



Model Answers

OCR A Level PE – Paper 2

This document contains:

- Model answers for the National Mock Exam questions
- Model examples of extended writing
- Marking for each of the model answers in order to guide teachers and students to credit-worthy elements of the answers

How should schools use these papers?

These model answers are written to support PE teachers and students review the National Mock Exam 2023 and to prepare for the live revision sessions delivered by James in May 2023. We strongly recommend that students learn these model answers in preparation for the summer exams 2023. The questions posed and the answers provided are based on significant analysis of past papers.

Please, use these model answers in combination with the National Mock Exam paper, mark scheme and the revision session (Thursday, 25th May 3.30pm–5.00pm), available in the OCR A Level PE Revision page:

<https://pages.theeverlearner.com/2023-ocr-a-level-pe-revision>.

All questions are taken from ExamSimulator. Please note, there are hundreds of additional questions on ExamSimulator covering all topics and skills. 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 Psychological Factors
Time allowed	1 hour

First name	
Last name	
Class	Physical Education A-Level
Teacher	

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 / 60 (100%)
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1. Identify **two** factors affecting the formation of a negative attitude to physical activity.

<p>One factor that could create a negative attitude towards physical activity is having had ¹ negative experiences in school PE lessons. Another could be ² the influence of social learning, where one's family do not engage in any physical activity.</p>	<p>No comments provided.</p>
	<p>Marks:[2/2]</p>

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

	
<p>² Intrinsic feedback in the form of ¹ knowledge of performance are two types of feedback that are being used.</p>	<p>No comments provided.</p>
	<p>Marks:[2/2]</p>

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

<p>¹ Progressive muscular relaxation and ⁴ deep breathing are both somatic stress management techniques.</p>	<p>No comments provided.</p>
	<p>Marks:[2/2]</p>

4. Define personality.

Personality is the collection of ¹ characteristics that make an ² individual unique and ³ influence their behaviour.	No comments provided.
	Marks:[2/2]

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

Extrinsic motivation could be gained through the receipt of ¹ rewards but the disadvantage of ³ overusing rewards is that ² participants can come to rely on the rewards.	No comments provided.
	Marks:[2/2]

6. Classify a racing dive start in swimming on the pacing and continuity continua. Justify your answers.



A racing ⁴ dive start is ³ discrete because it has a ¹ clear beginning and end and it is also ² externally paced because it ² only starts once the starter's beep is heard.	No comments provided.
	Marks:[4/4]

7. Explain how all four types of guidance can be used for a dive start in swimming.

<p>1 Visual guidance can be used by the performer watching a demonstration. 2 Verbal guidance in the form of coaching points relating to the dive can also be given. 3 Manual guidance could be used by the coach to place the swimmer in the correct body position and 4 mechanical guidance could be used by placing a hoop in the water for the swimmer to dive through.</p>	<p>No comments provided.</p>
	<p>Marks:[4/4]</p>

8. Explain how a coach can optimise positive transfer.

<p>2 Positive transfer can be optimised by a coach pointing out the similar elements of the two skills and also by 3 teaching similar skills close together. 5 This can then be supported with positive reinforcement when positive transfer occurs.</p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>

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

<p>1 Craik and Lockhart's model contains three levels (structural, 4 phonetic and semantic) and states that the deeper the processing of information, the greater understanding the performer will have. 2 The structural and phonetic levels involve 3 shallow processing, whereas semantic processing involves deeper processing.</p>	<p>No comments provided.</p>
	<p>Marks:[4/4]</p>

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

<p>1 Selective attention filters out irrelevant information from the relevant information.</p>	<p>No comments provided.</p>
	<p>Marks:[1/1]</p>

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

<p>1 The climber can isolate each part of the climb and develop that skill before adding it to another skill. This is beneficial, as it chains the parts of the climb and leads to greater confidence. However, the climber may feel that they lose fluency by this method and it will also be time - consuming to complete it this way.</p> <p>2 4 5</p>	<p>No comments provided.</p>
	<p>Marks:[4/4]</p>

12. Describe the aggressive cue hypothesis of aggression.

<p>4 An aggressive cue can be an object, which by its presence can increase arousal levels, which is then likely to increase the likelihood of aggression in a performer. Without this aggressive cue, the performer is less likely to be aggressive.</p> <p>1 2 3</p>	<p>No comments provided.</p>
	<p>Marks:[4/4]</p>

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

Goal - setting can help to control aggressive behaviour by allowing a performer to ⁶selectively attend to the relevant ¹stimulus, which then ¹increases attentional focus on the goal so that there is less need to resort to aggression. This could then ⁴increase a performer's self - efficacy if success at the task is gained, which could in turn ³reduce anxiety and the need for aggression.

