H155/02 Psychological and socio-cultural themes in physical education
Summer 2017 examination series
Version 1
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Introduction

These exemplar answers have been chosen from the summer 2017 examination series.

OCR is open to a wide variety of approaches and all answers are considered on their merits. These exemplars, therefore, should not be seen as the only way to answer questions but do illustrate how the mark scheme has been applied.

Please always refer to the specification (http://www.ocr.org.uk/qualifications/as-a-level-gce-physical-education-h155-h555-from-2016/) for full details of the assessment for this qualification. These exemplar answers should also be read in conjunction with the sample assessment materials and the June 2017 Examiners’ Report to Centres available on the OCR website http://www.ocr.org.uk/qualifications/.

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2018. Until then, they are available on OCR Interchange (school exams officers will have a login for this).

It is important to note that approaches to question setting and marking will remain consistent. At the same time OCR reviews all its qualifications annually and may make small adjustments to improve the performance of its assessments. We will let you know of any substantive changes.
Question 1(a)(ii)

(a) (i) From the list below, select one practice type that would be most suitable for practising a set shot in basketball. A set shot is performed standing still and without jumping.

Put a tick (✔) in the box next to the correct answer.

A. Whole/part/whole
B. Varied
C. Massed
D. Progressive/part

(ii) Apart from those listed above, identify one other practice type and explain why it would be suitable for practising a set shot in basketball.

Level/Mark – High 2/2

Examiner commentary

The candidate correctly identifies an appropriate method of practice (whole practice), they have justified the method as they have stated that the skill has minimal subroutines and therefore is best practiced as a whole. This answer could have been stronger if the candidate had stated that the lack of subroutines makes it difficult to break down therefore meaning whole practice is most appropriate.
Examiner commentary

In this example the candidate correctly identifies distributed practice however their explanation is incorrect therefore they are unable to obtain the second mark; to gain full marks the candidate would need to make reference to allowing time for mental or physical recovery or feedback.

Level/Mark – Medium 1/2

Examiner commentary

In this response the candidate has correctly identified whole practice to gain the first mark, they then explain this further saying that practicing as a whole develops kinaesthetic awareness to gain the second mark; overall this is a well justified response.

Level/Mark – High 2/2

Examiner commentary

The candidate is able to gain both marks as they have correctly identified fixed as the practice type and then explain this accurately in relation to the set shot stating that the environment is constant and predictable.
Level/Mark – High 2/2

Examiner commentary

This is an excellent answer the candidate correctly identifies whole practice and provides a good explanation as to why this is the most appropriate method.
Question 1(a)(iii)

(iii) Identify one practice type that would not be suitable for teaching the triple jump and give one reason why it is not suitable.

Level/Mark – Low 0/2

Examiner commentary

In this example the candidate has not identified a correct practice type and therefore cannot receive a mark, the reason must link directly to the practice type given (as stated in the guidance section of the mark scheme) therefore the candidate is unable to access the second mark as the practice type is incorrect.

Level/Mark – Medium 1/2

Examiner commentary

The candidate has correctly identified varied practice as the type, however their justification is incorrect, and to gain the mark they would need to make reference to the skill always being performed in the same way or the fact that it is a closed skill.
Examiner commentary

In this example the candidate correctly identifies varied practice as an unsuitable method, and justifies this well stating that the environment remains the constant during the performance of the skill.

Level/Mark – High 2/2

Examiner commentary

The candidate has correctly identified whole practice as a method which would not be suitable for teaching the triple jump, they have then gained the second mark for explaining that the subroutines should be taught separately first.

Level/Mark – High 2/2

Examiner commentary

The candidate correctly identifies varied practice as an unsuitable method of practice; they justify this well stating that it is a closed skill.
Question 1(b)(i)

(b) (i) Using a practical example, describe mechanical guidance.

Level/Mark – High 2/2

Examiner commentary
To gain the first mark the candidate provides a good definition of mechanical guidance, stating that equipment is used to support the athlete when performing the skill. The example of the gymnast provided by the candidate is relevant and shows good application (AO2) to achieve the second mark.

