AS and A LEVEL
Exemplar Candidate Work

PHYSICAL EDUCATION

H155/H555
For first teaching in 2016

H155 Component 02 - Psychological and socio-cultural themes in physical education

Version 1

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Question 1 (a)

Using the continuity continuum, classify each of the skills in the table below.

<table>
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<tr>
<th>Skill</th>
<th>Continuity</th>
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<tbody>
<tr>
<td>Triple Jump</td>
<td>Serial</td>
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<td>Discrete</td>
</tr>
<tr>
<td>Cartwheel</td>
<td>Serial</td>
</tr>
</tbody>
</table>

Examiner commentary

Mark = 3/4

This response scores 3 marks for identifying correctly that triple jump is a serial skill, front crawl swimming is a continuous skill and a tennis forehand is a discrete skill.

The cartwheel has been wrongly identified as a serial skill. It is in fact a discrete skill.
Question 1 (b) (i)

Use a practical example to describe visual guidance.

Examiner commentary

Mark = 1/1

This response scores 1 mark because a demonstration is a form of visual guidance and the practical example is a volley in tennis. The question requires a practical example to be used so without it the mark would not have been awarded.
Question 1 (b) (ii)

Why might visual guidance be used in the cognitive stage of learning?

Examiner commentary

Mark = 1/2

This response scores 1 mark for saying that the visual guidance helps to build a mental picture of the skill. The second point is not relevant to the question.

The answer would be improved by stating that someone in the cognitive stage of learning does not know what the skill should look like.
Question 1 (b) (iii)

How might a sports coach ensure that visual guidance is effective?

Make a demonstration clear by using the correct technique of the skill.
Make sure the learners are paying attention to the skill demonstration or video.

Examiner commentary

Mark = 1/2

This response scores a full two marks. Making the demonstration clear using the correct technique of the skill equates to point 1 on the mark scheme. Making sure the learners are paying attention to the demonstration is equivalent to ensuring that learners have a good view.

The answer could also have included the coach drawing the attention of the learners to the important cues, and showing several repetitions of the skill.
Question 1 (c) (i)

There are different types of transfer of skills that can be used in the learning of motor skills.

(i) Using a practical example for each, describe what is meant by positive transfer and bilateral transfer.

Examiner commentary

Mark = 4/6

This response scores full marks. The candidate correctly describes positive transfer and bilateral transfer. It is important that the response for positive transfer does not just repeat the word "positive" in the answer. For example, one skill positively impacts on another skill would not earn a mark. However, words such as "help/enhance/assist/aid" learning would be acceptable.

This response also gives a practical example for each type of transfer. The example of throwing a ball helping to learn how to bowl overarm in cricket is not the best example but there are elements of positive transfer within the two skills and so it is acceptable. A better example would have been throwing a ball overarm and learning the tennis serve. The example for bilateral transfer of passing in football with one foot and then with the other foot is a good one.
Question 1 (c) (ii)

Suggest a way of optimising the positive effects of the transfer of skills.

Examiner commentary

Mark = 1/1

This response scored one mark. Reinforcement would be acceptable although positive reinforcement would be a better answer. Other acceptable answers could have included using similar skills, ensuring skills are well learned, and making sure demonstrations are clear.
Question 1 (d)

Justify the use of two different types of practice for a beginner learning a motor skill.

Examiner commentary

Mark = 5/6

This response scores 5 marks out of 6. Two marks are awarded for whole and progressive part practice types. Whole practice is then justified as it gives a feeling of kinaesthesis. However, the second justification is not specific enough because other practice types can also save time and maintain motivation. The answer could be improved by stating that whole practice helps the learner to gain a better understanding of the skill. Two good justifications for progressive part practice are given; to chain the sub-routines together and progressively learning without an overload of information.
Question 2 (a)

Describe intrinsic and extrinsic motivation and give a practical example of each.

Intrinsic motivation is when we perform for personal satisfaction, for example, going to the gym regularly to increase muscle tone and improve body shape.

Extrinsic motivation is when we are driven by external factors such as wanting to come first in the 100m sprint final.

