



Revision Series 2024

OCR A-Level PE - Paper 2

◆ Notes pages ◆



The EverLearner

How to use this revision session and notes

- Complete this document when doing the live or on-demand revision shows.
- The imagery contained in the notes is designed for you to be able to study the A01 knowledge prior to the live session.
- During the live session, James will guide you through how to use that knowledge in your exam.
- Focus on the skills that James is presenting as much as the content. In most cases, students have a knowledge of the topic but struggle to respond to the command in the question. This is a focus of our revision.
- Complete the notes pages as extensively as possible and, if necessary, return to the show to complete it more than once in order to make the fullest notes possible.
- Have the National Mock Exam to hand and, ideally, your completed, marked version of it.
- Have the **exam infographics** to hand. These will be referred to throughout the show.

My ticklist:

- Notes pages
- Exam infographics
- Exam paper
- Exam mark scheme
- Exam model answers

During the live show, we will cover...

Topic 1: Classification of skills.....	3
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We will also cover a wide array of exam skills including command terms for A01, A02 and A03 as well as the extended writing requirements of the paper.

You may also find it useful to study our previous years' revision shows when different samples of content and skills have been developed.

Topic 1: Classification of skills

Muscular involvement continuum



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Environmental continuum



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Difficulty continuum



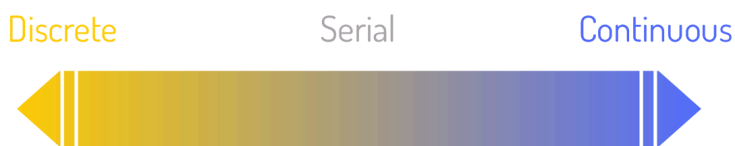
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Pacing continuum



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Continuity continuum



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Organisational continuum



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Assessment objective	Likely command	Response
A01	Describe/Define	A low organisational skill cannot be easily broken down into subroutines, whereas a high organisational skill can be.
A02	Place/Classify	Towards the high organisation end
A03	Justify	BECAUSE, in order to perform the arm movement and head carriage subroutines, the leg movement subroutine must also be completed simultaneously.

Complete the table below in relation to a marathon runner and the organisational continuum.

Assessment objective	Likely command	Response
A01	Describe/Define	_____
A02	Place/Classify	TOWARDS THE _____
A03	Justify	BECAUSE _____

Complete the table below in relation to a basketball player defending 1 v 1 and the environmental continuum.

Assessment objective	Likely command	Response
A01	Describe/Define	_____

Assessment objective	Likely command	Response
A02	Place/Classify	TOWARDS THE _____ _____ _____
A03	Justify	BECAUSE _____ _____ _____

Complete the table below in relation to a long jumper and the continuity continuum.

Assessment objective	Likely command	Response
A01	Describe/Define	_____ _____ _____
A02	Place/Classify	TOWARDS THE _____ _____ _____
A03	Justify	BECAUSE _____ _____ _____



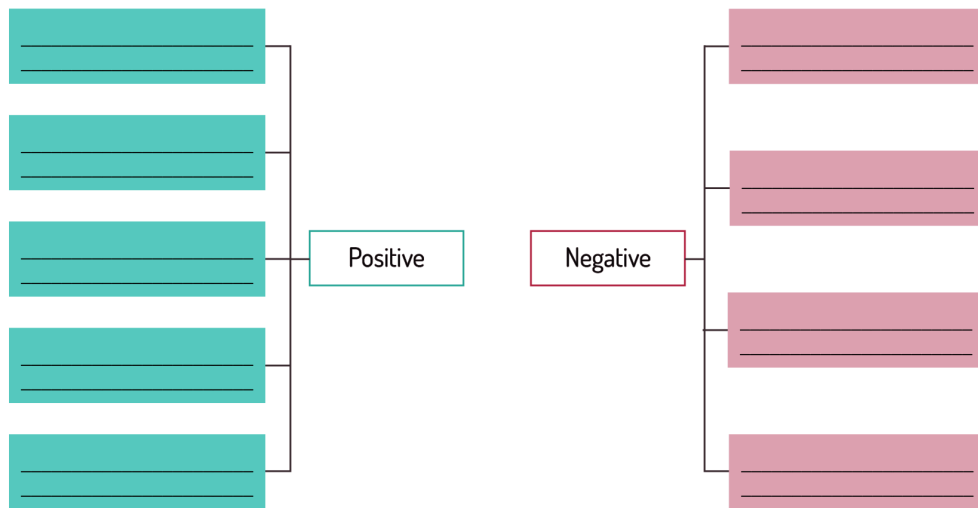
Want to know more?

Watch the tutorials "Muscular involvement continuum", "Environmental continuum", "Pacing continuum", "Continuity continuum", "Complexity continuum" and "Organisational continuum" on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Massed practice

T-T-T-T-T-T-T-T-T-T-T-T-T-T-T-T

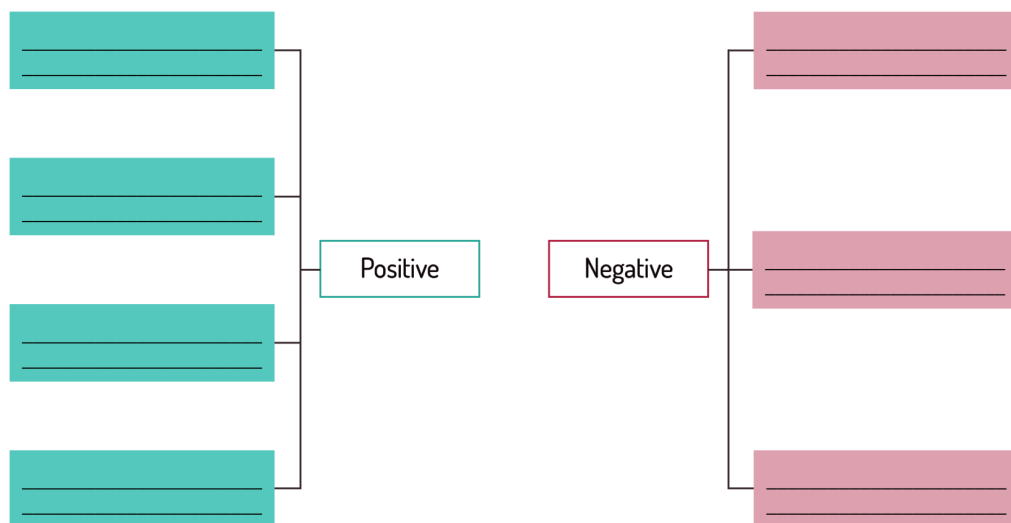
Repeated trials of the skill with no breaks in between



