



The EverLearner

National Mock Exams 2025

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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 2025 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 potential educational experiences of students in other schools/colleges.
- Finally, please make sure you attend the associated revision session in May.

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 2025. Many of these questions will be discussed in the live revision show provided by James Simms on Friday 23rd of May 2025 at 15:30 (available to all subscribing schools live and on demand; a shorter version for non-subscribers will be available on YouTube after the live session).

The paper is available to be set, answered and marked online via [ExamSimulator](#). [ExamSimulator](#) is a premium resource available via [TheEverLearner.com](#) and provides immediate diagnostics of student writing performance after every exam answer. [Get in touch with us](#) to start a free trial.

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

Title	OCR A-level (H555) Paper 2: Psychological Factors National Mock Exam 2025
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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.• If the timer reaches zero prior to you submitting your paper, the software will automatically submit your responses.• Good luck.
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Total marks	60
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1. Explain why Dollard's frustration-aggression hypothesis is considered an interactionist theory of aggression.

Marking points (maximum 2)

(1) [AO 1] Relationship between frustration and aggression is considered trait/Frustration ALWAYS leads to aggression

(2) [AO 1] Whether punishment or catharsis occurs is situational/Punishment depends on the situation/Success and catharsis depend on the situation

2. Look closely at the words and phrases in the image. Select the **two** words or phrases that are the most relevant to the associative phase of learning

Marking points (maximum 2)

(1) [AO 1] Increased fluency

(2) [AO 1] Practice

3. Identify **one** feature of progressive-part practice.

Marking points (maximum 1)

(1) [AO 1] Chaining

(2) [AO 1] A then B, then AB, then C, then ABC/Part isolated and then practised with the next part and so on

(3) [AO 1] Backwards chaining

4. Identify **one weakness of progressive-part practice.**

Marking points (maximum 1)

- (1) [AO 3] Time-consuming
- (2) [AO 3] No overall kinaesthetic sense until the last stage
- (3) [AO 3] Not appropriate for discrete skills
- (4) [AO 3] Not appropriate for continuous skills
- (5) [AO 3] Not appropriate for high organisational skills

5. Define learned helplessness.

Marking points (maximum 2)

- (1) [AO 1] Belief that failure is inevitable/Feelings of hopelessness/Belief one will never succeed
- (2) [AO 1] Leads to avoidance behaviours/Why bother attitude

6. Look closely at the image. Identify the two missing elements of Bandura's model of self-efficacy.

Marking points (maximum 2)

- (1) [AO 1] A is efficacy expectations
- (2) [AO 1] B is positive performance/B is negative performance/B is performance quality

7. Describe the **relationship** between the short- and long-term memory stores according to Atkinson and Shiffren's memory model.

Marking points (maximum 6)

- (1) [AO 2] STM can pass information to the LTM
- (2) [AO 2] Known as encoding
- (3) [AO 2] Newly encoded information can improve the quality of the memory in the LTM
- (4) [AO 2] Newly encoded information can improve the breadth of the memory in the LTM
- (5) [AO 2] LTM can pass information to the STM/Pass to working memory
- (6) [AO 2] Known as decoding/Retrieval
- (7) [AO 2] Well-learned skills will be decoded rapidly from the LTM to the STM
- (8) [AO 2] Well-learned skills can be decoded and used in unique ways in the STM

8. Using a sporting example of your choice, define what is meant by a gross skill.

Marking guidance

We have included this question for a specific purpose. We encourage teachers to help their students make better quality examples of gross skills (and other things). For example, if your student writes 'scrummaging in rugby', we should be aware that scrummaging also involves accuracy, technique and highly specific angles. Therefore, an answer such as 'The initial shove in the rugby scrum...' expresses the idea of a gross skill better. Likewise, an answer such as Olympic weightlifting is not as good an example as 'An Olympic weightlifter applying enough force to the bar to move it off the ground.' We leave it to the individual teacher as to where your standard for the example is but hope you might encourage students to be as hyper-clear as possible with their examples.

