

GCE

Physical Education

Unit **H155/02**: Psychological and socio-cultural themes in physical education

Advanced Subsidiary GCE

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
	Tick	KU	Knowledge and understanding / indicates AO1 on Q4
	Cross	EG	Example/Reference / indicates AO2 on Q4
BOD	Benefit of doubt	DEV	Development / indicates AO3 on Q4
TV	Too vague	L1	Level 1 response on Q4
REP	Repeat	L2	Level 2 response on Q4
IRRL	Significant amount of material which doesn't answer the question	L3	Level 3 response on Q4
SEEN	Noted but no credit given / indicates sub-max reached where relevant		

Available but not used: 'BP' (blank page) – 'SEEN' is used; 'K' (knowledge) – Tick is used except on Q4 where 'KU' is used.

- Sub-maxes are indicated with **SEEN**; the guidance section of the mark scheme shows which questions these are relevant to.
- **KU** and **DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On the extended response question (Q4), one KU or DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A					
Question			Answer	Marks	Guidance
1	(a)	(i)	(C) Massed	1 (AO1)	Varied = BOD
		(ii)	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. (practice type) Whole (AO1) 2. (explanation) (it needs to be practised all together) as the set shot is not easy to break down (in to parts/subroutines)/ /is high organisation /is a ballistic skill / to develop kinaesthesia (AO2) 3. (practice type) Fixed (AO1) 4. (explanation) because a set shot is performed in a similar environment/ is generally a closed skill (AO2) 5. (practice type) Distributed (AO1) 6. (explanation) (as this would allow the performer to have) rest/recovery/ prevent too much overload/ allows mental rehearsal/ allows time for feedback (AO2) 	2 (1 xAO1 1 x AO2)	<p>Do not accept:</p> <p>As a whole (rep of Q)</p> <p>Mark first practice type only</p> <p>Max one mark for practice type</p> <p>Max one mark for explanation</p>
		(iii)	<p>2 marks from:</p> <ol style="list-style-type: none"> 1. (practice type) whole (AO1) 2. (explanation) the triple jump involves several discrete skills/subroutines put together (so it would not be beneficial just to teach it as a whole)/ Not recommended for low organisation skills (AO2) 3. (practice type) varied (AO1) 4. (explanation) the triple jump is always performed in the same way/the environment is closed/ it's a closed skill (AO2) 5. (practice type) Massed (AO1) 6. (explanation) triple jump is ballistic/ fatigue easily if there are no breaks/ could lead to injury (AO2) 	2 (1 xAO1 1 x AO2)	<p>Mark first practice type and reason only</p> <p>Max one mark for practice type and one mark for correct explanation</p> <p>Explanation must link to practice type listed</p>

Section A					
Question		Answer	Marks	Guidance	
	(b)	(i)	Two marks from: 1. (mechanical) the use of aids/ equipment/machines to support the performer 2. E.g. using a twisting belt (in trampolining)/ arm bands/ stabilisers/ scrum machine/ tackle bag	2 (AO2)	BOD – ball feeding machine
		(ii)	Three marks from: (Positives) 1. Helps the performer gain a feel/ kinaesthesia of the movement 2. Helps the performer understand how the skill is performed as a whole movement 3. Enables performer to practice the timings 4. Builds confidence 5. Reduces anxiety/ reduces fear 6. Enables practise when alone 7. Can isolate/practise a weakness 8. Ensures safety /less danger/ less chance of injury (Negatives) 9. Learner can become over-reliant on the guidance 10. Not full kinaesthesia/ the skills don't actually feel like the 'real' thing/ inhibits development of intrinsic feedback 11. Learner doesn't learn to self-correct	3 (AO3)	

Section A					
Question		Answer	Marks	Guidance	
	(c)	(i)	One mark from: 1. Knowledge of results/ terminal 2. Extrinsic/ external/ visual	1 (AO1)	
		(ii)	<p>Three marks from:</p> <p>KR Submax two for positives, Submax two for negatives</p> <p>Positives</p> <ol style="list-style-type: none"> 1. It is needed to know if the actual movement was successful 2. Can motivate performers 3. Very objective/ based on data/ measurable/ can allow for comparison/ basis for goal setting <p>Negatives</p> <ol style="list-style-type: none"> 4. Can be too statistic based 5. Does not develop understanding/ only gives feedback on the outcome not the technique 6. Could reduce motivation (if feedback is too negative)/ could lead to drive reduction <p>Extrinsic Submax two for positives, Submax two for negatives</p> <p>Positives</p> <ol style="list-style-type: none"> 7. Can motivate performers 8. Gives information about areas of weakness 9. Can be more objective/ less biased than other methods 10. Can be more accurate/ coach has greater knowledge <p>Negatives</p> <ol style="list-style-type: none"> 11. Can become too reliant on external feedback/ doesn't learn to develop internal feedback/ kinaesthesia. 12. Feedback could be inaccurate 13. Could reduce motivation 	3 (AO3)	Response must relate directly to answer given in 1ci - if 1ci is incorrect no marks can be awarded

