paper are based on the data analysis performed by The EverLearner Ltd and published within the 2023 infographics. We are confident that:

- We believe this mark scheme has a very strong association with the actual external exam in 2023 in relation to command terms, skills, AO distribution, extended writing requirements and topics.
- However, this is categorically NOT a mark scheme for a predicted paper. No-one can accurately predict an exam paper and we make no claim to this end.
- It is vital that you only use this document internally in your school/college. Publishing the document online or sharing it in any other way is strictly prohibited as this will undermine the potentially educational experiences of students in other schools/colleges.
- Finally, please check the publication dates of the model answers for this paper as well as the associated revision sessions in May and June.

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 The EverLearner's National Mock Exams from 2023. The model answers will be available on the 28th April and some of these questions will be discussed in the live revision show provided by James Simms (Thursday 25th May, 15:30-17:00 on [youtube.com/TheEverLearner](https://www.youtube.com/TheEverLearner)).

All questions/mark schemes are available on ExamSimulator. Please note, there are hundreds of additional questions and mark schemes on ExamSimulator covering the OCR A-Level PE topics and skills. 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



Subject	Physical Education
Course	OCR Linear GCE PE
Time allowed	1 hour

Title	OCR A-level (H555) Paper 2 National Mock Exam 2023
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Guidance	<ul style="list-style-type: none">• This paper is marked out of 60 marks.• You have 60 minutes (plus additional time for those who have Exam Access Arrangements).• Answer all questions.• A calculator is permitted for this exam.• This paper contains one 10-mark question.• Good luck.
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Total marks	60
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1. Identify **two** factors affecting the formation of a negative attitude to physical activity.
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Marking guidance

We have decided not to include marking points on religious background and culture. Both of these points have been formerly accepted by OCR but we believe they are unbalanced and not representative of life in 2023.

Marking points (maximum 2)

- (1) [AO 1] Negative previous experiences of physical activity
- (2) [AO 1] Negative social learning/Negative experiences learning from others/Negative vicarious experiences
- (3) [AO 1] Negative school experiences of physical activity/Negative experiences in PE lessons
- (4) [AO 1] Negative influence from peers/Friends discouraging participation
- (5) [AO 1] Traumatic physical activity experiences/Trauma

2. Look at the image closely.
Identify **two types** of feedback that are being used.
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Marking guidance

Only accept KoP, intrinsic and negative.
Positive feedback should not be marked correct.
Concurrent is also correct but is not a recognised form of feedback on this course.

Marking points (maximum 2)

- (1) [AO 2] Knowledge of performance/KoP
- (2) [AO 2] Intrinsic feedback/Intrinsic/Kinaesthesia
- (3) [AO 2] Negative feedback/Negative

3. Identify **two somatic** stress management techniques.

Marking points (maximum 2)

- (1) [AO 1] Progressive muscular relaxation/PMR
- (2) [AO 1] Biofeedback/Monitor MR/Measure skin temperature
- (3) [AO 1] Centring/Focussing on the centre of the body
- (4) [AO 1] Deep breathing

4. Define personality.

Marking points (maximum 2)

- (1) [AO 1] Characteristics that make a person unique
- (2) [AO 1] Characteristics or traits that influence behaviour
- (3) [AO 1] Characteristics that produce consistent behaviour patterns

5. Identify one type of extrinsic motivation.
Suggest one disadvantage of overusing it.

Marking guidance

Submax one mark for an example of extrinsic. Submax one mark for a negative impact of overusing.

Marking points (maximum 2)

- (1) [AO 1] Rewards/Praise/Recognition
- (2) [AO 3] Wanting to please others/Pressure from external sources
- (3) [AO 3] Decreases the value of intrinsic motivation/Participants become reliant on the reward

6. Classify a racing dive start in swimming on the pacing **and** continuity continua. Justify your answers.
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Marking points (maximum 4)

- (1) [AO 2] Because there is a clear beginning and end/To complete another dive the performer would have to start again
- (2) [AO 2] Because the start of the movement is triggered by the beep
- (3) [AO 2] Dive starts are externally paced/Externally paced
- (4) [AO 2] Dive starts are discrete/Discrete

7. Explain how all four types of guidance can be used for a dive start in swimming.
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Marking points (maximum 4)