Level/Mark – High 2/2

Examiner commentary
The candidate has provided a good definition of mechanical guidance citing the use of equipment to support the performer. A sound sporting example of stabilisers on a bike is provided for the second mark.
Examiner commentary

The description in this response has been awarded a benefit of the doubt mark; a stronger answer would use key words such as equipment or aid. The example given (swimming float) allows the candidate to gain the second mark.

Level/Mark – High 2/2

Examiner commentary

The candidate has shown good understanding to gain both marks available but providing a good definition and linking this to a suitable sporting example.

Level/Mark – High 2/2

Examiner commentary

A good definition of mechanical guidance is provided by the candidate to achieve the AO1 mark; they then provide a good sporting example to achieve the AO2 mark available.
(b) (ii) Evaluate the method of mechanical guidance.

Level/Mark – High 3/3

It allows the performer to feel safe and gain confidence whilst performing the skill. However, it can hinder the development of kinaesthetic awareness as it would not normally be used. Athletes become reliant on the mechanical guidance.

Examiner commentary

This is a good concise answer to achieve all three marks available. Feeling safe on its own is too vague, however the candidate goes on to say the performer gains confidence to achieve the first marks. The subsequent 2 marks are awarded as the candidate correctly states 2 negatives of mechanical guidance - hindering kinaesthetic awareness and the athlete becoming reliant on the method.
Examiner commentary

This is a detailed response showing a good level of understanding of both the positives and negatives of mechanical guidance. Confidence is correctly identified as a positive of the method to gain the first mark, the subsequent 2 marks have been awarded for reference to over reliance (“could get too used to the support”) and false kinesthesia. They then go on to explain why kinesthesia is not developed although this is unnecessary to gain the mark it shows a good level of understanding.
Mechanical guidance is designed to assist you in learning the movement of a skill and therefore it helps to develop kinesthesia of the skill for the performer. It is most commonly used for people in the cognitive stage of learning to help people understand how the skill is performed. The right correct object needs to be used as mechanical guidance otherwise there may be false [3] representation of the skill by the learner.

Examiner commentary
In this response the candidate unnecessarily describes mechanical guidance in the first part of their answer (this has already been covered by the previous question). They provide 2 correct evaluative points (development of kinesthesia and understanding how the skill is performed); the final statement referring to the object used is too vague to gain a mark.
Examiner commentary

The candidate has provided an excellent response to this question providing more than 3 points to evaluate mechanical guidance. They have gained all three marks available by stating that it builds confidence, is good for dangerous skills and it develops kinesthesis.

Level/Mark – High 3/3

Examiner commentary

This is an excellent response; the candidate has shown a good level of understanding citing development of kinesthesis, confidence and safety as positives of the method to gain all of the marks on offer. Despite already gaining maximum marks the candidate then cites 2 valid negative evaluative points.
Question 1(c)(i)

(i) What type of feedback for the player best describes this information?

Level/Mark – High 1/1

Examiner commentary

The candidate correctly identifies the correct method of feedback - this allows them to access marks in the next question (1cii).

Level/Mark – Low 0/1

Examiner commentary

The answer provided is incorrect, this therefore means they are unable to access marks for the next question (1cii).
Examiner commentary

The candidate has correctly identified knowledge of results to gain the mark; this allows them to access the marks available in the next question.

Level/Mark – High 1/1

Examiner commentary

The answer provided is incorrect; this therefore means they are unable to access marks for the next question 1cii.

Level/Mark – Low 0/1

Examiner commentary

The correct type is stated to gain the mark (external) this allows the candidate to access the marks available in question 1cii.
(ii) Discuss the advantages and disadvantages of using this type of feedback.

Level/Mark – Medium 2/3

The response here must relate directly to the method of feedback stated in 1ci, the candidate does this stating demotivating as a negative to gain the first mark. Benefit of the doubt has been awarded for “it indicates whether or not what they are doing is effective” this is a good enough response to award point 1 in the mark scheme.

