The EverLearner

National Mock Exams 2024
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 2024 infographics. Please, note the following:

- We believe this mark scheme has a very strong association with previous OCR A-Level PE Paper 2 exams 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 April/May/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 2024. The model answers will be available in early April and many of these questions will be discussed in the live revision show provided by James Simms (Thursday 30th of May, 15:00-16:30 on 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 IGCSE 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

The EverLearner

Subject	Physical Education
Course	OCR Linear GCE PE Psychological Factors
Time allowed	1 hour 0 minutes

Title	OCR A-level (H555) Paper 2 Psychological Factors National Mock Exam 2024

Guidance	• 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.

Total marks	60

1. Breathing control is a somatic stress-management technique. Name **two** other somatic stress-management techniques.

Marking points **(maximum 2)**

(1) [AO 1] Biofeedback/HR monitoring/Sweat monitoring

(2) [AO 1] Progressive muscular relaxation/PMR

(3) [AO 1] Centering

2. Describe **two** characteristics of a performer in the **associative** stage of learning.

Marking points **(maximum 2)**

(1) [AO 1] In the process of refining the skill/Beginning to refine the skill/Improving the quality of the skill

(2) [AO 1] Understands the fundamentals of the skill/Knowing the context of the skill/Awareness of the context of the skill

(3) [AO 1] Experience fewer errors/Fewer errors are made/Errors are not as common compared to the cognitive stage

(4) [AO 1] Can detect some of their own errors/Errors are starting to be spotted by themselves/Detecting their own errors

(5) [AO 1] Performances are more consistent/Performance is much more reliable than at the cognitive stage/Performance is more predictable

(6) [AO 1] Athlete understands how to achieve perfection/Can strive for perfection/Knows how perfection can be obtained

(7) [AO 1] Distinguish responses for open skills/Able to cope with open skills/Establish responses for open skills

3. Describe **two** characteristics of a zone of optimal functioning.

Marking points (maximum 2)

(1) [AO 1] Bandwidth not a point of optimal arousal

(2) [AO 1] Sense of effortlessness

(3) [AO 1] Sense of automatic control

(4) [AO 1] Sense of total control

(5) [AO 1] Sense of calmness or tranquility

(6) [AO 1] Likelihood of best performance

(7) [AO 1] Complete focus

(8) [AO 1] Sense of fun and enjoyment

4. Give **two** examples of effective leadership qualities being shown by a hockey coach.

Marking points (maximum 2)

(1) [AO 2] Hockey coach displays confidence when discussing team tactics with players

(2) [AO 2] Hockey coach remains enthusiastic and persistent whether winning or losing

(3) [AO 2] Hockey coach has clear goals for the team and for individuals

(4) [AO 2] Hockey coach is empathetic of the needs of different players in the squad

(5) [AO 2] Hockey coach is able to demonstrate high-level dribbling technique to the players

(6) [AO 2] Hockey coach has charisma and can use non-verbal communication effectively

(7) [AO 2] Hockey coach uses different leadership styles depending on the members and the situation

5. Suggest **two** positive effects of intrinsic motivation.

Marking points **(maximum 2)**

(1) [AO 3] Perseverance/Determination to succeed

(2) [AO 3] Positive attitude

(3) [AO 3] Positive effect on others/Positive effect on teammates/Be an example to others

(4) [AO 3] More likely to participate long-term/Lifetime participation/Continued engagement

(5) [AO 3] Satisfaction from performing/Satisfying/Enjoy playing

6. You are coaching this cricket bowler. Give **one** piece of feedback to the bowler which is **both** a form of negative feedback **and** knowledge of performance.

Marking guidance

The candidate should provide one statement that is both negative feedback and knowledge of performance.

Marking points **(maximum 2)**

(1) [AO 2] Negative feedback aspect should be a form of constructive criticism/Try to release the ball at a higher point/Rather than looking at your hand, look at the wickets

(2) [AO 2] Knowledge of performance aspect should relate to technique, not outcome/If you change your finger position you may get better control/Take a wider last step before your action

7. Classify catching a ball in cricket on the environmental influence continuum **and** the organisational continuum. Explain your answer.

Marking guidance

Only award the mark for explanation if it explains the classification chosen. Sub max two marks for each correct classification. Sub max two marks for each acceptable explanation.