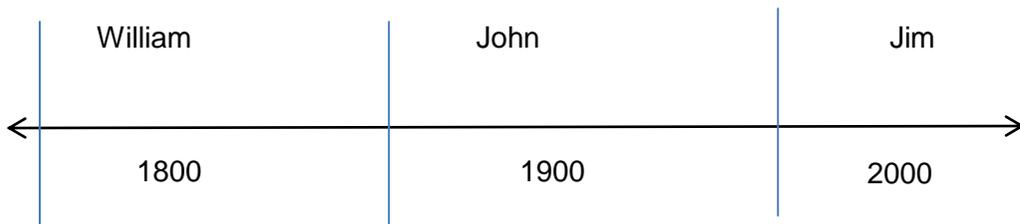
Section A					
Question	Answer		Marks	Guidance	
	(d)	(i)	Four marks from: <ol style="list-style-type: none"> 1. (element of model) Retention 2. The student must remember/retain the image/coaching points of the teacher doing the serve/ create a mental image 3. (element of model) Motor reproduction 4. The student must have the physical ability (to copy/practise the serve.) 5. (element of model) Motivation 6. To copy the serve the student must want to/be motivated to match the performance of the teacher/ must see the relevance/ or external reinforcement will motivate 	4 (2 xAO1 2 x AO2)	Maximum of 2 marks for element Maximum of 2 marks for explanation. Points 2, 4 and 6 must relate to correct element Must make some reference to the example accept – teacher, student, class, pupils, performer, table tennis or serve Reference to 'of the demo' = TV
		(ii)	Two marks from: <ol style="list-style-type: none"> 1.Repetition of the demonstration 2.Role model/ significant other/ high status person performing the demonstration 3.Successful performance/ positive reinforcement of the behaviour 4.Similar age/same gender/ethnicity of the person performing the demonstration. 5.Skill seen as relevant to them/ fun 6.If they (perceive they) can do it 7.If they are motivated 8.If the demonstration is of a high quality/clear/ if attention has been drawn to specific points 	2 (AO2)	Mark first 2 only
2	(a)	(i)	1. What makes a person unique OR characteristics/traits that influence behaviour OR the way you interact with others/environment	1 (AO1)	

Section A			
Question	Answer	Marks	Guidance
	(ii) 1. People are born with their personality/ genetic / inherited/ innate	1 (AO1)	Do not accept: combination of personality theories
	(iii) Two marks from: Submax one from: (stable) 1. Constant/ less variable/ emotionally level/ enduringe.g. a football player displays steady emotions/ similar mood when she is playing on the pitch and when she is socialising with team mates after the game 2. Predictable behavioure.g. a basketball player's behaviour and response to the result/spectators is always very similar (and therefore predictable). 3. Does not experience high stress levelse.g. a hockey player before the match is able to remain reasonably calm (when the spectators start to clap and cheer.) 4. Recover from stressful situations quicklye.g. a volleyball player can recover quickly from serving faults Submax one from: (extrovert) 5. Outgoing/ sociable/ confident/ seeks attention/ seeks social approval/ loude.g. a netball player is sociable with her team mates 6. Seeks excitement/arousal/ enjoys a crowde.g. a rugby player want to be picked for the local derby 7. May lack concentrationeg a football player gets distracted by the shouts from spectators 8. May show leadership characteristicse.g. be a captain	2 (2 xAO2)	Example must be from a TEAM sport Must have at least one sporting example to gain both marks Look for description and award mark even if not stated as stable or extrovert Pt1 - Emotionally stable = BOD (do not allow stable on its own)