Examiner commentary

Mark = 4/4

This response scores full marks for this question. Intrinsic and extrinsic motivation are described correctly (points 1 and 3 on the mark scheme) and both have suitable practical examples (points 2 and 4).
Question 2 (b) (i)

Define the term arousal when applied to sports performance

Examiner commentary

Mark = 1/1

This response correctly defines arousal as the intensity of motivation. Alternative responses could have been 'the amount of drive to achieve' or 'degree of psychological readiness.'
Question 2 (b) (ii)

Describe catastrophe theory in relation to sports performance.

Examiner commentary

Mark = 4/5

This response scores 4 marks. The candidate correctly states that as arousal increases so does performance up to an optimum point (point 1 on the mark scheme), that if arousal is too high performance decreases rapidly (point 2) due to high anxiety (point 3). Furthermore, if anxiety can be controlled, performance can be improved (point 4).

The answer could be improved by stating that if anxiety continues then performance will continue to decrease.
Question 2 (c)

Explain how attitudes to performing in physical activity might be formed.

\[\text{An attitude is made up of three components that form the triadic model. The cognitive component is the way you think about sport. The affective component is the way you feel about physical activity. The behavioural component is the way you behave, so taking part or not taking part in activity. Significant others will effect your attitude towards physical activity.}\]

Examiner commentary

Mark = 0/5

This response scores no marks because it does not explain how attitudes are formed. The candidate comments on the triadic model however it is influences on the components of the model that help to form an attitude, rather than the model itself. Significant others are identified and they are a relevant factor, but the candidate needs to explain that people want to be like their role models so they form a similar attitude to them.

Other ways that this answer could be improved is by saying that negative past experiences can lead to a negative attitude; people follow social norms to fit in so if their friends enjoy sport they are more likely to have a positive attitude to sport; the media can reinforce positive attitudes by highlighting good sportsmanship on the field of play; religious/cultural influences can influence attitudes by encouraging or discouraging physical activity; educating people to understand the benefits of a healthy lifestyle can also encourage a positive attitude to exercise.
Question 2 (d)

Chris is an elite performer with an extrovert personality. He is performing the triple jump in front of an audience.

Explain how the presence of an audience might impact on Chris’ performance.

As Chris is an elite performer, he will exhibit the correct dominant response. This means he will use the correct technique. As Chris has an extrovert personality, he will perform better with an audience. Also as he is an extrovert, his reticular activating system favours extroverts, and so he is likely to perform better with an audience. As Chris is an elite performer, he will have grooved his skills and performed under an audience before so it is unlikely to hinder performance. However, the proximity of the audience will effect Chris’ performance, if they’re too close then it is likely to hinder performance. Also it depends on who it is in.

Examiner commentary

Mark = 3/5

This response scores 3 marks. The candidate links the elite ability of the performer to having the correct dominant response which means performance will be better (point 1 on the mark scheme), and that his skills are grooved so the audience is unlikely to hinder performance (point 2). The answer states that extroverts perform better with an audience (point 3). The point about the proximity of the audience is not relevant to this particular question.

This response would be improved by explaining that extroverts have lower levels of internal arousal and this is why they need the presence of the audience, and reference needs to be made to the type of skill that is being performed. In this case it is a gross skill that requires higher arousal.

It is important to note here that the bottom of the page has been cut off. Responses are electronically marked and papers are scanned in and sent to examiners, as such candidates do need to stay within the lines given or use the additional lined pages at the end of the booklet.
Question 3 (a)

Describe five social factors that affected the characteristics of pre-industrial sport.

One social... factor is that people wanted to go from rags to riches if they were poor. This led to wagering...

Another is that due to the harsh society, the sports were usually cruel and violent.

One other is that there was a huge class divide between rich and poor, leading to separate sports for the classes. Classed as... popular.

Another is that due to poor transport, games were usually local in the same area.

Also due to the lack of equipment and facilities due to no funding for sport they were natural.

 Examiner commentary

Mark = 4/5

This response scores 4 marks. The answer begins by identifying poverty as a factor and explains how people would wager to go from rags to riches. The way it is written suggests that going from rags to riches is the social factor (which is not the case) but the candidate has described this point in enough detail for point 6 on the mark scheme. Next, the candidate correctly states that a harsh society implies a lack of law and order and this factor leads to sports being cruel and violent (point 3), and then identifies class as a factor and describes how different classes would play different sports (point 1). Poor transport is another factor that impacts on pre-industrial sport by making sports local (point 7). This point could also have stated that only some people were able to travel to facilities to play sport.