Marking points (maximum 2)

- (1) [AO 1] Skills that require contraction of large muscle groups/Based on strength or endurance
- (2) [AO 2] Accept appropriate gross skill examples/Initial shove in a rugby scrum/Maximal vertical jump in preparation to smash a shuttlecock

9. Using the same example from the previous question, identify its position on the organisational and pacing continua.

Marking points (maximum 2)

(1) [AO 1] Correct placement of the example on the organisational continuum/Initial shove of a scrum is high organisation/Maximal jump for a smash in badminton is high organisation

(2) [AO 1] Correct placement of the example on the pacing continuum/Initial shove of a scrum is externally paced/Maximal jump for a smash in badminton is externally paced

10. Evaluate the effectiveness of visual guidance for an **elite** sports performer.

Marking guidance

Only accept strengths and weaknesses in relation to an elite performer.

Marking points (maximum 5)

(1) [AO 3] Advantage is that video guidance can be slowed down to show specifics/Slow motion is helpful for detail

(2) [AO 3] Maximises the use of modern video and playback technology

(3) [AO 3] Useful for fine-detail error detection

(4) [AO 3] Elite performers are likely to have the resources to use video guidance/High frame rate cameras, for example

(5) [AO 3] Disadvantage is that elite performers already have a mental picture of the skill

(6) [AO 3] Disadvantage is that elite performers prefer verbal guidance

(7) [AO 3] Disadvantage is that coaches struggle with demonstration quality for elite performers

(8) [AO 3] Disadvantage is that not all elite performers have access to some technological solutions for visual guidance

11. An ice skater continuously adjusts their weight transfer as they spin on one skate.

Identify **one** type of feedback that the skater is relying upon to achieve this.

Marking guidance

Accept negative and not positive. This is because the skater is adjusting to imbalance.

Accept 'concurrent' despite this type of feedback not being named on the specification.

Concurrent is a correct response to this question.

Marking points (maximum 1)

- (1) [AO 2] Intrinsic
- (2) [AO 2] Knowledge of performance
- (3) [AO 2] Negative
- (4) [AO 2] Concurrent

12. Identify **one** way in which a javelin coach could prevent negative transfer when coaching a new skill.

Marking points (maximum 1)

- (1) [AO 2] Draw the performer's attention to the differences in the new skill and other skills
- (2) [AO 2] Make sure that other skills are thoroughly learned before moving on/Mastery model
- (3) [AO 2] Teach the new skill in clear steps
- (4) [AO 2] Avoid introducing lots of new skills at once
- (5) [AO 2] Avoid coaching skills together that can cause confusion
- (6) [AO 2] Make the coaching session similar to competition/Near transfer

13. Imagine you are observing a javelin coaching session.

Identify **three** characteristics of a javelin thrower in the autonomous stage of learning within the session.

Marking guidance

In order to answer this question, students must relate the characteristics of an autonomous stage learner to a javelin thrower.

Marking points (maximum 3)

- (1) [AO 2] Throwing technique is accurate
- (2) [AO 2] Footwork pattern during the approach is grooved
- (3) [AO 2] Transition between the approach and the execution of the throw is fluent
- (4) [AO 2] Entire action wastes as little energy as possible/Efficient transitions between the preparation, execution and recovery stages of the throw
- (5) [AO 2] Thrower can execute the correct technique with little conscious thought/Automatic control of the correct throwing technique

14. Discuss the possible impact of an audience on the performance quality of an ice hockey team.

Marking points (maximum 6)

