Revision 2025

OCR A-Level PE Paper 2
Student Notes

spotlight session

Recommended	Essential	Recommended
Before the revision session	**During the revision session**	**After the revision session**
Complete the 2025 National Mock Exam	Complete the notes	Review with your teacher

The EverLearner

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

Automatic

Unconscious control

Jerky

Practice

Mental picture

Increased fluency

Choice 1: _____

Choice 2: _____

Marks: **[2]**

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.

The thrower would show _____ as they _____ _____. The [grip] the thrower is using is the _____. The [follow-through] of the throwing action is _____ each time.

_____

_____

Marks: **[3]**

Cognitive → Associative → Autonomous

Cognitive

- Many errors
- Trial and error learning
- Requires extrinsic feedback
- Lack of intrinsic feedback/Kinesthesis
- Requires conscious thought of what to do
- Jerky/Lacks fluency
- Motor programme starts to form
- Narrow schema
- Needs a mental image of the skill
- Inconsistent performances

Associative

- The practice stage
- Increased fluency
- More trial-and-error learning
- Can match the model to the requirements of performance
- Motor programmes stored in LTM
- Broader schema
- Able to use different types of feedback: both KoR and KoP
- Kinesthesis begins to be experienced

Autonomous

- Accurate
- Grooved
- Honed
- Over-learned
- Fluent
- Efficient
- Little thought
- Intrinsic feedback

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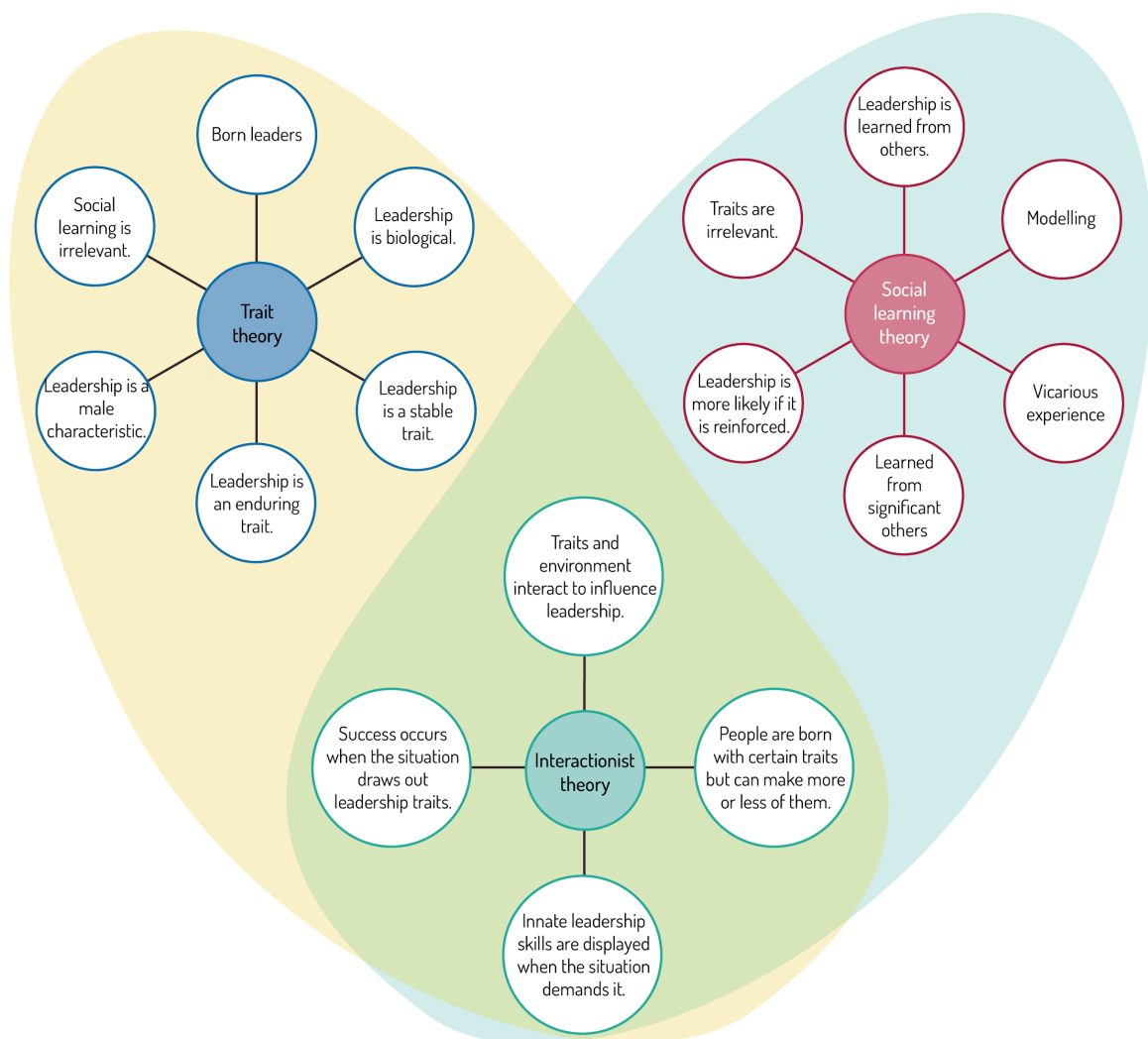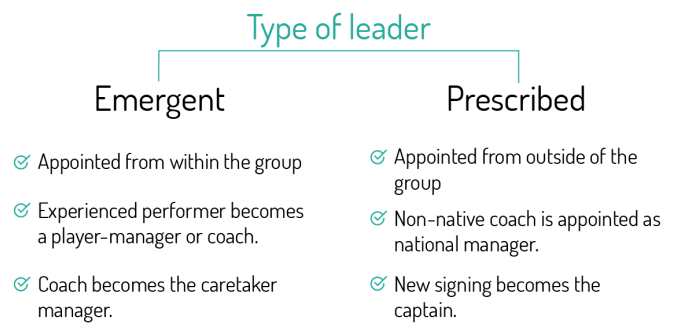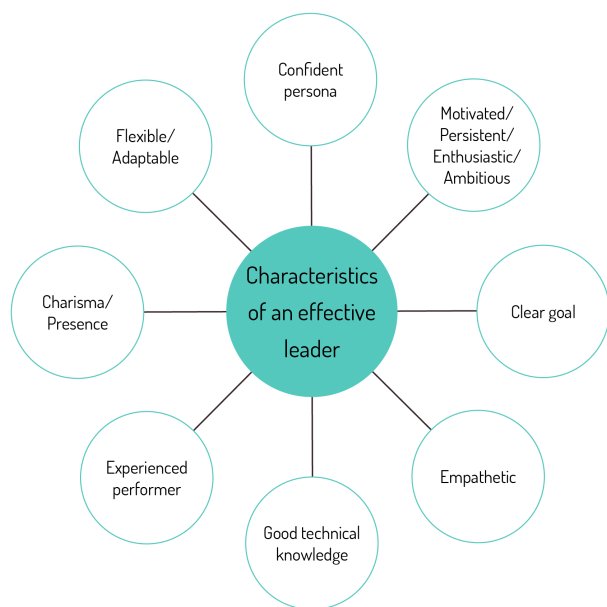- a full set of revision notes