Marking points (maximum 4)

(1) [AO 1] Open skill

(2) [AO 1] High-organisational skill

(3) [AO 2] Open skill due to skill being affected by external factors/Skill performed in response to external factors

(4) [AO 2] Skill is externally paced/Initiation of skill not controlled directly by the fielder

(5) [AO 2] Skill requires adjustment based on flight of ball/Trajectory of the ball/ Speed of the ball

(6) [AO 2] Skill is performed in an unstable environment

(7) [AO 2] Skill requires an element of decision-making/Decide when to dive/Decide when to put hands out

(8) [AO 2] Skill cannot be broken down into subroutines easily

(9) [AO 2] Skill performed as a whole/Skill performed in one movement

(10) [AO 2] Skill is practised as a whole

8. Describe fixed practice. Give **one** example of fixed practice for a sport of your choice.

Marking guidance

Accept other suitable examples of fixed practice. Candidate must refer to skill being

practised repeatedly within their example. Sub max two marks for description. Sub max one

mark for example.

Marking points **(maximum 3)**

(1) [AO 1] Practice in a stable environment

(2) [AO 1] Repetitive skill performance/No need for skill adaptation

(3) [AO 1] Effective for practising closed skills/Self-paced skills

(4) [AO 2] Badminton player repeatedly practising a short flick serve/Short serve/Serve into

opponent's service box

(5) [AO 2] A basketball player repeatedly practising a free throw/Jump shot/Shot

(6) [AO 2] A footballer repeatedly practising a penalty shot/Corner

9. Evaluate the use of mechanical guidance when learning a skill.

Marking guidance
Sub max three marks for advantages of mechanical guidance and sub max three marks for disadvantages of mechanical guidance.

Marking points **(maximum 5)**

(1) [AO 3] Increases safety/Performer feels safer/Performer feels more secure

(2) [AO 3] Increases confidence when performing a dangerous skill/Complex skill/Increases confidence of coach to allow performer to practise dangerous skill

(3) [AO 3] Can allow learner to experience advanced skills earlier/Allow performer to progress quicker to advanced skills

(4) [AO 3] Useful for practising closed skills/Closed skill practice

(5) [AO 3] May lead to over-reliance on the aid

(6) [AO 3] May give a false sense of security to the performer

(7) [AO 3] When the aid is removed, progress may be rapidly lost

(8) [AO 3] Equipment is expensive/Expensive/Exclusive

(9) [AO 3] Not suitable for open skills

10. Describe retroactive transfer.

Marking points **(maximum 2)**

(1) [AO 1] Learning of a skill influences the learning of a previously learned skill

(2) [AO 1] Can be both positive or negative in nature

11. Evaluate the use of progressive part practice when learning a gymnastics routine.

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

Marking points (maximum 4)

(1) [AO 3] Ideally suited to serial skills such as gymnastics routines

(2) [AO 3] Strength is that it builds relationships between moves/Sequencing of the routine improves

(3) [AO 3] Strength is that it is flexible and can be done forwards, backwards or from the middle/Backwards chaining

(4) [AO 3] Weakness is that it can be very slow to reach a full performance/Takes a long time to get to the whole routine/Practising the whole routine might be marginalised

(5) [AO 3] Focus could be lost on individual movements due to a focus on linking it to other movements

(6) [AO 3] Weakness is that in a gymnastics routine not all components can be separated/Tumbling needs to be done as a whole

12. Define self-efficacy.

Marking points (maximum 1)

(1) [AO 1] Self-confidence in a specific situation/Situation-specific confidence/Non-global confidence

13. Vealey's (1986) model of sports confidence investigates the relationship between competitiveness and self-confidence.
Analyse Vealey's model of sports confidence.