Distributed practice

T-T-T-T-----T-T-T-T-----T-T-T-T-----

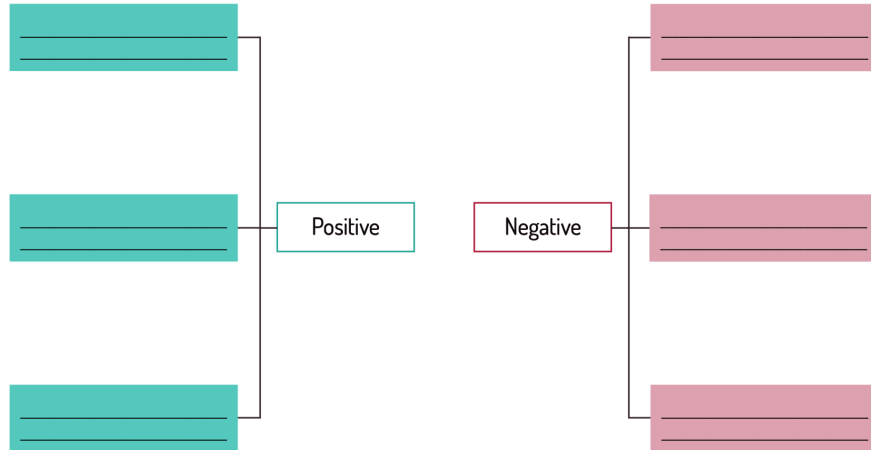
The inclusion of breaks between trials



Fixed practice



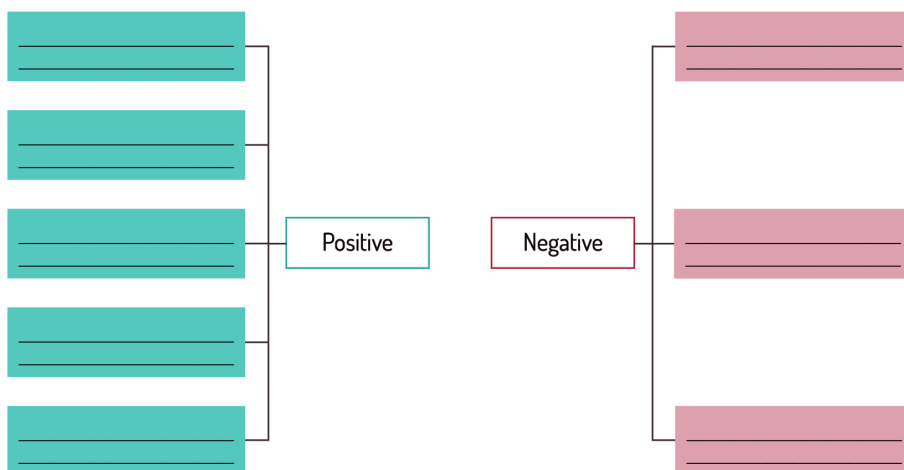
- Stable, predictable practice
- Practice conditions remain unchanging



Variable practice



- Skill practised in a changing environment
- Skills need to adapted

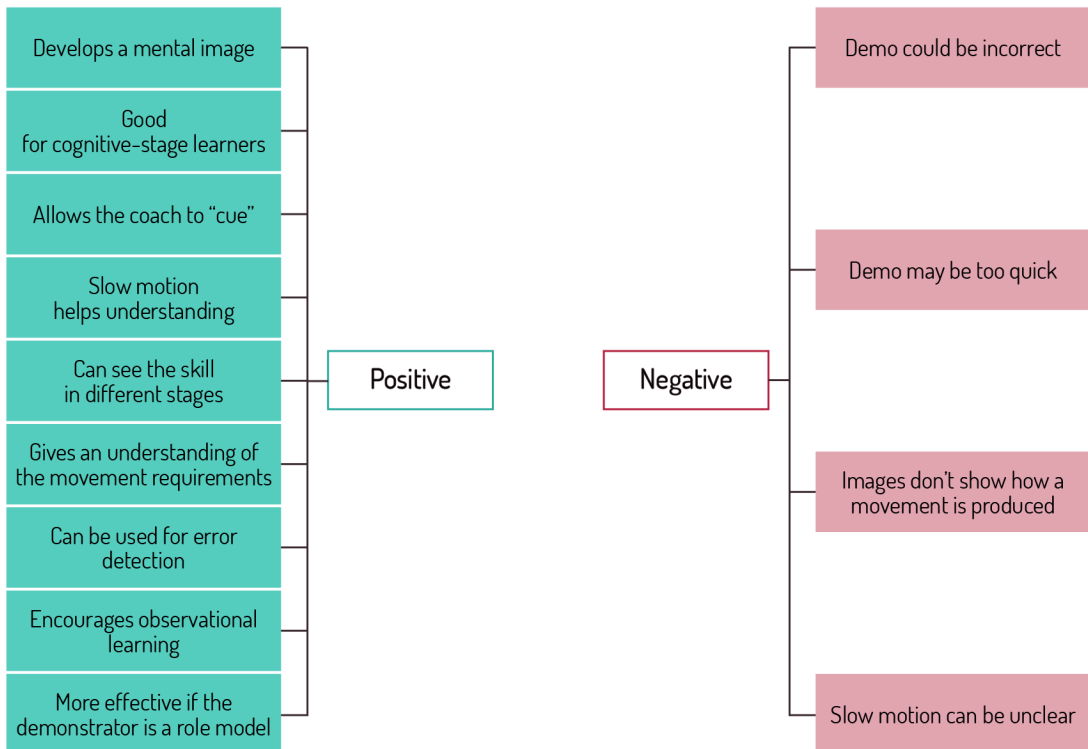


Want to know more?

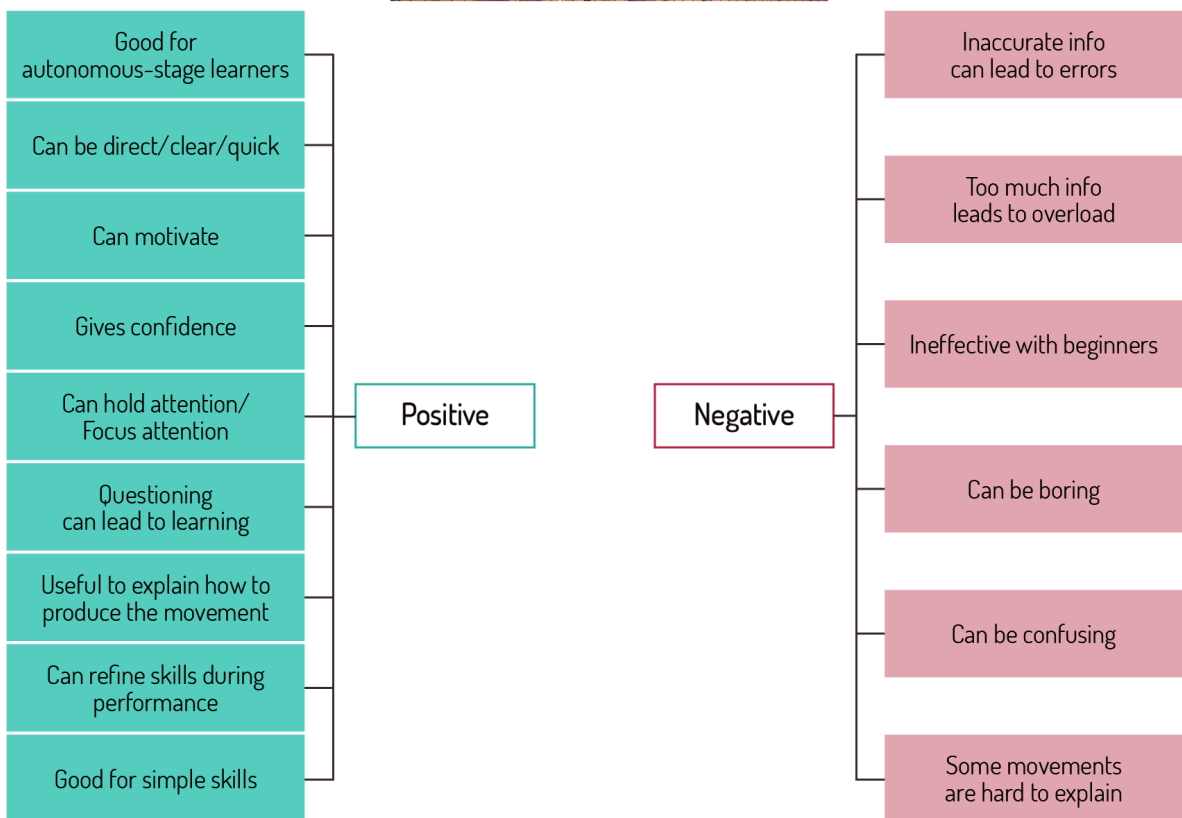
Watch the FREE tutorials "Types of practice" and "Methods of practice" on [TheEverLearner.com](https://www.theeverlearner.com)