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Hot Topic 5: Leadership

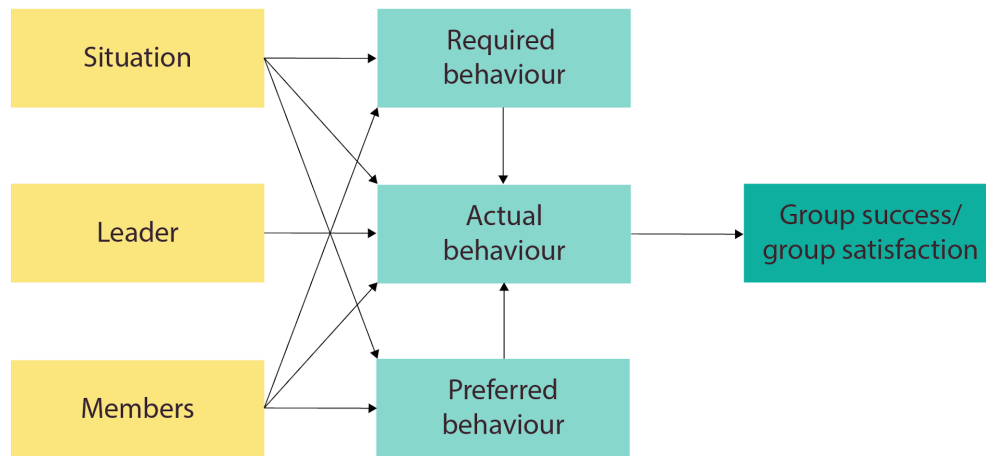**16.** Explain why an activity leader might use an autocratic approach to leadership.