Section A				
Question		Answer	Marks	Guidance
	(b) (i)	<p>Three marks from:</p> <p>Submax one from:</p> <p>1. (stage) Storming</p> <p>Submax two from:</p> <p>2. Roles start to become established</p> <p>3. May be conflict/ arguments /players challenge each other / power struggles occur,</p> <p>4. The team would start to develop a focus/ goal.</p> <p>5. Cliques/ sub groups may start to form</p> <p>6. The teacher might have to encourage the group to compromise/leader steps into more of an advisory role</p> <p>7. Players start to take responsibility/ make decisions</p>	<p>3</p> <p>(1 xAO1 2 x AO2)</p>	<p>Submax 2 if no named stage or incorrect stage named</p> <p>Pt6 rely on coach = BOD</p>
	(ii)	<p>Two marks from:</p> <p>1. (faulty process) Co-ordination losses/ Ringlemann effect</p> <p>2. (explanation) breakdown in teamwork/arguments/error from a player / as group size increases coordination decreases/ poor tactics</p> <p><u>OR</u></p> <p>3. (faulty process) Motivational losses/ social loafing/ Ringlemann effect</p> <p>4. (explanation) when an individual in the team suffers a drop in motivation / coasts/ injury to key players/ team members have conflicting aims/ as group size increases individual motivation/effort decreases</p>	<p>2</p> <p>(2xAO1)</p>	<p>Mark first faulty process only</p> <p>Max 1 mark for faulty process</p> <p>Max 1 mark for explanation</p> <p>Allow explanation within example</p> <p>Explanation must match identified faulty process</p> <p>Pt 4 – candidate must make reference to the individual not the whole team</p> <p>Pt 4 - not giving 100% = BOD</p>

Section A					
Question		Answer	Marks	Guidance	
	(c)	(i)	Two marks from: 1. He may be experiencing state anxiety/ temporary response to situation 2. Situation may seem threatening/ level of competition/ could be first Olympics 3. Worried about failure/ letting country down/ pressure to win 4. May experience evaluation apprehension	2 (AO2)	Accept arousal instead of anxiety
		(ii)	Three marks from: 1. ZOF is the level (of anxiety) at which an individual performs best 2. People require different levels of anxiety to perform at their best/ peak flow points are different/ ZOF is different for different people 3. Some have a more/less sensitive Reticular Activating System / RAS (therefore respond differently to different levels of anxiety) 4. This gymnast may have a high zone of optimal functioning 5. So he needs/can cope with higher levels of anxiety to be in his 'zone' of best performance. 6. For another gymnast this (level of) anxiety may be too high 7. They may be in their zone with low levels of anxiety/ low ZOF 8. Introverts usually have low ZOF/ extroverts usually have high ZOF or introverts perform better at low(er) anxiety/extroverts perform better at higher anxiety	3 (AO2)	Do not accept: Reference to anything other than elite level Accept arousal instead of anxiety
	(d)	(i)	1. An action/ behaviour intended to bring about harm or injury (outside the rules of the game)	1 (AO1)	
		(ii)	Five marks from: 1. Frustration can develop when goal (directed behaviour) is blocked. 2. Frustration can increase arousal 3. Interactionist view/ frustration generated by environmental triggers and an aggressive gene/trait 4. If aggressive act is successful frustration is released/ catharsis is achieved 5. If the aggressive act isn't successful/they are punished this could lead to more frustration/ aggression. 6. Frustration doesn't always lead to aggression 7. Individuals can overcome frustration/ theory is deterministic and ignores free will	5 (AO3 x 5)	Do not accept: Frustration leads to or causes aggression (rep of question) Diagram with no justification

Section A				
Question		Answer	Marks	Guidance
		8. Aggression can still occur without presence of an obstacle 9. Social learning/observational learning is not accounted for		
3	(a)	(i)	5 (3 x AO1 2 xAO2)	<p>Do not accept: anything relating to spectators</p> <p>Must have two examples to gain 5 marks.</p> <p>If only one example submax 4 marks.</p> <p>No practical examples = no marks</p> <p>Points 2, 3 and 4 allow opposites if reference to upper class</p> <p>Points 7 and 8 allow opposites if reference to upper class</p>
		<p>Five marks from:</p> <p>Transport (sub max 4)</p> <p>1. Lack of transport limited opportunities for the lower class/ Upper class had transport and therefore more opportunitye.g. lower class only able to walk to events/ upper class had horse and carriage</p> <p>(Lower class)</p> <p>2. They couldn't travel far so games were localeg mob football people could only play teams nearby</p> <p>3. They couldn't travel far so there were not enough teams to set up a league or cupseg mob football was usually just played between local villages</p> <p>4. As people didn't travel far there were no standard rules so games did not spread e.g. mob football had different rules in every area therefore teams could not play each other</p> <p>5. Transport became the basis for some sportseg walking became pedestrianism/ riding became horse racing</p> <p>6. Upper class built their own facilities at home to avoid having to travel (on poor quality roads)e.g. they built their own real tennis courts</p>		