“It can encourage them to focus more thus increasing performance” is too vague for point 2 of the mark scheme as this mark point relates to motivation not merely task focus.
Examiner commentary

As the response for 1ci was incorrect no marks can be awarded for this response.
Examiner commentary

As the candidate has correctly identified knowledge of results in the previous question they are able to access all of the marks available in this question. However large sections of their answer are not related to knowledge of results and are therefore too vague. They do however gain one mark for identifying that performers will not develop the ability to self assess. To improve their grade the candidate must ensure that the evaluative points given relate directly to knowledge of results rather than feedback in general.
Examiner commentary
As the response for 1ci was incorrect no marks can be awarded for this response.

Level/MARK – Low 0/4

Examiner commentary
In this response the candidate correctly identifies 2 positives reaching the sub max for this part of the question (knowing what to improve on and increasing motivation), goal setting is not an aspect linked to external feedback. They gain the third and final mark by stating that a player may become reliant on this feedback.
Question 1(d)(i)

A teacher demonstrates how to perform a table tennis serve to her class, using her knowledge of Bandura’s theory of observational learning. She draws the class’s attention to important parts of the demonstration such as the position of the bat and the angle of the wrist.

(i) Using this example, explain two other elements of Bandura’s theory of observational learning other than attention.

Element 1: The observer must be able to retain and understand what they are watching.

Element 2: The demonstrator must be performing the skill accurately.

Level/Mark – Low 1/4

Examiner commentary

In this response the candidate has made some valid points however they have showed a limited understanding of Bandura’s theory. They have gained 1 benefit of the doubt mark for mentioning ‘retain’, however their explanation is vague. Their second example fails to state which part of Bandura’s theory they are referring to. The candidate also fails to link their explanation to the sporting example provided, this prevents them accessing the AO2 marks for this question (points 2, 4 and 6 of the mark scheme). To improve this response the candidate needs to specifically state which element of the model they are referring to and link their explanation to the sporting example using the words listed in the guidance section of the mark scheme.
Examiner commentary

In this response the candidate has correctly identified the stages of Bandura’s theory and has therefore been awarded both of the available AO1 marks. In the second part of each response their descriptions of the theory are correct but they have not linked this to the table tennis example provided therefore they are unable to access the AO2 marks. The terms ‘they are observing’ and ‘the individual’ are too vague, to achieve the mark a direct reference to the class, teacher, student etc. are required, a full list of accepted terms is provided in the guidance section of the mark scheme.
Examiner commentary

This is an excellent answer the candidate has correctly identified 2 elements of Bandura's model (motor reproduction and retention) to gain the 2 AO1 marks on offer. They have then provided accurate explanations which make specific reference to the example provided in the question (serve) to gain the 2 subsequent AO2 marks.

Examiner commentary

The candidate has correctly identified 2 elements of Bandura's model, they then make good reference to the example given (using the term class) to explain the theory. Benefit of the doubt has been awarded for "the demonstration needs to be at the same level of ability" as this infers that the player has the physical ability to carry out the skill.
Question 1(d)(ii)

(ii) Explain two factors that may encourage the copying of the demonstration.

Level/Mark – High 2/2

Examiner commentary

This response shows a good level of understanding, the candidate correctly identifies significant others and a clear demonstration as key elements to encourage copying of the demonstration.

Level/Mark – High 2/2

Examiner commentary

In this response the candidate has been awarded benefit of the doubt for stating that if the demonstration was performed well copying is more likely to occur, a stronger answer would have referred to the performance being successful. The second mark is awarded as the candidate states that tangible rewards would also make copying more likely to occur.
Examiner commentary

The candidate has successfully identified 2 factors which may encourage copying in order to gain both available marks.

Level/Mark – High 2/2

Examiner commentary

In this response the candidate provides 2 valid factors that would encourage copying in order to gain both marks available.
Question 2(a)(i)

(i) Define personality.

Level/Mark – Low 0/1

Our...thoughts and beliefs...and...how we...act in certain...environments...and...to...[TV]...certain people.

Examiner commentary

This response is too vague to gain the mark, “thoughts and beliefs” and “acts” are not specific enough to justify the mark. The candidate would need to have stated that personality is how we interact with the environment or other people. They could also have stated it’s what makes us unique, or the traits that influence our behaviour.