- (1) [AO 2] Visual can be done by a coach demonstrating a dive/Watching a video of a performer/Using a wall chart or poster of the start
- (2) [AO 2] Verbal can be done by the coach giving technical instructions on the dive/Coaching points
- (3) [AO 2] Manual can be done by the coach applying pressure on the back to lower the position/Coach adjusting the divers finger position to curl under the block/Coach being in the water to support the diver as they enter
- (4) [AO 2] Mechanical could be the use of a hoop to dive through/Electronic sensor on the block to measure exact reaction time/Using a woggle under the armpits to keep the diver afloat as they hit the water

8. Explain how a coach can optimise positive transfer.

Marking points (maximum 3)

- (1) [AO 2] Coach can make practice more game-related/Near transfer/Varied practice
- (2) [AO 2] Coach can point out the similarities in different techniques
- (3) [AO 2] Coach can teach similar skills close together/Teach fundamental skills first
- (4) [AO 2] Ensure previous skills are well learned/Mastery model
- (5) [AO 2] Use positive reinforcement when positive transfer occurs
- (6) [AO 2] Point out similar information processing requirements/Use of Thorndike's identical elements theory
- (7) [AO 2] Use progressive practices so that subroutines are built on previous ones

9. Analyse Craik and Lockhart's memory processing model.

Marking guidance

For the first point in the marking, students must name all three levels.

Marking points (maximum 4)

- (1) [AO 3] Structural, Phonetic and Semantic levels of processing
- (2) [AO 3] First and second level are shallow
- (3) [AO 3] Third level is deeper/Third level involves more processing
- (4) [AO 3] Deeper the processing, the better the level of understanding
- (5) [AO 3] Less processing means less storage in the LTM
- (6) [AO 3] Information is remembered if it has meaning

10. Describe the role of selective attention in the Atkinson and Schiffren multi-store memory model.
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Marking guidance

No mark for stating where this occurs (sense memory) as this is not a role.

Marking points (maximum 1)

- (1) [AO 1] Filters relevant from irrelevant information
- (2) [AO 1] Relevant information passed into the STM
- (3) [AO 1] Irrelevant information discarded

11. Evaluate the use of progressive part practice for a rock climber.
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Marking guidance

Submax 3 marks for positives and submax 3 marks for negatives. Each point must be linked to a rock climber to achieve a mark.

Marking points (maximum 4)

- (1) [AO 3] Progressive part practice would be beneficial, as parts of the wall can be isolated so the climber can master the climb in sections
- (2) [AO 3] The climb can use a process of chaining so the climber feels confident with one part of a climb before moving onto the next part
- (3) [AO 3] The motor programmes are fully developed so the climber can complete the climb with minimum errors
- (4) [AO 3] However, the climb may not feel fluent when divided into parts causing a lack of kinaesthetic awareness of the full climb
- (5) [AO 3] Progressive part practice can be time-consuming/May become bored and frustrated, hindering progression
- (6) [AO 3] A climb is a discrete skill with a clear beginning and end. This practice may feel inappropriate by being broken up in mini parts

12. Describe the aggressive cue hypothesis of aggression.

Marking points (maximum 4)

- (1) [AO 1] Environmental cues can increase arousal
- (2) [AO 1] When aroused, the presence of an aggressive cue makes aggression likely
- (3) [AO 1] When aroused, the absence of an aggressive cue makes aggression unlikely
- (4) [AO 1] Aggressive cues can be objects/Can be places/Can be people

13. Explain why a coach might use goal setting to change a player's aggressive behaviour.

Marking points (maximum 4)

- (1) [AO 2] Increases attentional focus on the goal and makes aggression less relevant
- (2) [AO 2] Increases motivation towards the goal and makes aggression meaningless
- (3) [AO 2] Helps a performer to control anxiety and make aggression less likely
- (4) [AO 2] Builds self-efficacy so that aggression is less likely
- (5) [AO 2] Helps performers to improve skill performance and, therefore, makes frustration and aggression less likely
- (6) [AO 2] Causes performers to selectively attend to stimuli in relation to their goal only

14. Discuss the use of visualisation as a strategy to prevent social inhibition.

Marking points (maximum 4)

- (1) [AO 3] Reduces cognitive anxiety which minimises social inhibition
- (2) [AO 3] Reduces somatic anxiety which minimises social inhibition
- (3) [AO 3] Controls arousal which minimises social inhibition
- (4) [AO 3] Performer can visualise presence of an audience during practice
- (5) [AO 3] Performer can visualise success with an audience present

15. Justify the use of **two** strategies other than visualisation to prevent social inhibition.
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Marking guidance

Candidates must state what the impact of the method is.