Section A			
Question	Answer	Marks	Guidance
	<p>Education (Lower class)</p> <p>7. They couldn't read or understand the rules which reduced opportunity</p> <p>...eg. they couldn't read the rules of real tennis therefore could not play</p> <p>8. Lack of education meant sport was often cruel/violent, so people didn't play</p> <p>....e.g mob football only rule was no murder therefore injuries were common</p>		
	<p>(ii) One mark from:</p> <ol style="list-style-type: none"> 1. People could travel to play other teams or other sports or away fixtures or international fixtures 2. Sport/fixtures became more regular/ leagues were formed 3. The variety of sports increased the opportunities 4. Sport spread/ became globalised 	<p>1 (AO1)</p>	<p>Do not accept: anything relating to spectators</p> <p>Mark 1st attempt only</p>
(b)	(i) 	<p>1 (AO1)</p>	<p>Do not accept: Names need to be in this order to achieve the mark. They do not have to be a precise spot on the timeline but within the banded areas.</p>
	<p>(ii) Three marks from: 1800s/William. Sub max 2</p> <ol style="list-style-type: none"> 1. Very long hours so no (free) time to play. 2. Very long hours so little energy/too tired to play. 3. Few holidays/bank holidays so little recreation time. <p>1900s/John Sub max 2</p>	<p>3 (AO2)</p>	<p>Must make reference to the worker's name, date or hours worked to award mark</p>

Section A			
Question	Answer	Marks	Guidance
	<p>5. Reduced length of working day / (57 hour) week, so more time to play. 6. Less work meant more energy to play. 7. Sport became more regular as working hours reduced 8. (impact of) Half day Saturday/half day Wednesday/ early closing movement meant more time to play/ more competitions (leagues/cups).</p> <p>2000s/Jim Sub max 2</p> <p>9. More leisure time to participate 10. Less working hours means people have more energy to participate 11. More holiday time allows for increased participation.</p>		
(c)	<p>Five marks from:</p> <p>Positive effects of media coverage: Sub max 4 for positives</p> <ol style="list-style-type: none"> 1. Media increases commercialism (created the golden triangle)/ more money is available to sport (to improve facilities) 2. Media increases participation. 3. Sport is now globalised/ sports from around the world can now be viewed anywhere at any time 4. Increase in standards of play/ professionalism has been enabled. 5. Professional sports players able to earn high salaries. 6. Increase in spectatorism/ people who can't watch live can watch at home 7. Creation of role models 8. Increased profile of minority/women's /disability sport/cultural games. 9. Increased technology / fairer results / retrospective discipline 	<p>5 (AO3)</p>	<p>Pt 7 Celebrities = BOD</p>

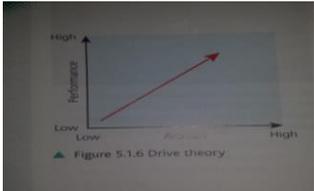
Section A				
Question	Answer	Marks	Guidance	
	10. Improved rules or versions of sports / exciting to watch 11. Educate/ inform about sport(s) Negative effects of media coverage: Sub max 4 for negatives 12. Media demands control of sports/ sports performers 13. High stakes can cause deviant behaviour e.g: cheating, match fixing, drug taking. 14. 'Armchair athletes,' more people spectate rather than participate. 15. Loss of privacy for sports stars. 16. Media can sensationalise/highlight issues outside of the game which then reflect badly on the sport (e.g. players having affairs/tax evasion) 17. Biased towards popular/male/able bodied sport 18. Highlights bad behaviour/ negative issues (during the game) 19. Negative role modelling / young athletes copy deviant behaviour 20. New rules and versions go against the traditional values of sport 21. Altered timings can impact on performance of elite athletes. 22. Increased officiating technology has slowed the game			
(d)	(i)	Two marks from: 1.Reduced discrimination/ develop equality 2.Unite/ bring people together / friendship/ spread goodwill 3.Develop respect 4.Teach fair play/ sportsmanship 5.Develop peace/ harmony 6.Educate people through sport	2 (2x AO1)	Do not accept: Pt 7 do not accept single examples of physical and moral qualities Mark first 2 aims only

