



The EverLearner

National Mock Exams 2024

POWERED BY ExamSimulator

Model Answers OCR A-level PE - Paper 2

This document contains:

- Model answers for the National Mock Exam questions
- Model examples of extended writing

How should schools use these papers?

These model answers are written to support PE teachers and students review the National Mock Exam 2024 and to prepare for the live revision session delivered by James in May 2024. We strongly recommend that students learn these model answers in preparation for the summer exams 2024. The questions posed and the answers provided are based on significant analysis and model BOTH content and skills.

Please, use these model answers in combination with the National Mock Exam paper, mark scheme and the revision session (Thursday, 30th of May 2024, 15:00-16:30), available via the OCR A-level PE Revision page:

<https://pages.theeverlearner.com/2024-ocr-a-level-pe-revision>

All questions are taken from ExamSimulator. 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 0 minutes

First name	
Last name	
Class	
Teacher	

Title	OCR A-level (H555) Paper 2 Psychological Factors National Mock Exam 2024
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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. Breathing control is a somatic stress-management technique. Name **two** other somatic stress-management techniques.

Other somatic technique 1: Biofeedback

Other somatic technique 2: Progressive muscular relaxation

Marks: [2]

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

Characteristic one: A performer at the associative stage of learning would show fewer errors in their technique than at the cognitive stage of learning.

Characteristic two: The performer would also be able to detect their own errors when practising and refining skills.

Marks: [2]

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

Characteristic one: The performer experiences a sense of total control, having command over their body and emotions.

Characteristic two: The performer feels a sense of effortlessness, with complex tasks completed with minimal effort.

Marks: [2]

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

Example 1: The hockey coach continues to show enthusiasm, even when the team are losing.

Example 2: The hockey coach gains credibility by demonstrating a penalty flick effectively.

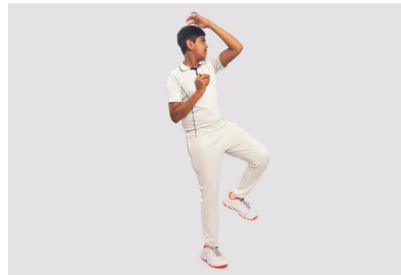
Marks: **[2]**

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

The performer will show perseverance during an activity. The performer will be more likely to sustain lifelong participation in an activity.

Marks: **[2]**

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.



My feedback comment is: Try to look at the wickets, rather than the ground, when you release the ball. Place your middle and index fingers either side of the seam to control the direction of the ball.

Marks: **[2]**

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

Environmental continuum: Catching in cricket is an open skill

Explanation: This is because the skill is performed in an unpredictable environment and the performer has to adapt to the flight of the ball to catch it.

Organisation continuum Catching is a high-organisation skill

Explanation: As the skill of catching cannot easily be broken down into subroutines and the skill is usually practised as a whole.

Marks: **[4]**

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

Description: Fixed practice takes place in a stable and predictable environment. It involves repeated practice of a skill.

Example: An example of fixed practice is a basketball player repeatedly practising a free throw to improve their technique.

Marks: **[3]**

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

The use of mechanical guidance can be advantageous when learning a new skill, as it will make the performer feel safe and confident when learning a skill which is dangerous or more advanced. Moreover, mechanical guidance can be particularly useful when practising closed skills. However, the equipment used can often be expensive and it could be argued that other types of guidance are cheaper. The performer could also become over-reliant on the equipment used, meaning their progress is hindered upon the removal of the equipment. Lastly, other types of guidance would be more suitable for the learning of open skills than mechanical guidance, as it is harder to replicate an open environment when using mechanical equipment.

Marks: **[5]**

10. Describe retroactive transfer.

The learning of a skill can influence the learning of a previously learnt skill. Retroactive transfer can both positively and negatively affect skill acquisition.

Marks: **[2]**

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

Progressive part practice is useful for learning serial skills and is, therefore, advantageous to a gymnast learning a routine, as it can be broken down into smaller subroutines. Another advantage is that practices are taught through chaining, so parts of the routine can be sequenced easily. On the other hand, the use of this type of practice is slow, as each component is refined separately, so it takes a long time to get to the full performance. Additionally, progressive part practice is not useful for some elements of a gymnastics routine. For example, tumbling is better suited to being developed through whole practice.

Marks: **[4]**

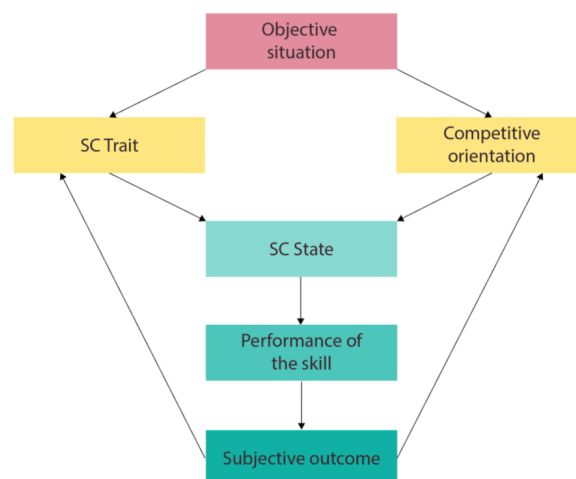
12. Define self-efficacy.

Self-efficacy is self-confidence in a specific situation.

Marks: [1]

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

Vealey's Sport Confidence Model (1989)



Vealey's model of sport confidence is a situation-specific model, which states that every athlete has an innate level of sport confidence, called SC-trait. Each athlete also has an innate level of competitiveness, which is called competitive orientation. These elements indicate the level of self-belief an athlete will exhibit when performing in a specific situation (SC-state). If the athlete has high SC-state, they are likely to behave confidently and be motivated. If SC-state is low, the performer will be tentative and performance levels will be low. The performer will gain a subjective perception of the outcome of performance. If they gain perceived satisfaction, it will increase both SC- trait and competitive orientation. If they have perceived disappointment, it will lower their SC-trait and competitive orientation.

14. Describe the catastrophe theory of arousal.

The catastrophe theory states that as arousal increases, the quality of performance improves. However, if arousal becomes too high, there is a sudden decline in levels of performance, known as catastrophe. After catastrophe has occurred, if arousal continues to be high, the performance levels will continue to worsen. Improvements in performance can happen after catastrophe if arousal levels are lowered. However, the level of performance will not revert back to optimal.

Marks: **[4]**

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

A badminton coach could use extrinsic rewards to motivate the performer. An example of this would be the use of trophies and medals for winning competitions.

The coach could also praise the performer verbally during training sessions for hitting a good sequence of shots. The coach might also use punishments to deter the performer from being too aggressive or showing disrespect to an opponent. This motivation strategy will ensure the performer is motivated to play in a fair and acceptable manner. The coach could also use measurable goals to keep engagement high. For example, setting a target number of points for the performer to reach in a match. The coach can also educate the performer in the benefits of the training they are completing. This will help the performer to become more informed about their own performance and use this knowledge to motivate themselves. Lastly, the coach could use role modelling to inspire the performer. They are more likely to respond if the role model is significant to them, so the coach themselves could act as the role model.

Marks: **[6]**

16. Give a sporting example of the Ringelmann effect.

A footballer shows a lack of motivation to track back and mark an opposing player after their team has lost possession.

Marks: **[1]**

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

Characteristic one: Common goals are agreed within the team

Characteristic two: Team members cooperate with each other.

Marks: **[2]**

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

If the outcome is not met, it can lead to team members feeling a sense of failure and becoming demotivated.

Marks: **[1]**

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.

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.

Marks: **[10]**

END OF PAPER