The final sentence on lack of equipment and facilities could have been linked to lack of money, rather than no funding for sport, but this point has already been credited. As it stands the sentence is too vague on its own.

The answer could be improved by considering the impact of other social factors such as gender, education or time. For example, some activities required an understanding of complex rules that could only be learned if the performer had been educated.
Question 3 (b)

Explain how public schools influenced sport in post 1850 industrial Britain.

One way is that they created rules for the sports due to the ‘melting pot’ effect, where the sports became similar to nowadays: ........................................

Another way is that they helped to develop sporting bodies such as FA and ASA as the old boys would often set these up: ........................................

They increased participation in sport as when the schoolboys went back home they would take with them the sports that had been developed out of the school: ........................................

They also helped to create facilities for sport because the old boys would pay the school after they had left, allowing the schools to develop sport further.

One other way is that they influenced the creation of the National curriculum which then helped to develop sport.

Examiner commentary

Mark = 3/5

This response scores 3 marks. The answer correctly explains that the public schools helped to create rules for sports (point 4 on the mark scheme), the role of Old Boys in setting up Governing Bodies (point 9) and how funds are used to create facilities for sport (point 5).

The response also talks about the way that schoolboys took the sports back home. On its own this is not enough as an explanation of the influence of the public schools, however this point had already been made by explaining the influence of Old Boys. The comment on the development of the National Curriculum is incorrect.

Other points that would have improved this answer are: the importance that public schools placed on sports (which helped promote these sports); the values or ethics that were promoted e.g. fair play or moral integrity; the link between sport and Muscular Christianity; and the link between sport and health. All of these points are influential in the development of sport. Finally, a candidate could refer to Dr Arnold and other headmasters who were seen as highly respected and influential members of society whose values were adopted by others and this led to the growth of sport.
Question 3 (c)

Using each statement below, analyse the impact on society of hosting a global event such as the 2012 London Olympics.

- Before the 2012 Olympics, a local London housing estate was demolished for the event with the displacement of 425 tenants, along with two traveller sites.
- Late in 2012 post Olympics - Cycling has shown the most significant rise in participation, with 200,000 more people riding compared to the last annual figures.
- Since the 2012 Olympics and Paralympics, more disabled people are taking part in sport at least once a week.
- In 2013, the number of people participating in sport at least once a week fell by 200,000 since the 2012 Olympics, according to Sport England.
- There are now about 1.4 million more people playing sport in 2015 in the UK than when London won the Olympic bid in 2005.

Firstly, the demolition of housing meant that people were made homeless or had to move away from their original house. Secondly, the promotion of cycling has made people want to participate, as this can lead to a balanced, healthy, active lifestyle. Thirdly, more facilities for disabled people have been provided, which means that disabled people can develop their skills for a specific sport and have an increase in confidence as they have seen peers/role models doing the same. Fourthly, there are more people playing sport, which has a positive impact on society as people are interacting with each other, developing new skills and making sure they remain healthy.

Lastly, the number of people in 2013 playing sport reduced, this has a negative effect on society, as therefore more people are prone to have an unhealthy lifestyle which can lead to health conditions which have a strain on the NHS.
Examiner commentary

Mark = 2/5

This response scores 2 marks. The question asks the candidate to analyse the impact on society of hosting a global event such as the Olympic Games, and gives a series of statements which outline effects of the 2012 Olympics on society which the candidate can analyse.

The response identifies that demolishing a housing estate meant that people were made homeless, and that more disabled people participating in sport will increase the confidence of others to develop their skills because they will have more role models. These points have some element of analysis of the data, and although they are not in great depth and do not critically evaluate or challenge the facts they do gain credit.

However, the other points that are made are not worthy of credit. The answer suggests that more participants means more people leading a balanced healthy lifestyle but this is not really an analysis of the facts. This point is repeated twice more in relation to the other statements in the question.

This answer could be improved by considering the implications of the statements in more detail. For example, one positive effect of demolishing a housing estate may be that new, modern cheap housing becomes available for local residents, together with better sporting facilities. Moreover, a rise in participation in cycling may be a result of the success of British athletes in this sport, however, is this increase in participation matched by a decrease in participation in other sports that did not have such success or media coverage?