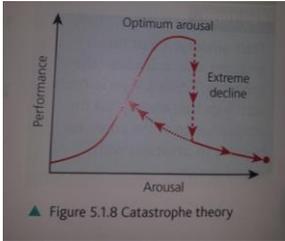
Section A				
Question		Answer	Marks	Guidance
		7. Promote development of physical and moral qualities (e.g. excellence, courage, determination, inspiration)		
	(ii)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Idea of De Coubertin / De Coubertin was founder 2. (he was Influenced or inspired by) Ancient Olympic Games 3. (he was Influenced or inspired by) Cotswold (Olympic) Games or (Robert) Dover Games 4. (he was influenced or inspired by) (Much) Wenlock (Olympian) Games / Dr William Penny Brookes invited De Coubertin to Much Wenlock 5. Which he (Brookes) established to develop moral, physical and intellectual improvement using sport as the vehicle 6. (he was influenced or inspired by) Public Schools/ De Coubertin visited Rugby School or the Public Schools 7. IOC was formed in 1894 in Paris 8. 1896 first Modern Olympic Games held in Athens 	3 (AO1)	

Section B		
Question	Answer	Guidance
4*	<p>Level 3 (8–10 marks)</p> <ul style="list-style-type: none"> • detailed knowledge & understanding (AO1) • clear and consistent practical application of knowledge & understanding (AO2) • effective analysis/evaluation and/or discussion/explanation/development (AO3) • 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. 	<p>At Level 3 responses are likely to include:</p> <ul style="list-style-type: none"> • Accurate definition of arousal • All 3 theories outlined in detail (Drive, Inverted U, Catastrophe) • Consistent and accurate application of sporting examples • Detailed discussion of how skill type and stage of learning are affected by arousal • At the top of the band candidate <u>may</u> acknowledge the role of both

Section B		
Question	Answer	Guidance
		cognitive and somatic arousal <ul style="list-style-type: none"> Correct technical language is used throughout
	Level 2 (5–7 marks) <ul style="list-style-type: none"> satisfactory knowledge & understanding (AO1) some success in practical application of knowledge (AO2) analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3) technical and specialist vocabulary used with some accuracy there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. 	At Level 2 responses are likely to include: <ul style="list-style-type: none"> Basic definition of arousal All 3 theories outlined in basic detail OR Outlines 2 theories in detail Some application of sporting examples Some discussion of skill type and stage of learning, however answer may be brief or show imbalance There may be some inaccuracies in the use of technical vocabulary Maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.
	Level 1 (1–4 marks) <ul style="list-style-type: none"> basic knowledge & understanding (AO1) little or no attempt at practical application of knowledge (AO2) little or no attempt to analyse/evaluate and/or discuss/explain/develop (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. 	At Level 1 responses are likely to include: <ul style="list-style-type: none"> Attempted definition of arousal Limited outline of 1 or 2 theories Limited application of sporting examples Limited discussion of either skill type or stage of learning Maximum of 3 marks to be awarded for AO1 with no application.
	(0 marks) No response or no response worthy of credit.	

Question	Indicative content	Marks	Guidance
4*	Definition 1. Degree of physiological and psychological readiness or activation/ energised state/readiness for action/ intensity of motivation/ drive to achieve (AO1) <ul style="list-style-type: none"> can vary/ is on a continuum (AO1) 	10 (AO1 x3, AO2 x3, AO3 x4)	Look for e.g.s (AO2) embedded in response