Because autocracy is ideal for _____ such as outdoor adventure but also if the group is _____ and the leader wants to _____ _____.

Marks: **[3]**

Leadership styles

Autocratic style

- Task-oriented
- Dictator style
- Leader makes all decisions.
- Direct approach
- Gets the job done.
- Doesn't consult members.

+
- Works well with large numbers.
- Strong, clear message
- Leader appears confident.
- Develops conformity.
- Good for dangerous activities.
- Good for beginners.
- Good when short of time.
- Good when the leader tends to be authoritarian.
- Good when learners are young.
- Often a male leader.
- Male members may prefer autocracy.
- Good if the group's preferred behaviour is autocratic.

Democratic style

- Person-oriented
- Success is built on relationships.
- Leader shares decision-making.
- Leader consults with members.
- Leader shares responsibility.

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- Good if group is friendly.
- Develops ownership.
- Good if there is time.
- Develops wider ideas and opinions.
- Good for an experienced group.
- Good if the group's preferred behaviour is democratic.
- Female leaders often prefer democracy.
- Good if group is female (generalisation).
- Good when learners are older.

Laissez-faire style

- Provides little support or input.
- Lets team members do as they wish.
- Leader lets things happen.
- Leader stands aside.

+
- Can be useful in specific situations.
- Some areas of team building or outdoor adventure.

—
- Lack of direction
- Lack of guidance
- People give up more easily.

Characteristics of an effective leader

- Confident persona
- Motivated/ Persistent/ Enthusiastic/ Ambitious
- Clear goal
- Empathetic
- Good technical knowledge
- Experienced performer
- Charisma/ Presence
- Flexible/ Adaptable

Type of leader

Emergent

- ☑ Appointed from within the group
- ☑ Experienced performer becomes a player-manager or coach.
- ☑ Coach becomes the caretaker manager.

Prescribed

- ☑ Appointed from outside of the group
- ☑ Non-native coach is appointed as national manager.
- ☑ New signing becomes the captain.

Trait theory

- Born leaders
- Leadership is biological.
- Leadership is a stable trait.
- Leadership is an enduring trait.
- Leadership is a male characteristic.
- Social learning is irrelevant.

Social learning theory

- Leadership is learned from others.
- Modelling
- Vicarious experience
- Learned from significant others
- Leadership is more likely if it is reinforced.
- Traits are irrelevant.

Interactionist theory

- Traits and environment interact to influence leadership.
- People are born with certain traits but can make more or less of them.
- Innate leadership skills are displayed when the situation demands it.
- Success occurs when the situation draws out leadership traits.

Chelladurai's Multi-dimensional Model of Leadership

Hot Topic 4: Aggression

1. Explain why Dollard's frustration-aggression hypothesis is considered an interactionist theory of aggression.

Because it states that _____ but also because _____. Therefore, it has both trait and situational characteristics.

_____

Marks: **[2]**

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

A strength of the theory is that it shows the _____ _____ on aggressive behaviour. Another strength on the back of this point is that this _____ aggressive players. Another strength is that it explains why some performers seem to _____. But weaknesses are that it _____ entirely and this does not seem balanced and that, unlike the aggressive cue hypothesis, it does not consider _____.

_____

_____

_____

_____

Marks: **[5]**

18. Define assertion.

_____ that is _____ and does _____

Marks: **[1]**

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

Social learning theory

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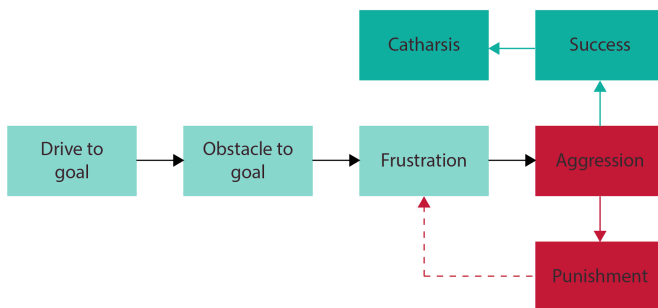- Emphasises the role of experience, education and reinforcement.

+
- 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)

Catharsis ← Success

Drive to goal → Obstacle to goal → Frustration → Aggression

Aggression ↕ Punishment

Punishment ⇢ (to Frustration)

Strengths and weaknesses of frustration–aggression hypothesis

+
- _____
- _____
- _____
- _____
- _____

−
- _____
- _____
- _____
- _____
- _____
- _____

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