The statement on a fall in regular participation was in stark contrast to the final statement showing a rise in people playing sport ten years earlier and an analysis could have suggested that regular participation (once a week) is not comparable with a survey in which people are merely asked if they play sport which could be a one-off game. Finally, a candidate could consider the data and ask questions such as who are the people who have increased their participation and are these the ones who society needs to do more exercise.
Question 4

To what extent is aggression in sport due to social and cultural influences, or a result of the psychological approaches of individual sports performers?

...social and cultural influences might be the rivalry of the game, for example United v City. You might be above optimal arousal. There could be provocation, men in the crowd, for example, them shouting abuse. The pace of the game could lead to aggressive behaviour, like if it was a cup final. Frustration of your performance or your team's performance can lead to aggression. Poor decision by officials might lead to aggression. Your upbringing and so social learning can lead to aggression. Your personality can lead to aggression if you're a neurotic personality. It could be the nature of the game like in rugby. Your coach might advocate aggressive play. Finally, the opposition could be better.

One psychological theory can be the instinct theory. This is where aggression is innate and is personality characteristics. It can be a response to protect. High arousal and stress levels can be triggers. However, aggression is shown by different people at different times & in addition, not all people are aggressive.

Another theory is the frustration-aggression hypothesis. This is where frustration...
leads to aggression to peer catharsis. If the aggression goes unpunished then more aggressive behaviour is likely. This results in a lack of catharsis. However, this theory doesn’t take into account the differing environments. In addition, most people who are aggressive regret it. Frustration can be caused by a poor performance or official decisions being incorrect. Furthermore, frustration doesn’t lead to aggression with everyone.

Aggressive cue hypothesis is where cues from the stimuli from the environment elicit aggression. The cue is identified with an expected behaviour. The S-R bond has been learnt (operant conditioning). However, the same cues elicit different responses.

Bandura’s social learning theory is where we copy aggressive behaviour. Aggression is more likely to be copied by a significant other. For example, Louis Suarez. You’re more likely to copy if aggression goes unpunished. Males are more likely to be aggressive than females. However, many people have a strong sense of duty and so won’t copy aggression. Furthermore,
Examiner commentary

Mark = 8/10

This question is marked using a levels mark scheme and is judged to be in level 3, scoring 8 marks.

This response covers a range of social and cultural influences on aggression in sport, and also considers a range of psychological approaches that may influence whether an individual performer shows aggression in a particular situation (AO1). The question does not ask for a description of theories of aggression, but this candidate has considered four theories and attempted to apply them to this particular question. Moreover, practical examples have been used to show understanding and relate this knowledge to sport and sports performers (AO2). These theories are also evaluated and a counter argument has been given for each of the theories (AO3).

This response could be improved by making more of the influences of society on aggression, highlighting the way that aggression is not accepted in society and is punished by law and contrast this with the fact that in some sports aggression is expected as part of the spectacle of the game e.g. ice hockey. However, some elements of society hold the opposite view and expect sports to be limited to channelled aggression or assertion, and expect strong punishments for offenders because they are role models to others who need to be deterred from copying this behaviour.

At the top of level three a candidate has to address the phrase “to what extent …” and this requires judgements as to the importance of each influence such that the response indicates which factors have most bearing on aggressive behaviour and which have less of an impact.
Question 4

To what extent is aggression in sport due to social and cultural influences, or a result of the psychological approaches of individual sports performers?

Aggression can be a result of retaliation. If an opponent in sport makes an foul or breaks the rule, then the performer may become aggressive.

Being frustrated at your own performance, your team's performance or officials' decisions can lead to aggression. If a footballer keeps losing the ball, they may become aggressive towards the opponent and foul them.

Unfairness or perceived unfairness can lead to aggression in sport. If a footballer feels he has been fouled and no free-kick has been given, then they may become aggressive and deliberately try to harm an opponent.

If a team is losing by a big margin, then any member of the team may become aggressive since they feel they have nothing to lose. If a basketball team is losing heavily then a player may make a series of fouls.

If there is a big game or rivalry or winning towards the opponent, then there may be aggression in a local football derby, then both teams will be aggressive towards each other because there is high pressure to win.