Level/Mark – High 1/1

Is the thought and feeling...that occur...in different environmental situations...[TV]...that makes us unique.

Examiner commentary

In this response the candidate gains the mark as they correctly cite that personality is what makes us unique.

Level/Mark – Low 0/1

The way an individual...thinks...or...acts...[TV]...and the way they look at a task...[TV].

Examiner commentary

This definition is too vague; to gain the mark the candidate needs to make reference to how someone interacts with environment or that it is the characteristics that make a person unique.
Examiner commentary

The definition provided here is too vague, to gain the mark the candidate would need to mention key words such as unique or interaction with the environment.

Level/Mark – High 1/1

Examiner commentary

This is a good definition, citing that personality is what makes us unique.
(ii) According to the trait theory of personality how is an individual’s personality formed?

Level/Mark – High 1/1

We inherit traits from our parents, which determine our personality. [1]

Examiner commentary
This is a good response the candidate has correctly identified that we inherit our traits from our parents.

Level/Mark – Low 0/1

Split into an extravert or an introvert. Split into type A and B personality.

Examiner commentary
In order to gain the mark for this question the response needs to make reference to genetics or that personality is innate, the candidate here has described 2 dimensions of trait theory but not how it links to the formation of personality.

Level/Mark – High 1/1

This theory states that an individual gains their personality partly from their parents and partly from [B] it is a genetic trait. [1]

Examiner commentary
In this example the candidate is able to gain the mark as they correctly identify that traits are genetically determined.
Examiner commentary
This is a good response, the candidate has correctly identified that according to trait theory personality is innate.

Examiner commentary
The candidate has shown good understanding stating that personality is inherited according to trait theory.
Question 2(a)(iii)

(iii) Using an example from a team sport, describe the behaviour of a stable extrovert.

Level/Mark – High 2/2

Examiner commentary
In this response the candidate has correctly linked their answer to a team sport allowing them to access all of the available marks. "Shouting instructions" has been awarded as a benefit of the doubt for extrovert; a stronger response would have mentioned key words such as outgoing, loud or leadership characteristics. They have correctly described a stable performer by saying 'remain calm' to achieve point 3 of the mark scheme.

Level/Mark – High 2/2

Examiner commentary
To gain the marks in this question the candidate must provide a sporting example; they have correctly identified a football captain as a stable extrovert. The marks have been awarded for the reference to the captain being consistent and seeking social interaction.
Examiner commentary

A good sporting example (football captain) is provided allowing the candidate to access both of the marks on offer. They correctly identify that a stable extrovert will be both relaxed and outgoing allowing them to achieve full marks for this question.

Level/Mark – High 2/2

Examiner commentary

The candidate accurately describes one characteristic for stable and one for extroversion; this is backed up with an appropriate example from a team sport allowing the candidate to access both of the marks available in this question.
Level/MARK – High 2/2

Examiner commentary
The example provided (hockey player) allows the candidate to access both of the marks on offer. They correctly identify that a stable extrovert will be both outgoing and predictable.
Question 2(b)(i)

A group of hockey players have formed a school team. They are just getting to know each other and the teacher is taking a lead role in decision making.

(i) According to the stages of group development (Tuckman), identify and explain what would be the next stage of this team’s development.

Level/Mark – High 3/3

Examiner commentary

Storming is correctly identified as the next stage in Tuckman’s model to gain the first mark. The candidate justifies this well stating that players will fight and cliques will begin to form.
Examiner commentary

In this example the candidate has shown a good level of knowledge, they have correctly identified the stage as storming to gain the first mark. They then explain the characteristics of the storming stage by citing that roles are developed and that conflict may occur. The remaining part of the response shows good knowledge but is not necessary to gain the marks available.

Level/Mark – Low 1/3

Examiner commentary

The candidate has named the wrong stage of the model (Norming) therefore the mark cannot be awarded, however they are still able to gain the subsequent marks, one of which has been awarded for identifying that roles are beginning to form. The candidate needs to correctly name the stage and then mention additional characteristics of the storming stage in order to gain more marks on this question.
Examiner commentary

This is a good response, the candidate correctly identifies storming as the next stage in the model, this is then backed up with 2 characteristics of this stage (disagreements and the coach taking an advisory role) to achieve all three marks available.