Topic 3: Guidance

Visual guidance



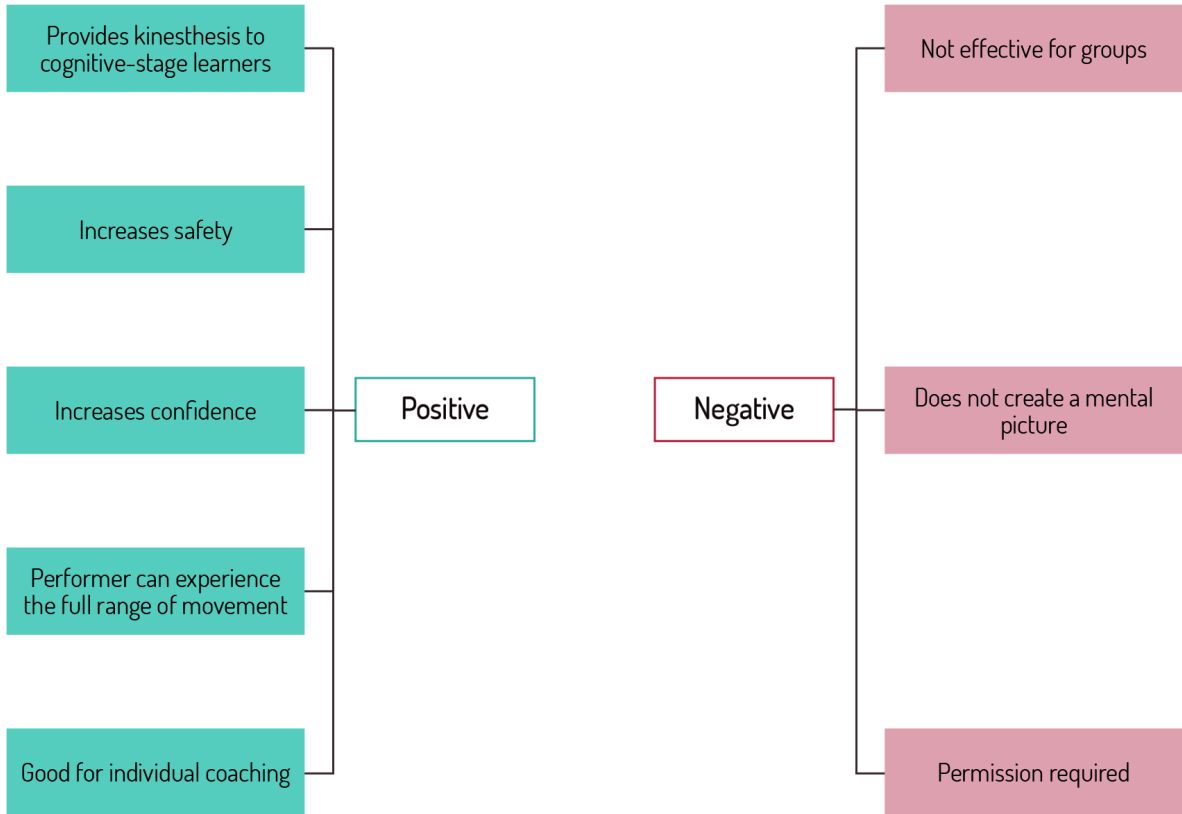
Verbal guidance



Answer this question:

“Cueing” is the process of providing some instructions whilst simultaneously demonstrating a skill. Using your knowledge of different types of guidance, explain why a coach might choose to do this.

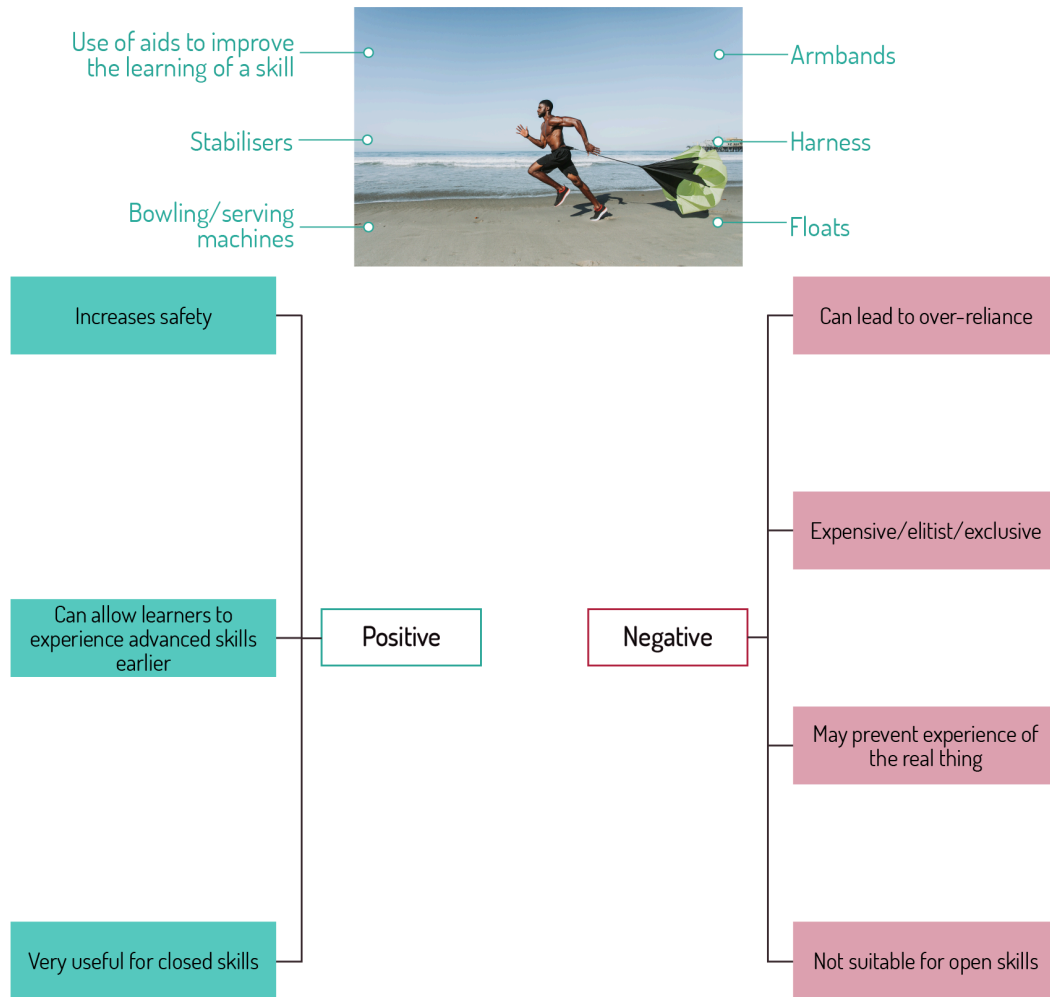
Manual guidance



Answer this question:

Evaluate the use of manual guidance when coaching children to learn to swim.