Depending on the type of sport, depends on how aggressive players are. If the sport is nice, then hockey, where violence is a part of the...
Game theory... aggression is more likely to occur.

Instinctive theory of aggression suggests that every human has an instinct to survive. This is the live or die scenario. This theory suggests aggression is innate, stable, and enduring, and that aggression is triggered by high arousal. However, this theory doesn't account for the environment the performer is in and the fact that people are not aggressive all the time.

Frustration aggression theory suggests that you have a goal then an obstacle blocks your goal. This leads to frustration which leads to an aggressive act to achieve catharsis, which is when you get away with the aggressive act. However, most of the time the aggressive act leads to punishment which leads to more frustration. However, not all people react this way in frustrating situations; it does not take the environment into account and catharsis is never achieved. Since aggression leads to regret...

Aggressive cue hypothesis suggests that...
Examiner commentary

Mark = 8/10

This question is marked using a levels mark scheme and is judged to be in level 2, scoring 6 marks.

This response does not really address the question, but does show some knowledge of influences on aggression in sport. In particular, the candidate shows a very good knowledge of theories of aggression (AO1) which are applied to sport (AO2) and are critically evaluated by giving a counter argument for each theory (AO3).

However, the influence of social and cultural factors is not covered in as much detail as the psychological approaches that impact on individual performers and the candidate also fails to consider the extent of influence each factor has on the likelihood of aggressive behaviour in sport.

This response could be improved by considering the place of aggression in society. For example, violence exists but is not accepted and laws are in place to deal with it. However, while some sports expect an element of aggression, many in society want to remove aggression and limit sport to assertive behaviour, with harsh punishments for offenders because they are role models who influence others and may be copied. Furthermore, society puts pressure on individuals to be successful, and some believe in a Lombardian, win at all costs ethic. Finally, the answer needs to discuss which factors have the greatest influence on a performer’s behaviour and which may be of lower importance.
To what extent is aggression in sport due to social and cultural influences, or a result of the psychological approaches of individual sports performers?

Social and cultural influences can be frustrating at your own level of play and of your team making level. This can cause aggression from the frustration caused. This is known as the frustration-aggression theory. This is when you become frustrated so the turn to aggression. If your aggression is successful, you will be praised and this causes more frustration resulting in the cycle.

Another social cultural influence is decisions not going the performer's way. The official may make bad calls, this can cause aggression that can be used in the game.

Also a high level of arousal can cause aggression. If the arousal level is too high, the performance will drop. This can then cause aggression to occur.

On the other hand, the internal theory says that everyone is born with some innate aggression and it will never run out.

Also the frustration-aggression theory says that if a goal is blocked
aggression will be caused from highlighting this innate aggression.

The Aggressive Cure Hypothesis states that a specific stimulus is present that is associated with aggression, so aggressive tendencies will be shown.

Although the social learning theory states that aggression is learnt and not innate, unlike the other theories, this theory shows that you watch, learn, and copy aggression if the aggressive goes unpunished and is reinforced.

Both social and cultural influences and psychological approaches influence aggression in sport. Although I believe that social and cultural influences play a larger part in the cause of aggression, this is due to the belief that environmental situations trigger aggression that is innate within us.
Examiner commentary

Mark = 410

This question is marked using a levels mark scheme and is judged to be at the top of level 1, scoring 4 marks.

This response explains four theories of aggression which impact on the psychological approaches of individual performers, and this provides some background knowledge to address the question. The social learning theory of aggression is a social influence on aggression and so both social and psychological factors have been considered, but there is a clear lack of balance between these factors. Moreover, there is a lack of evidence of judgement about the extent to which the given factors influence aggression. Furthermore, the theories have not been developed with practical examples.

This response could be improved by considering the place of aggression in society. For example, violence exists but is not accepted and laws are in place to deal with it. However, while some sports expect an element of aggression e.g. ice hockey, many in society want to remove aggression and limit sport to assertive behaviour, with harsh punishments for offenders because they are role models who may well influence others. Furthermore, society puts pressure on individuals to be successful, and some believe in a Lombardian, win at all costs ethic. Finally, the answer needs to consider which factors have the greatest influence on a performer's behaviour and which may be of lower importance.
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