Accept justifications linked to other methods than in the marking points. For example, "selective attention helps an athlete focus" should be awarded a mark.

Marking points (maximum 2)

- (1) [AO 3] Process goals help an athlete focus on technique rather than the audience
- (2) [AO 3] Recreating crowd noises in practice can help a performer familiarise with the experience
- (3) [AO 3] Positive self-talk can help a performer control negative thinking
- (4) [AO 3] Deep breathing can help a performer stay centered
- (5) [AO 3] Practising in front of an audience helps replicate the competitive scenario
- (6) [AO 3] Over-learning core skills makes the dominant response skillful/Grooving
- (7) [AO 3] Use of selective attention to block out irrelevant stimuli

16. Look at the image closely.
Identify A, B and C of the Weiner's model.
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Marking points (maximum 3)

- (1) [AO 1] A is ability/A ability
- (2) [AO 1] B is task difficulty/B task difficulty
- (3) [AO 1] C is effort/C is performance level/C performance level

17. Look at the image closely.
State what is defined in the image and explain how this would impact a PE student taking part in swimming lessons for the first time.
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Marking guidance

Submax one mark for A01 definition. Submax two marks for application to the PE student.
No mark available for restating what is included in the image.

Marking points (maximum 3)

- (1) [AO 1] Learned Helplessness
- (2) [AO 2] PE student is likely to have a "why bother?" attitude
- (3) [AO 2] Student is likely to display avoidance behaviours such as not bringing kit
- (4) [AO 2] Student is likely to give up very easily if they get into the pool

A basketball squad has recently been formed but is being out-scored by all opponents.

18.

Explain how a basketball coach can use their knowledge of cognitive learning theory to help the team score more points.

Analyse the coach's use of Tuckman's model of group development in order to select the highest-scoring starting lineup.

Marking guidance

Refer to 10-mark level descriptors:

Accept any other alternative examples of shooting.



Marking points

(1) [AO 1] Gestalt theory is teaching a skill as a whole pattern/Teaching a movement as a whole pattern/Using intervening variables to help focus the learner

(2) [AO 2] Teaching the jump shot as one movement/Not splitting the lay up into parts/Performing the free throw in full

(3) [AO 1] Gives performers an insight into the reasoning/Shows the reason behind performing a skill/Gives performing a skill contextual meaning

(4) [AO 2] Performer understands importance of the set shot/Understands lay ups are done when there is space to drive to the basket/Shooting accurately is vital to winning

(5) [AO 1] Tuckman's model is forming, storming, norming and performing/Forming storming norming performing

(6) [AO 1] Forming is a temporary stage where bonding occurs

(7) [AO 2] Coach must observe how interpersonal relationships develop in the norming stage/Provide opportunities for teamwork to be tested

(8) [AO 3] Impact of this is the coach can observe different players working together and make judgments based on this

(9) [AO 1] Storming is when conflict occurs and difficult decisions are made

(10) [AO 2] Coach sets tasks where leadership and decision-making are required in the storming stage

(11) [AO 3] Impact of this is that the coach can see who the emerging leaders are or who causes conflict

(12) [AO 1] Norming is when agreement emerges and conflicts are resolved

(13) [AO 2] Coach must observe where agreements are formed and common goals are established

(14) [AO 3] Impact of this is the coach will avoid selecting players from cliques

(15) [AO 1] Performing is when understanding develops and the team works to a common goal

(16) [AO 2] Coach must select their team based on cooperative relationships

(17) [AO 3] Impact of this is the most cohesive team will be selected with the highest potential to play well together

A basketball squad has recently been formed but is being out-scored by all opponents.

18.

Explain how a basketball coach can use their knowledge of cognitive learning theory to help the team score more points.

Analyse the coach's use of Tuckman's model of group development in order to select the highest-scoring starting lineup.

(18) [AO 3] Impact of all of this is the highest likelihood of performing well and winning a game

(19) [AO 3] Tuckman's model is very helpful but the coach must consider other factors such as who shoots most accurately