Mechanical guidance



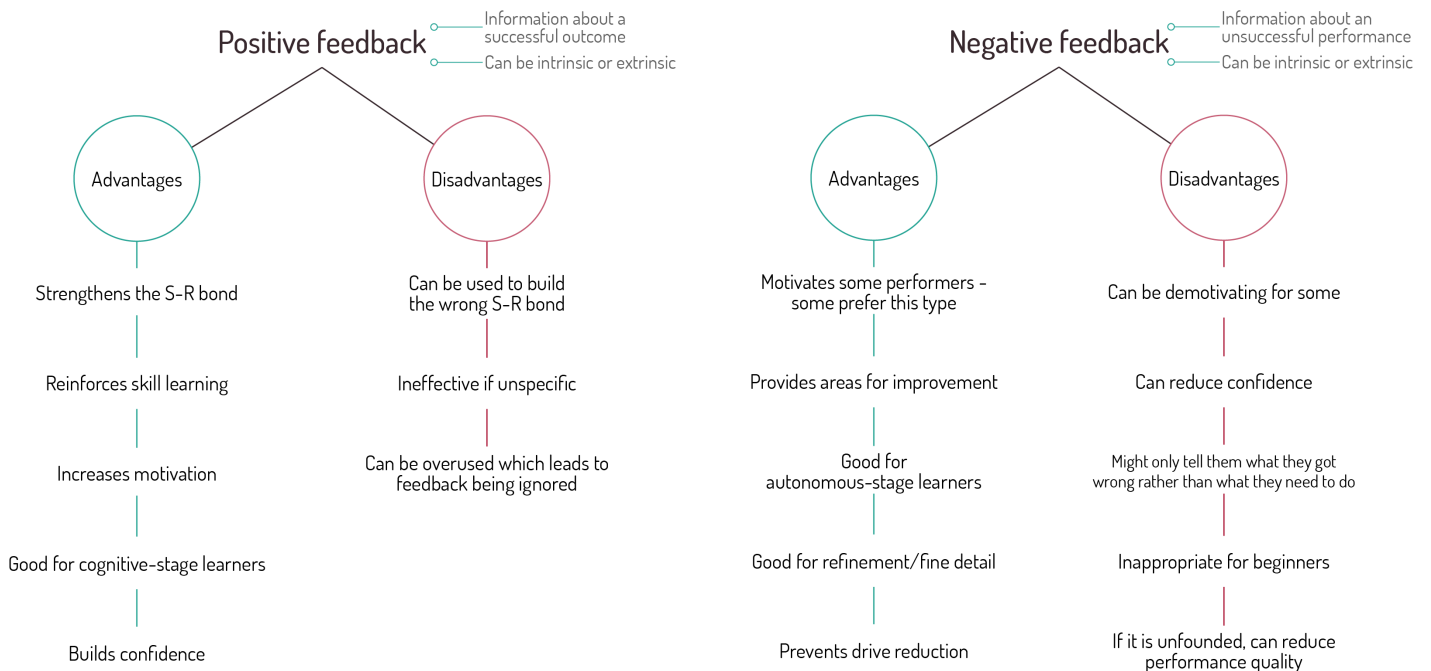
Answer this question:

Evaluate the use of mechanical guidance when coaching children to learn to swim.

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Want to know more? Watch the FREE tutorial "Guidance" on [TheEverLearner.com](https://www.theeverlearner.com)




A trampoline coach shouts “lift from the hips more!” whilst a trampolinist is training to perform a pike back somersault. Identify three types of feedback represented by this statement

Feedback type 1: _____

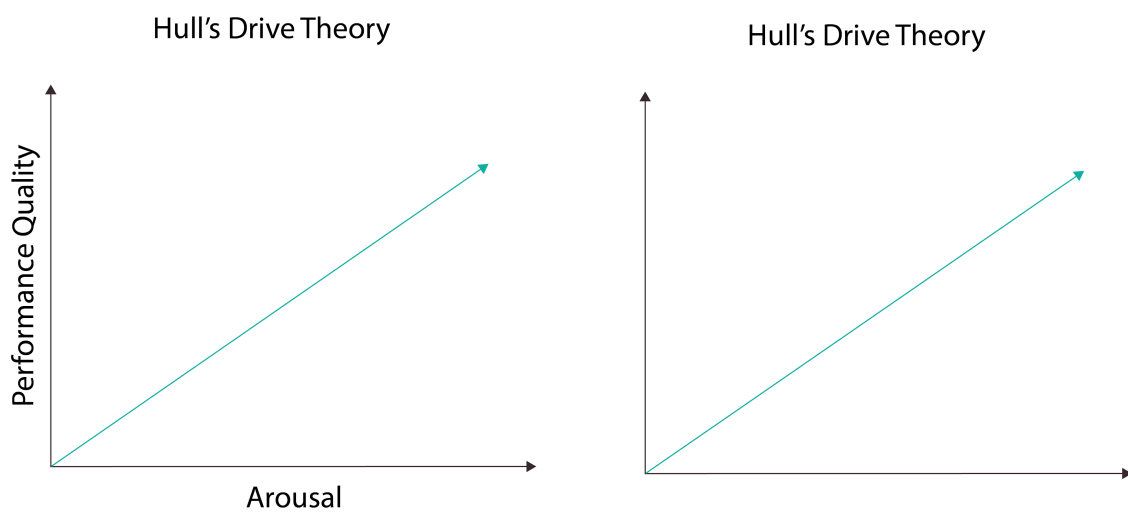
Feedback type 2: _____

Feedback type 3: _____

 **Want to know more?** Watch the tutorial “Feedback” on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Topic 5: Arousal

- Level of activation or alertness of a performance
- The intensity of motivation



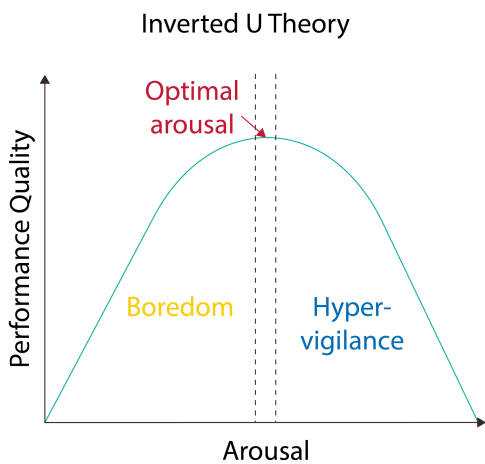
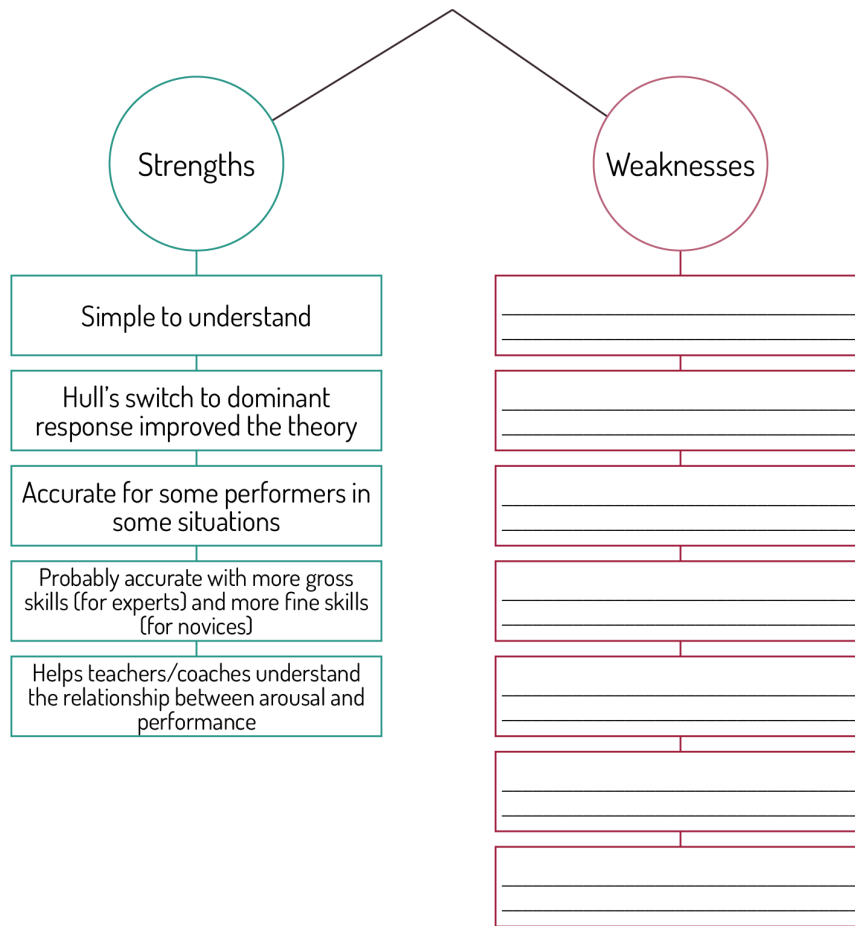
Describe three adaptations that Hull made to his drive theory of arousal.