No comments provided.

Marks:[4/4]

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

Visualisation on the task itself can help to ¹reduce cognitive ¹anxiety caused by the presence of a crowd. This might then ³reduce ⁴arousal, which would ⁴minimise social inhibition. A ⁵training method such as using the strategy of ⁵visualising a ⁵successful performance in front of a crowd could help to reduce social inhibition when an actual crowd is present.

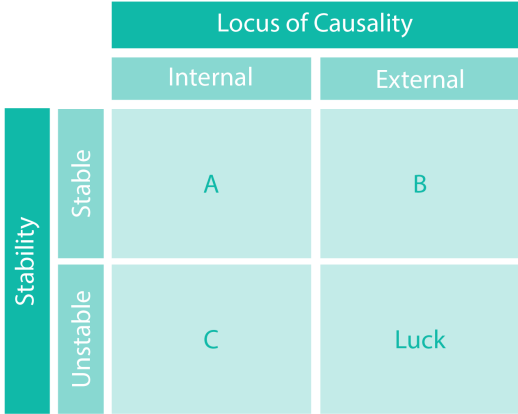
No comments provided.

Marks:[4/4]

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

<p>5 Practising in front of a crowd can help to prepare a performer for performance in a full competitive situation, whilst at the same time using 7 selective attention to block out the distraction effect of the crowd.</p>	<p>No comments provided.</p>
	<p>Marks:[2/2]</p>

16. Look at the image closely.
Identify A, B and C of the Weiner's model.

<p style="text-align: center;">Weiner's model</p>  <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th colspan="2"></th><th colspan="2">Locus of Causality</th></tr><tr><th colspan="2"></th><th>Internal</th><th>External</th></tr></thead><tbody><tr><th rowspan="2">Stability</th><th>Stable</th><td>A</td><td>B</td></tr><tr><th>Unstable</th><td>C</td><td>Luck</td></tr></tbody></table>				Locus of Causality				Internal	External	Stability	Stable	A	B	Unstable	C	Luck	
		Locus of Causality															
		Internal	External														
Stability	Stable	A	B														
	Unstable	C	Luck														
<p>1 A is ability. 2 B is task difficulty and 3 C is effort.</p>	<p>No comments provided.</p>																
	<p>Marks:[3/3]</p>																

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.

A belief that failure is inevitable

The statement is a definition of ¹learned helplessness. This might mean that the swimmer ⁴gives up easily if they can't master the ³task, or they don't bring their kit so as to avoid taking part and potentially failing.

No comments provided.

Marks:[3/3]

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

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.

An understanding of cognitive learning theory can be used by the coach when constructing drills for the basketball team, whereby the players practice lay - up shots as a whole, rather than splitting the shot into subroutines. This would help the players to gain an insight into the situation within a game and help them to understand when and why it would be appropriate to lay up, which could be because there is space and opportunity to drive to the basket. The coach could use Tuckman's model of group development through the understanding that a group passes through four stages in order to become an effective team. These four stages are forming, storming, norming and performing. In the forming stage, the coach could watch how the players within the squad interact with each other and this might allow him/her to observe how some players gel better than others. The storming stage can potentially produce conflict amongst players, as each player tries to establish themselves within the squad, with some players potentially creating conflict within the squad whilst others realise that collective decisions have to be made. It may also become apparent who might become the leader of the squad. The norming phase would help the coach to see which players have taken on the group goal and are working together to achieve this common goal. He/she might avoid selecting those players who he/she feels might retain a greater self - interest or prefer to work within their cliques. The final performing stage will produce effective performance when all the team are working towards the same goal if the coach has selected those players with a 'team mentality', thereby creating a squad with the greatest amount of cohesion.

No comments provided.

Marks:[10/10]

END OF QUESTIONS