Marking points **(maximum 5)**

(1) [AO 3] Objective situation is the sporting context/Current sporting situation/Sporting context

(2) [AO 3] SC-trait is innate/Stable/Enduring

(3) [AO 3] Competitive orientation are the types of goals a performer uses to judge success/Outcome or process goals/Level of competitiveness

(4) [AO 3] SC-state is the level of self-belief in this specific situation/Confidence in one situation/Situational confidence

(5) [AO 3] SC-state is influenced by the types of goals the performer is measuring success by

(6) [AO 3] SC-state is influenced by the level of trait confidence

(7) [AO 3] Performance of the skill is influenced by the level of SC-state

(8) [AO 3] Subjective outcome is the performer's interpretation of the result/Satisfaction about the result/Disappointment about the result

(9) [AO 3] Satisfaction increases SC-trait AND competitive orientation

(10) [AO 3] Disappointment decreases SC-trait AND competitive orientation

(11) [AO 3] Competitive orientation is then influenced by the level of satisfaction or disappointment at the outcome

(12) [AO 3] SC-trait is then influenced by the level of satisfaction or disappointment at the outcome

14. Describe the catastrophe theory of arousal.

Marking guidance

Candidates must refer to a "sudden" drop in performance.

Marking points **(maximum 4)**

(1) [AO 1] As somatic arousal increases, performance quality improves

(2) [AO 1] Performance quality will only be high if cognitive arousal is kept low

(3) [AO 1] High cognitive/High somatic arousal causes a sudden drop in performance/Catastrophe

(4) [AO 1] After catastrophe, if arousal continues to rise, performance worsens

(5) [AO 1] If cognitive arousal is lowered, recovery can occur/Performance can start to improve

(6) [AO 1] Improvement in performance will not increase back to original level/Optimal level after catastrophe

15. Explain different motivational strategies a badminton coach could use to maintain a performer's engagement.

Marking points **(maximum 6)**

(1) [AO 2] Give the performer recognition for good performances/Award the player for good perfomances/Nominating player for an award

(2) [AO 2] Coach gives praise throughout the training sessions/Coach praises performer's serve/Smash

(3) [AO 2] Coach corrects player's drop-shot technique and then removes comments when they get it right/Coach removes criticism of court positioning/Coach removes negative feedback of smash shot

(4) [AO 2] Coach would use punishment if player shows aggression on court/Coach could punish player for showing gamesmanship or disrespect to opponent/Coach could use punishment

(5) [AO 2] Coach can educate player on the benefits of fitness on their performance/Coach can show player the health benefits of regular training/Coach can use persuasive communication to encourage player to attend training

(6) [AO 2] Coach could set player a target of winning a certain number of points/Coach could set a goal of 80% serve success rate/Coach could involve player in SMART target setting and decision-making

(7) [AO 2] Coach sets up fun activities during the training session/Player has challenges to complete during training/Player is challenged during training to maintain interest

(8) [AO 2] Player looks up to their coach as a role model/Coach brings in other high-status coaches to lead training sessions/Coach can use role models to motivate

16. Give a sporting example of the Ringelmann effect.

Marking guidance
Accept other suitable sporting examples of the Ringelmann effect.

Marking points **(maximum 1)**

(1) [AO 2] Hockey player's performance level decreases when playing an 11-a-side match compared to a five-a-side match

(2) [AO 2] Footballer shows a lack of motivation to track back and mark an opposing player

(3) [AO 1] Rugby player starts missing tackles as a result of a loss in technique

(4) [AO 2] Loss in performance when completing coordinated or complex skills such as a reverse lay-up in basketball

17. Identify **two** characteristics of the norming stage of Tuckman's model of group development for a football team.

Marking points **(maximum 2)**

(1) [AO 1] Agreement develops within team

(2) [AO 2] Conflicts resolved between players/No arguments between players

(3) [AO 2] Team members cooperate/Team members get on/Team members become friendly with one another

(4) [AO 1] Common goals agreed for the squad/Shared goals/Shared objectives

(5) [AO 1] Respect for the team captain develops/Respect for senior players develops/Respect for coach develops

(6) [AO 1] Team members are committed/Team members become dedicated/Team members show commitment in matches

18. Suggest a disadvantage of using outcome goals to motivate a sports team.

Marking guidance
Accept other suitable disadvantages of outcome goals.