Adaptation 1: _____

Adaptation 2: _____

Adaptation 3: _____

Drive theory

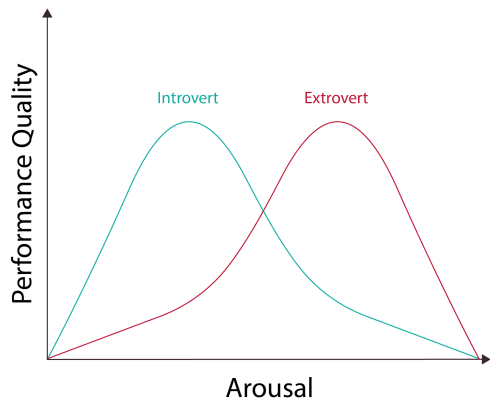


Describe the relationship between arousal and performance quality according to the inverted U theory in no more than two sentences.

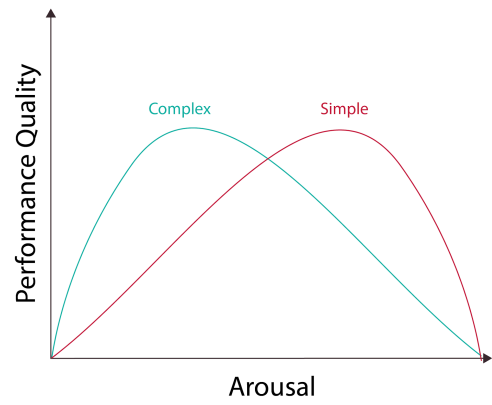
Sentence 1: _____

Sentence 2: _____

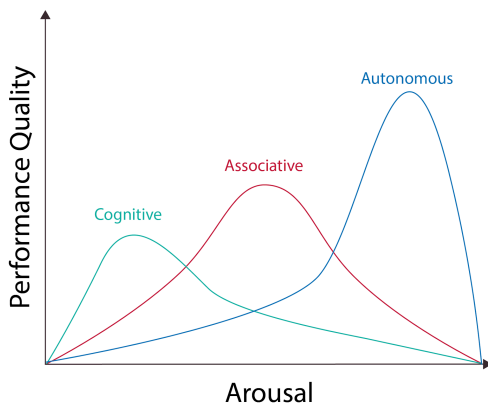
Inverted U Theory - Personality



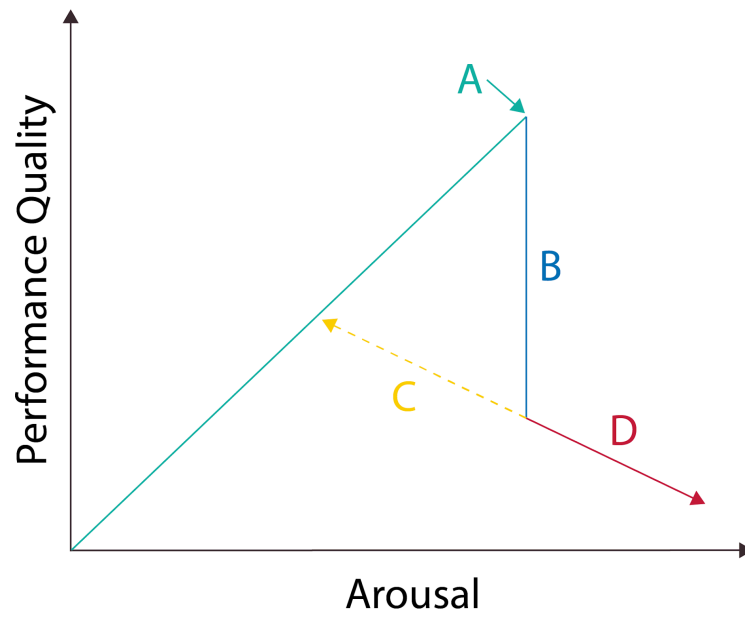
Inverted U Theory - Task Difficulty



Inverted U Theory - Experience

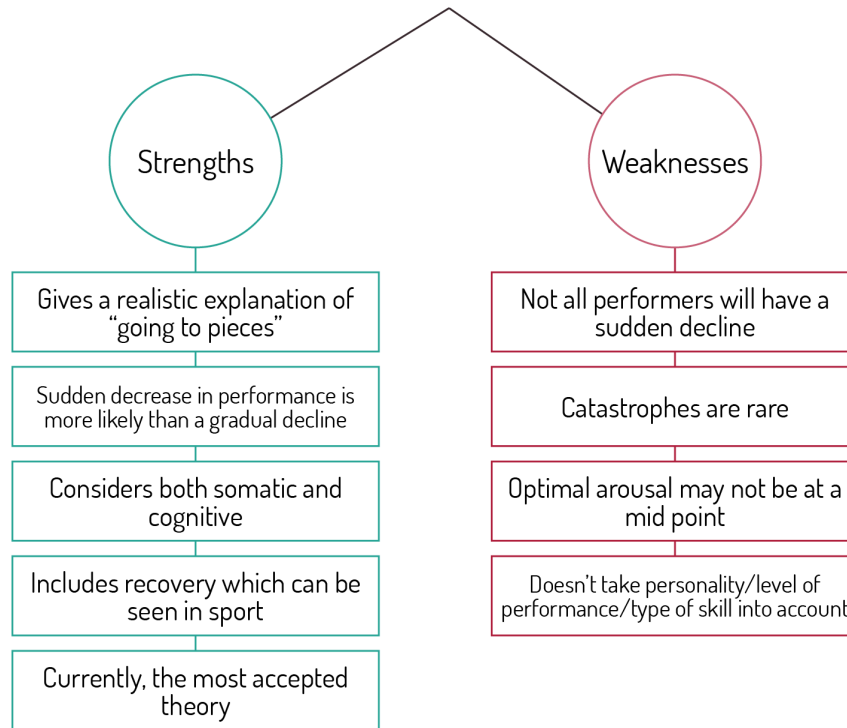


Catastrophe Theory



Stage	Name	Description
A		
B		
C		
D		

Catastrophe theory



If you were asked this question, what would you need to do?

Analyse a range of theories that explain the relationship between arousal and sporting performance.

Step 1	_____	_____
Step 2	_____	_____
Step 3	_____	_____
Step 4	_____	_____
Step 5	_____	_____
Step 6	_____	_____