- (1) [AO 3] An audience is likely to facilitate a team of extroverts/Likely to inhibit a team of introverts
- (2) [AO 3] An audience is likely to facilitate an expert team/Likely to inhibit a novice team
- (3) [AO 3] An audience is likely to facilitate the simple skills in hockey such as skating hard/Likely to inhibit complex skills such as controlling the puck and finding space
- (4) [AO 3] An audience is likely to facilitate the gross skills in hockey such as a shoulder barge/Likely to inhibit fine skills such as manipulating the stick when dribbling
- (5) [AO 3] An audience may cause evaluation apprehension if the players feel judged
- (6) [AO 3] Evaluation apprehension increases arousal leading to a dominant response being more likely
- (7) [AO 3] An audience may facilitate the team if they are playing at their home rink/Home-field advantage of playing at home

- (8) [AO 3] An audience may have a greater influence if they are very close to the rink/Proximity effect
- (9) [AO 3] Distraction-conflict theory suggests that an audience is another set of stimuli to be attended to so it depends on the team's selective attention skills
- (10) [AO 3] If the audience is larger, the impacts described in the other points will be greater

15. Identify **one strategy for preventing social inhibition.**

Marking points (maximum 1)

- (1) [AO 1] Control arousal
- (2) [AO 1] Visualisation
- (3) [AO 1] Deep breathing
- (4) [AO 1] Positive self-talk
- (5) [AO 1] Reduce cognitive anxiety
- (6) [AO 1] Practise in front of an audience
- (7) [AO 1] Recreate crowd noises in practice
- (8) [AO 1] Educate performers about the influences of inhibition
- (9) [AO 1] Identify process goals

16. Explain why an activity leader might use an autocratic approach to leadership.

Marking points (maximum 3)

- (1) [AO 1] If they wanted to develop conformity
- (2) [AO 1] If the leader wants to express a strong, clear message
- (3) [AO 1] If they want to appear confident
- (4) [AO 1] If the activity is dangerous
- (5) [AO 1] If the group are novices
- (6) [AO 1] If there is a lack of time
- (7) [AO 1] If the group is predominantly male, as males prefer autocracy on average/If the group's preferred leadership style is autocracy

17. Evaluate social learning theory as an explanation for aggression within sport.

Marking guidance

Sub max four marks for strengths. To achieve five marks, the candidate must provide both strengths and weaknesses.

Marking points (maximum 5)

- (1) [AO 3] Strength is that it explains why the same performer may act differently in different situations
- (2) [AO 3] Strength is that it explains why crossing the white line can bring on aggression
- (3) [AO 3] Strength is that it takes the influence of parents and peers into account
- (4) [AO 3] Strength is that it explains how some people become less aggressive over time
- (5) [AO 3] Strength is that SLT gives responsibility to coaches and performers to learn how to behave
- (6) [AO 3] Weakness is that SLT does not take traits into account at all
- (7) [AO 3] Weakness is that SLT does not explain why different people will behave the same in a certain situation
- (8) [AO 3] Weakness is that it does not consider the role of specific cues which might make aggression more or less likely

18. Define assertion.

Marking guidance

For the answer to be accepted, 'within the rules' AND 'no intent to harm' must be in the definition.

Marking points (maximum 1)

- (1) [AO 1] Robust play, within the rules and no intent to harm

19. Using specific examples, explain how a badminton player could attribute a series of disappointing performances.

Marking guidance

Do not award marks for naming the categories of attributions only. Candidates must give examples of those categories applied to the context provided to achieve these AO2 points.

Marking points (maximum 4)

- (1) [AO 2] External stable: My opponents are too good/Standard of play is too high
- (2) [AO 2] External unstable: I keep getting poor decisions from the umpire/My opponents are so lucky hitting so many net cords
- (3) [AO 2] Internal stable: I'm not good enough/I'm a bad player
- (4) [AO 2] Internal unstable: I've been serving poorly for the last few matches/I haven't concentrated enough on the big points/I've let nerves get to me when it really matters

20. A table tennis player is struggling to win matches in tournaments.

Explain how a coach could use operant conditioning to improve the chances of the player winning.