Question	Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> - deep sleep to intense excitement (AO1) - two types of arousal (AO1) <p>2. somatic/ physiological arousal (AO1)</p> <ul style="list-style-type: none"> - e.g. changes in heart rate/ blood pressure/ respiration (AO2) - relates to changing state of the body (AO2) <p>3. cognitive/ psychological arousal (AO1)</p> <ul style="list-style-type: none"> - e.g. worry/ negative thought (AO2) - relates to state of mind (AO2) <p>4. Increases in both types of arousal can be experienced when performing sport (AO1)</p> <ul style="list-style-type: none"> - effect of the change/ increase in arousal depends on the performer (AO3) <p>Theories</p> <p>5. (Hull's) Drive Theory (AO1)</p> <ul style="list-style-type: none"> - States that an increase in arousal is proportional (linear relationship) to an increase in the quality of performance/ as arousal increases so does quality of performance (AO1) <p>OR</p> <ul style="list-style-type: none"> - Accept correctly labelled diagram as explanation (AO1) <p>6. Quality of performance depends on how well the skills have been learned. (AO3)</p>		 <p>▲ Figure 5.1.6 Drive theory</p>

Question	Indicative content	Marks	Guidance
	<p>9. Best performance occurs at moderate levels of arousal. (AO1)</p> <ul style="list-style-type: none"> - Attentional field adjusts to ideal width (AO3) - Attend to relevant cues and ignores irrelevant cues/ selective attention occurs (AO3) - Enables concentration/ perfect state for learning (AO3) <p>10. At high levels of arousal/over arousal leads to poor performance (AO1)</p> <ul style="list-style-type: none"> - Attentional field becomes too narrow (AO3) - Miss relevant cues so don't make good decisions (AO3) - Performer experiences excessive degree of activation/ may panic/ hypervigilance (AO3) - Limited ability to concentrate.(AO3) <p>11. Catastrophe theory (AO1)</p> <ul style="list-style-type: none"> - Suggests that as (somatic) arousal increases quality of performance improves (AO1) - But optimal performance will only be achieved if cognitive arousal/anxiety is kept low. (AO3) - Over arousal can lead to a catastrophe/ dramatic drop in performance (AO1) - If high cognitive arousal and high somatic arousal occur then the performer will go beyond optimal level of arousal and a 'catastrophe' will occur/ have 'gone over the edge' (AO3) - Performer may be able to regain a higher level of performance after the catastrophe if arousal is reduced/controlled (AO3) <p>OR</p> <ul style="list-style-type: none"> - Accept correctly labelled diagram as explanation (AO1) 		 <p>▲ Figure 5.1.8 Catastrophe theory</p> <p>(Catastrophe theory)</p>

Question	Indicative content	Marks	Guidance
	<p>12. Cue utilisation(AO1)</p> <ul style="list-style-type: none"> - Levels of arousal affect how well cues are used (AO1) - At low arousal both relevant and irrelevant cues are attended to (AO1) - At moderate/optimal arousal only relevant/task cues are attended to (AO1) - At high arousal relevant cues are missed/ hypervigilance occurs (AO1) - Hypervigilance can be beneficial for some performers (AO3) e.g. target sports (AO2) <p>13. Zone of Optimal Functioning/ZOF (Hannin) (AO1)</p> <ul style="list-style-type: none"> - Applies to autonomous performers (AO3) - Each athlete has a different zone (AO3) - Performers are either in their zone or out of it (AO3) - Involves an affective emotional response/ peak flow (experience) (AO3)e.g. enjoyment, feeling of euphoria, feeling of nothing can go wrong (AO2) 		

Question	Indicative content	Marks	Guidance
	<p>Stage of learning</p> <p>14. The stage of learning will influence the effect that arousal has on performance (AO3)</p> <p>15. Cognitive/ associative learners will perform better with lower levels of arousal. (AO3)</p> <p>16. Autonomous performers will perform better with higher levels of arousal. (AO3)</p> <p>17. An experienced athlete's 'curve' will shift to the right of the graph as they can cope with higher levels of arousal/ a novice athlete's 'curve' will shift to the left of the graph as they can't cope with higher levels of arousal (AO3)</p> <p>18. Advanced performer is more likely to be able to selectively attend as they know the correct cues (AO3)</p> <p>Type of skill being performed</p> <p>19. Gross/ ballistic/ dynamic skills may benefit from higher arousal levels (AO3)</p> <p>20. e.g. shot put, boxing, 100m sprint (AO2)</p> <p>21. Fine skills may be performed better with lower arousal levels (AO3)</p> <p>22. e.g. dart throw, golf putt, archery (AO2)</p> <p>23. Simple skills may benefit from higher arousal levels (AO3)</p> <p>24. e.g. sprinting, swimming (AO2)</p> <p>25. Complex skills may benefit from lower arousal levels (AO3)</p> <p>26. e.g. tumbling routine, cricket batsman selecting shot (AO2)</p>		

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