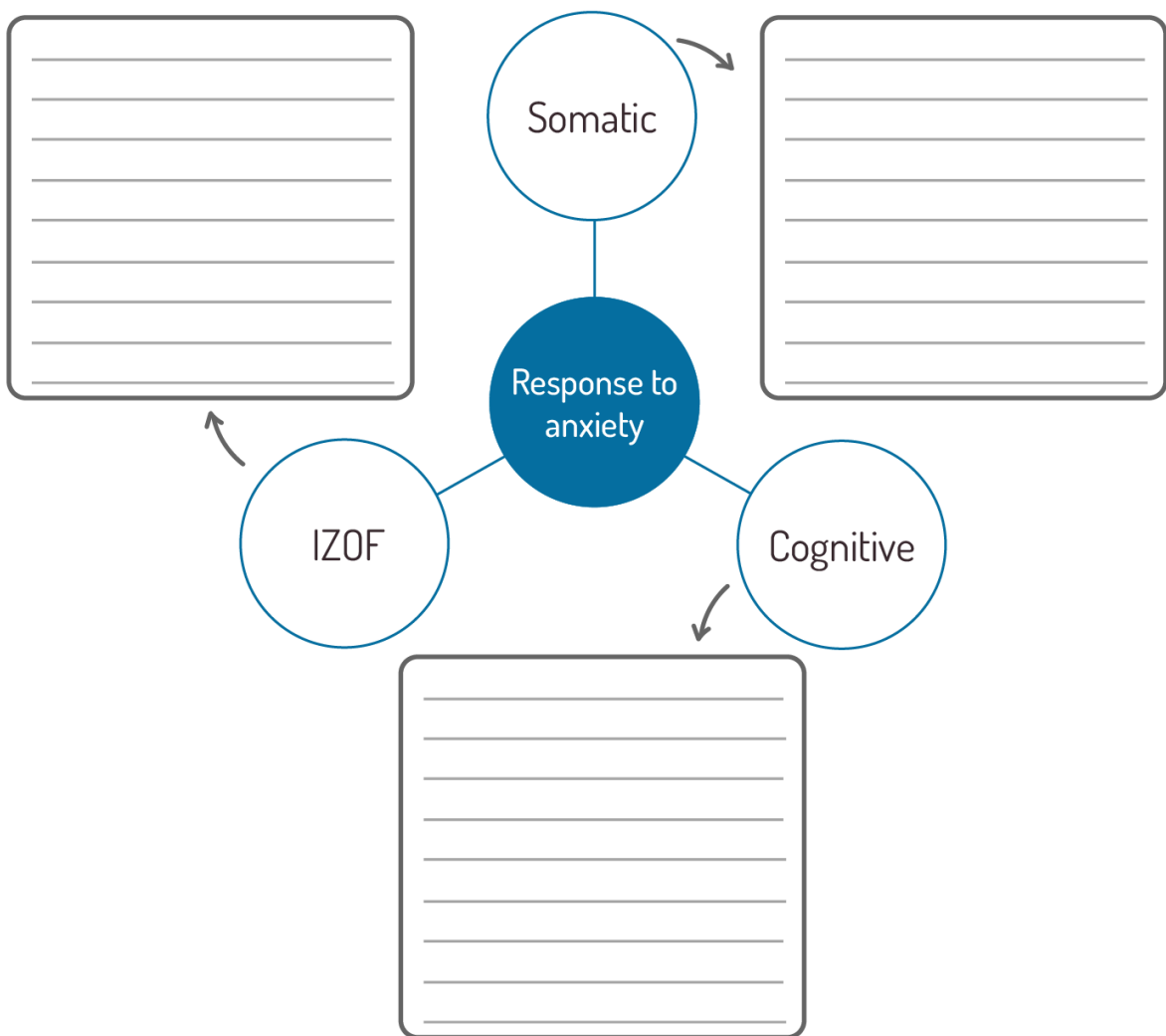


Want to know more?

Watch the tutorials "Arousal 1" and "Arousal 2" on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Topic 6: Anxiety

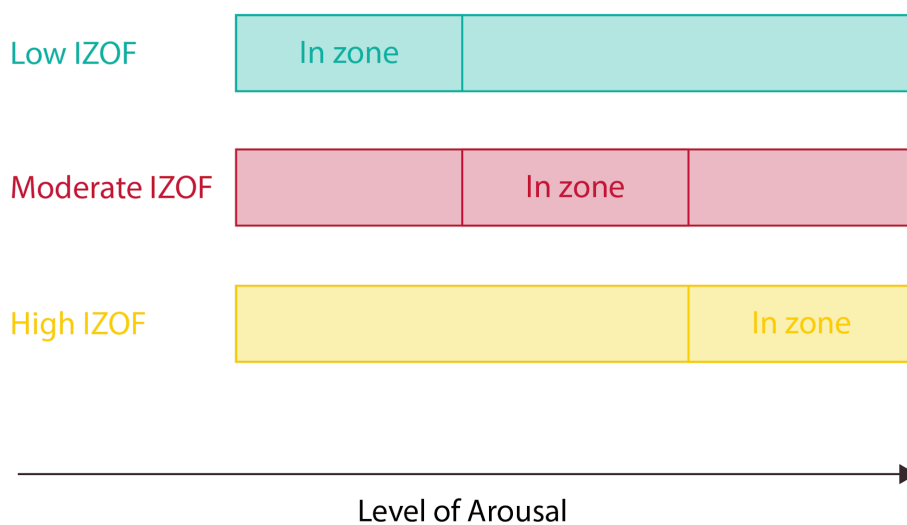
Types of anxiety



Anxiety

- Negative emotional state associated with stress / over-arousal
- Feelings of worry / unease / apprehension
- Being threatened

Individual Zone of Optimal Functioning



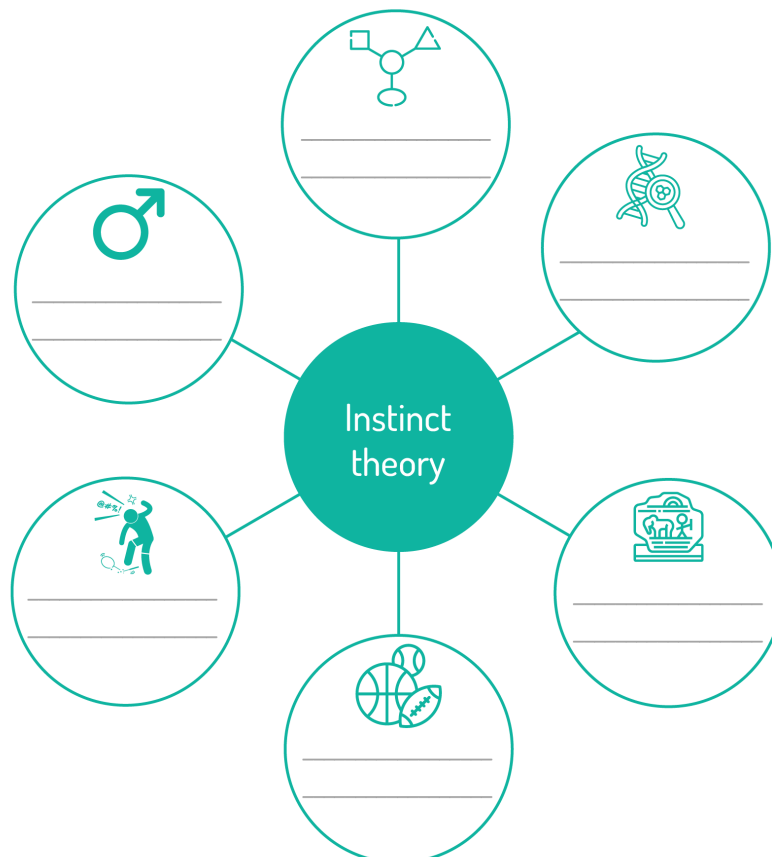
Want to know more?

Watch the tutorial "Anxiety" on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Topic 7: Aggression

Baron (1977) “Any form of behaviour directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment.”

Type	Description	Example from rugby	Example from boxing
Hostile	Outside of the rules, intent to harm	_____ _____ _____	_____ _____ _____
Instrumental	Within rules, intent to perform skill but with a by-product of potential harm	_____ _____ _____	_____ _____ _____
Assertion	Robust play, within the rules, no intent to harm	_____ _____ _____	_____ _____ _____



Strengths and weaknesses of instinct theory

+	-
+	-
+	-
+	-
+	-
+	-
+	-
+	-
+	-
+	-

Social learning theory

- Aggression is learned through modelling/copying behaviours of others.
- Aggression can be taught/or educated out.
- Emphasises the role of experience, education and reinforcement.