Discuss the extent to which the catastrophe theory of arousal could explain the player's performances.

Marking guidance

10 Mark Guidance

Marking points (maximum 10)

- (1) [AO 1] Operant conditioning is an associationist theory/Learning happens through the association of a response to a stimulus/S-R bond
- (2) [AO 1] Achieved through conditioning
- (3) [AO 1] Trial-and-error learning
- (4) [AO 1] Correct behaviour can be shaped through reinforcement
- (5) [AO 2] Coach could use a punishment to break the S-R bond between a short serve and the incorrect return
- (6) [AO 2] Coach criticises when their player attempts a loop return after a short serve

- (7) [AO 2] Negative reinforcement to establish the correct return to a short serve
- (8) [AO 2] Coach removes criticism when their player chooses a deep push return after a short serve
- (9) [AO 2] Coach could use positive reinforcement to strengthen the correct S-R bond
- (10) [AO 2] Coach praises the player each time they attempt the deep push return/Awards a point for every attempt at a deep push return
- (11) [AO 1] Coach can apply Thorndike's laws
- (12) [AO 2] Law of exercise by continuously practising key skills such as the push return/Use massed practice to maximise shots attempted in practice
- (13) [AO 2] Law of effect by using a combination of different types of reinforcement
- (14) [AO 2] Law of readiness by working on techniques the player is physically and emotionally prepared for
- (15) [AO 1] Catastrophe theory states that as somatic arousal increases, so does performance quality
- (16) [AO 2] If the player feels butterflies and tension before a match, this can be positive
- (17) [AO 1] Performance quality will only be high if cognitive arousal is kept low
- (18) [AO 2] Likely that the player is experiencing worries and fears about matches
- (19) [AO 1] If somatic and cognitive arousal are both high, a catastrophe is probable
- (20) [AO 2] If the player experiences both muscle tension and sweating AND lots of negative thoughts, they are likely to experience a significant decrease in their performance
- (21) [AO 1] If arousal continues to rise after catastrophe, performance will worsen further
- (22) [AO 2] Player may become even more negative as their performance crashes and go on to lose every point
- (23) [AO 1] But if cognitive arousal is lowered, the player can recover to a good performance quality
- (24) [AO 2] If the player can apply negative-thought-stopping techniques, they may be able to get back on track
- (25) [AO 3] Strength is that catastrophe theory gives a realistic explanation of going to pieces

- (26) [AO 3] Strength is that catastrophe theory considers the role of BOTH somatic and cognitive arousal
- (27) [AO 3] Strength is that catastrophes are observed in sport and this could explain our player's experiences
- (28) [AO 3] Strength is that recoveries are seen in sport and our player could benefit from this
- (29) [AO 3] Weakness is that our player may not experience a sudden decline/Decline could be more gradual than a catastrophe
- (30) [AO 3] Weakness is that catastrophe theory suggests that optimal arousal is a midpoint for everyone
- (31) [AO 3] Weakness is that catastrophe theory doesn't take personality into account/Doesn't take type of skill into account/Doesn't take stage of learning into account



OCR A-Level Physical Education **10 Mark Level Descriptors**

Level	Marks	Description
3	8-10	<ul style="list-style-type: none"> Detailed knowledge and excellent understanding (AO1) Well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2) Detailed analysis and critical evaluation (AO3) Very accurate use of technical and specialist vocabulary There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
2	5-7	<ul style="list-style-type: none"> Good knowledge and clear understanding (AO1) Independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2) Good analysis and critical evaluation (AO3) Generally accurate use of technical and specialist vocabulary There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
1	1-4	<ul style="list-style-type: none"> Satisfactory knowledge and understanding (AO1) Occasional opinion and judgement but often unsupported by relevant practical examples (AO2) Limited evidence of analysis and critical evaluation (AO3) Technical and specialist vocabulary used with limited success The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
0	0	No response or no response worthy of credit