Marking points (maximum 1)

(1) [AO 3] Outcome largely depends on performance of others/Performance of teammates

(2) [AO 3] Factors outside your control can affect outcome/Outside factors can affect outcome/Poor officiating can affect outcome

(3) [AO 3] Focus on outcome can cause anxiety/Focus on outcome can increase pressure to perform/Focus on outcome can lead to decrease in performance

(4) [AO 3] A negative outcome leads to a feeling of failure/Failing to meet outcome can demotivate performer or team

(5) [AO 3] Long-term outcome goal leads to boredom/Long-term outcome goal may seem too far away to achieve/Long-term outcome goal might feel unachievable

19. Assertive behaviours such as jabbing and punching are **not** forms of aggression in boxing, yet aggressive behaviours are likely to be seen in this sport. Analyse the frustration-aggression hypothesis in relation to the aggression seen in boxing.

Explain how a coach might use operant conditioning to improve the performance of a boxer.

Marking guidance

Marking points **(maximum 10)**

(1) [AO 1] Frustration develops when goal-directed behaviour is blocked/Goal is blocked/Boxer can't reach a goal

(2) [AO 1] Frustration ALWAYS leads to aggression/Frustration leads to aggressive behaviour/Frustration causes aggression

(3) [AO 1] Catharsis occurs if aggression leads to success/Successful use of aggression leads to catharsis

(4) [AO 1] If punishment is experienced, further aggression will build/Punishment leads to further aggression/If frustration isn't released, further aggression will build

(5) [AO 1] Interactionist in nature, as aggression always follows frustration

(6) [AO 2] Boxer can experience frustration from being penalised/Losing a point/From poor officiating leading to aggression

(7) [AO 2] Boxer experiences frustration at being held by opponent/Opponent's tactics leading to aggression

(8) [AO 2] Boxer experiences success using aggressive tactics/ Experiences success from being aggressive/Experiences success and catharsis occurs

(9) [AO 2] If an opponent punches boxer below the belt, this will always lead to an aggressive response/If an opponent punches illegally, this will always lead to an aggressive response

(10) [AO 3] Hypothesis is more realistic than instinct theory/More accurate than instinct theory

(11) [AO 3] Clear evidence in boxing that frustration leads to aggression/Aggressive behaviour

(12) [AO 3] Catharsis does occur when frustration is released, which can benefit the boxer's performance/Benefit the boxer

(13) [AO 3] Link between frustration and aggression can help a coach to manage aggressive behviour/Manage the boxer's aggression

(14) [AO 3] Frustration does not ALWAYS lead to aggression/Frustration isn't always a cause of aggression

(15) [AO 3] Theory does not account for pre-planned aggression/Aggression can occur from more than just frustration/Frustration is not the only cause of aggression

(16) [AO 3] Unpunished aggression does not always lead to catharsis/Catharsis does not always occur due to release of frustration

(17) [AO 3] Hypothesis does not take trait into account/Theory does not consider trait aggression

(18) [AO 3] Not all boxers will become frustrated if a goal is blocked/A blocked goal may be a source of motivation rather than frustration/Blocked goals do not always lead to frustration and aggression

(19) [AO 1] Operant conditioning is a behaviourist theory/Behaviourist theory/Behaviourist

(20) [AO 1] Proposed by BF Skinner/ BF Skinner/Skinner

(21) [AO 1] Human beings learn through the consequences of their actions/Learn through consequences

(22) [AO 1] Associationist learning/Associationist

(23) [AO 1] Behaviours are based on an SR bond/SR bond

(24) [AO 2] Coach can use practice to shape the boxer's behaviour/Behaviour-shaping/Shape behaviours

(25) [AO 2] Coach can use practice structures to strengthen the SR bond/Coach can use practice to weaken the SR bond if the skill the boxer is learning is wrong

(26) [AO 2] Coach can use positive reinforcement to strengthen an SR bond

(27) [AO 2] Negative feedback to establish a new SR bond/Punishment to weaken or break an SR bond

(28) [AO 3] Strength of operant conditioning is it is simple to implement/Simple learning theory

(29) [AO 3] Strength of operant conditioning is that coaches frequently use reinforcement/Reinforcement is common

(30) [AO 3] Strength of operant conditioning is that positive and negative reinforcement can be used in combination to improve the boxer's performance

(31) [AO 3] Weakness of operant conditioning is it does not include a model or demonstration/Lacks a demonstration/No demonstration of boxing skill

(32) [AO 3] Weakness of operant conditioning is that the boxer may not understand why/Don't need to understand the skill/Boxer's understanding of skill is not important