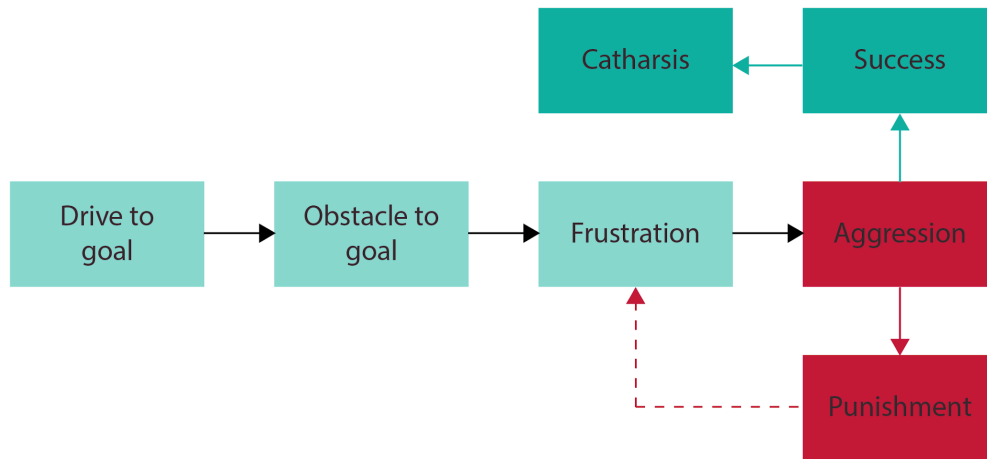
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- Explains how someone reacts differently in different situations.
- Explains why "crossing the white line" can bring on aggression.
- Takes into account the influence of others including parents.
- Gives responsibility for aggression to the performer and coach.
- Explains how some people become less aggressive over time.

-

- Does not take traits into account.
- Doesn't explain why different people will react differently in the same situation.
- Does not consider which cues might cause aggression and which might not.

Frustration-Aggression Hypothesis (Dollard, 1939)



Strengths and weaknesses of frustration-aggression hypothesis

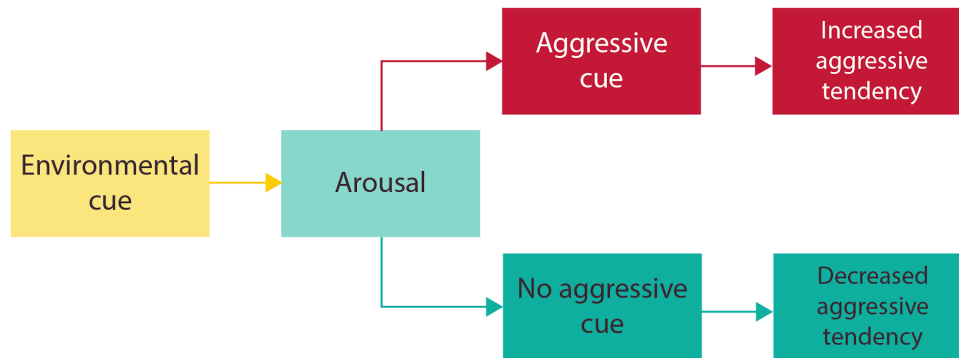
+

- + _____
- + _____
- + _____
- + _____
- + _____

-

- _____
- _____
- _____
- _____
- _____
- _____

Aggressive Cue Hypothesis (Berkowitz, 1969)



Aggressive cue hypothesis

- When aroused, the presence/absence of an aggressive cue determines whether aggression is more/less likely.
- Aggressive cues can be weapons/objects/nature of the game/places/people/nature of the event/perceived unfairness/witnessing violence.

+

- Clearly shows how environmental influence plays a role in aggression.
- Aggressive cues can be highly personal/individual.
- Explains why frustration doesn't always lead to aggression.

-

- Aggression does not always occur in the presence of an aggressive cue.
- Aggressive cues could be very different/specific meaning the theory is complex.
- Does not take traits into account.

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.

Mark the first half of this answer. Circle correct points in their entirety and choose the reference point from the mark scheme.

The frustration- aggression hypothesis states that frustration occurs in a performer when a goal they are trying to achieve is blocked. In boxing, this could be trying to land a punch on an opponent while the opponent continually dodges the punch.

The hypothesis states that frustration will always lead to aggressive behaviour from the performer. An example in boxing is punching the opponent below the belt, as the performer is so frustrated at not being able to land a punch to the face.

If the performer is punished for this aggression, the theory states that further frustration and aggression will always occur. For example, if the boxer is punished by being penalised a point for a low punch, this will lead to further aggression, such as holding the opponent and "rabbit-punching" them in the back of the head.

However, it could be argued that the theory does not completely explain the relationship between frustration and aggression. If a boxer becomes frustrated, this doesn't always lead to aggressive behaviour. Indeed, the boxer may perceive a blocked goal as a source of motivation rather than frustration.

The hypothesis fails to take into account traits or personality. The personality of individuals can make them predisposed to becoming aggressive. Alternatively, other individuals are able to stay calm and focused in a frustrating situation. Lastly, the hypothesis states that if success is experienced through aggression, catharsis occurs. This is not always the case, as some boxers may not experience catharsis from committing successful aggressive acts.

In conclusion, the frustration-aggression hypothesis is helpful in explaining how frustration can lead to aggression. However, it's limited when taking other factors that lead to aggression into account.

Operant conditioning is a behaviourist theory that was proposed by BF Skinner. Operant conditioning is the concept of learning through the consequences of your actions. These consequences will affect a person's stimulus-response (SR) bond through positive or negative reinforcement or punishment. For example, a boxing coach could use operant conditioning by punishing a performer for committing a deviant act during a training session. This punishment acts to break the bond between the stimulus of frustration in

training with the response of deviancy. This means the behaviour is less likely to be repeated.

In contrast, the coach could use praise when the boxer performs a combination of skills effectively. This positive reinforcement strengthens the SR bond and increases the chances of the boxer replicating the same technique in the future.

Finally, a coach can use negative reinforcement by removing a coaching point that they have been repeatedly making towards a player. For example, a coach could have been asking a fighter to be more sideways on to make themselves a smaller target and, once they do this, the coaching point is removed. This helps form a new bond between a stimulus and a response.

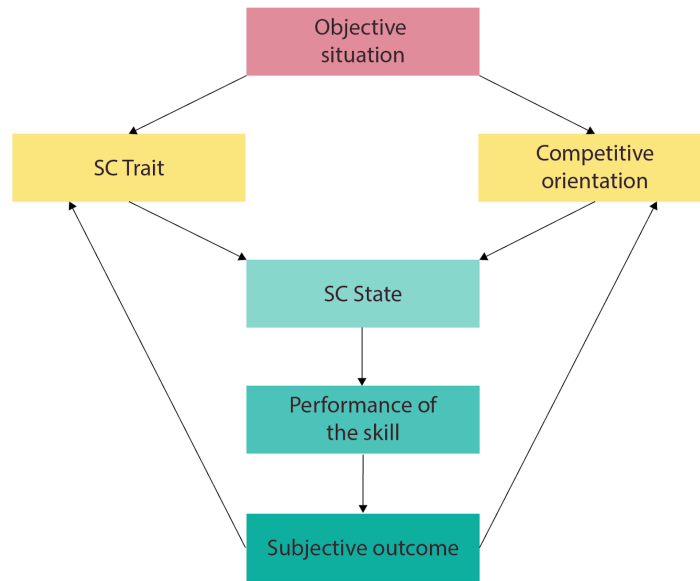
Operant conditioning can be advantageous to a coach, as it's easy to implement and positive reinforcement through praise comes naturally when coaching a skill. However, operant conditioning does not include demonstrating skills, so a boxer may struggle to get a mental image of how a skill should be performed.



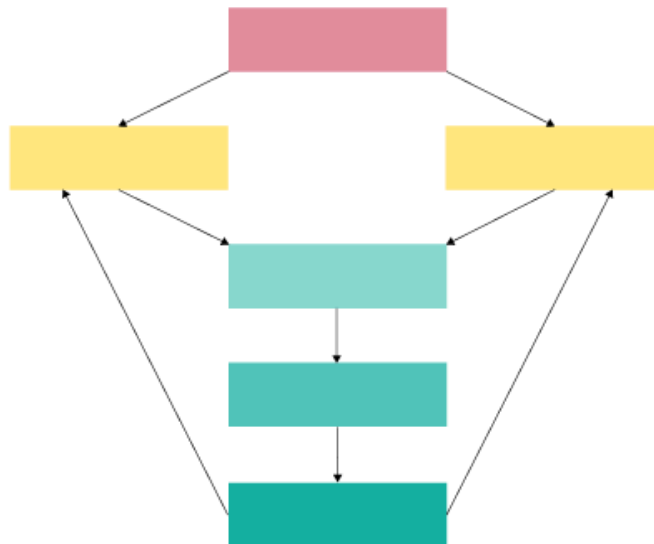
Want to know more?

Watch the tutorial "Theories of aggression" on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Vealey's Sport Confidence Model (1989)



Vealey's Sport Confidence Model (1989)



'Sources' of confidence

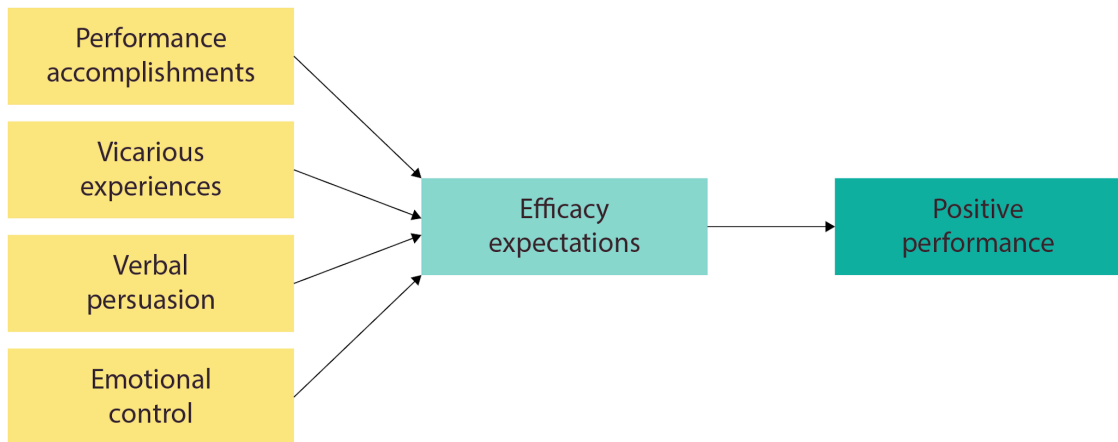


Want to know more?

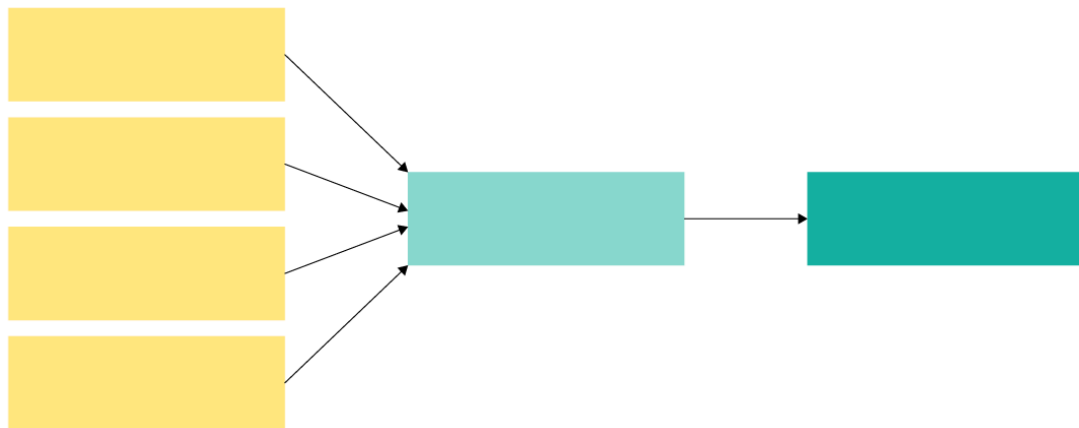
Watch the tutorial "Vealey's model of sports confidence" on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).



Bandura's Theory of Self-Efficacy



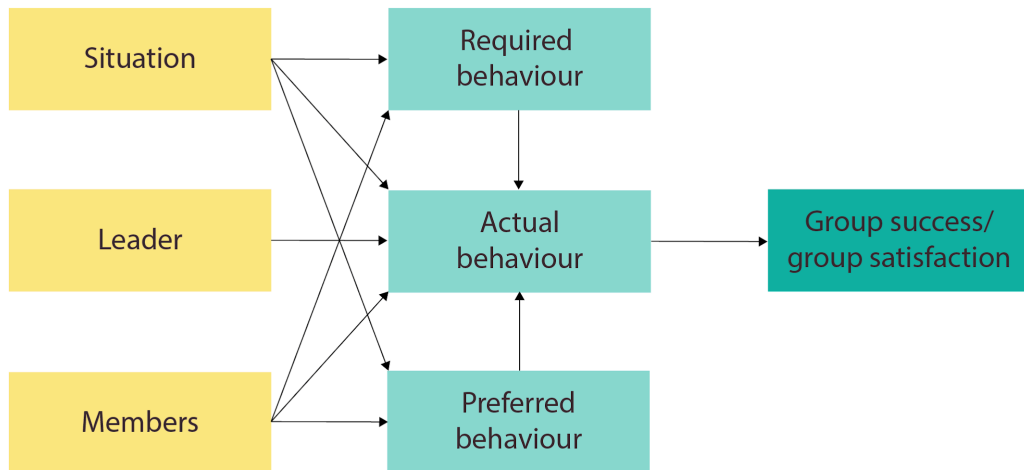
Bandura's Theory of Self-Efficacy



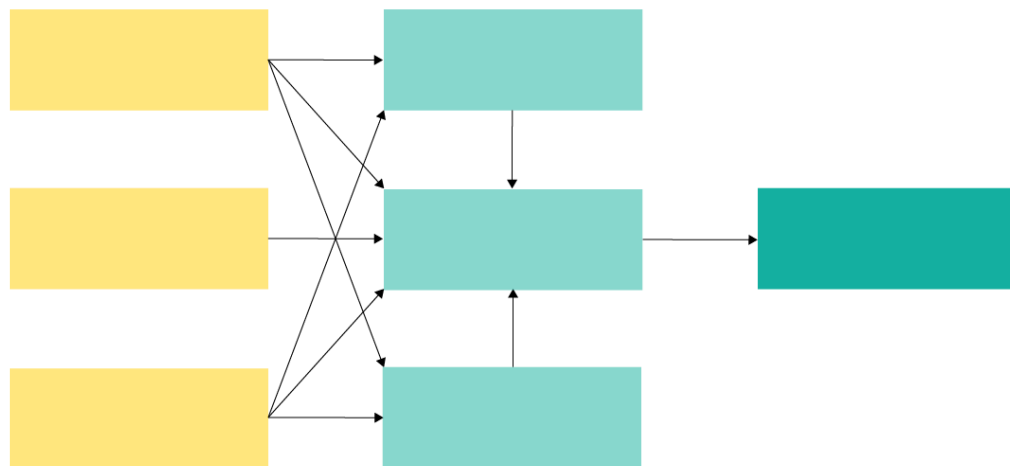
Want to know more?

Watch the tutorial "Bandura's theory of self-efficacy" on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).

Chelladurai's Multi-dimensional Model of Leadership



Chelladurai's Multi-dimensional Model of Leadership



Want to know more?

Watch the tutorials "Leadership styles", "Leadership theories" and "Chelladurai's multi-dimensional model" on [TheEverLearner.com](https://www.theeverlearner.com) (subscribers only).