Level/Mark – Medium 2/3

Examiner commentary

The candidate has not named the stage correctly and therefore cannot achieve the AO1 mark on offer. However they have explained 2 characteristics of the storming stage and therefore have been awarded both of the AO2 marks on offer.
(i) Steiner's model of group effectiveness refers to faulty processes. Identify and explain one faulty process that might affect the hockey team's effectiveness.

Level/Mark – Medium 1/2

Examiner commentary

In this response the candidate has not correctly identified one of Steiner's faulty processes. However they are able to gain one mark for their explanation of the player becoming injured. To gain both marks they would have to identify the correct faulty process from those listed in point 3 of the mark scheme.

Level/Mark – Medium 1/2

Examiner commentary

In this response the candidate does not identify a faulty process from Steiner's theory so they are unable to gain the first mark. However their description demonstrates they understand fault processes and they are able to gain the mark (benefit of the doubt) for identifying the break down in team work as a reason.
Examiner commentary

In this response the candidate has provided a good description of the faulty processes showing a good level of understanding; however they cannot achieve both marks as they have not specifically named one of Steiner’s faulty processes.

Level/Mark – High 2/2

Examiner commentary

In this response motivational processes has been awarded a benefit of the doubt mark, as the mark scheme states motivational losses as the faulty process, the candidate later justifies that it is a loss in motivation that causes this faulty process therefore the mark can be awarded. The explanation on conflicting aims/motivation allows the candidate to gain the second available mark.
Examiner commentary

Motivation on its own is too vague to gain credit the candidate would need to identify that the faulty process is due to motivational losses. However they later gain this mark by stating that social loafing could occur, this is then explained in more detail to gain the second mark.
Question 2(c)(i)

An Olympic gymnast is just about to go on the floor to perform his routine.

(i) Explain why he may experience some anxiety even though he is not normally an anxious person.

[2]

Level/Mark – Medium 1/2

Examiner commentary

The first statement made in this example is too vague as the response needs to make reference to state anxiety or the fact that this is a temporary response to the situation. Mention of the crowd alone is too vague as an elite performer would often perform in front of a crowd. The candidate has been awarded point 4 in the mark scheme for mentioning the fear of being judged.
Examiner commentary

In this response the first part of the candidates answer is not answering the question therefore no credit can be given, one mark is awarded as the candidate identifies this may be their first Olympics and therefore the environment is threatening. To gain full marks the candidate could have discussed factors such as evaluation apprehension or fear of failure.

Level/Mark – High 2/2

Examiner commentary

The candidate has provided an excellent description of state anxiety to gain the first mark; the second mark has been awarded as they correctly state that the importance of the routine/event may increase the athlete's anxiety.
Examiner commentary

The candidate explains 2 reasons for the performer’s anxiety; state anxiety and pressure to perform. They also mention evaluation apprehension although this cannot receive credit as the maximum mark has already been achieved.

Examiner commentary

This response is too vague; they have talked too generally about the impact of arousal. To gain all of the marks on offer the candidate needs to acknowledge that state anxiety could occur due to the level of the competition or discuss evaluation apprehension.
Question 2(c)(ii)

(i) The Olympic gymnast is experiencing high levels of anxiety. Using your knowledge of the zone of optimal functioning, explain why this high anxiety could still result in a good performance for him, but could result in a poor performance for another gymnast in the same competition.

Level/Mark – Medium 2/3

Examiner commentary

The candidate correctly explains points 1 and 2 on the mark scheme and links this well to the gymnast in the example. The first statement regarding anxiety increasing performance is too vague as it is not linked directly to the zone of optimal functioning (ZOF) or the gymnast. The candidate has not made any other comments worthy of credit. To achieve full marks they would need to provide more information about the ZOF and how this may be different for other athletes in the same competition.
Examiner commentary

In this response the first part of the candidate’s answer is too vague, the candidate must link zone of optimal functioning (ZOF) to performance rather than focus in general. They do however do this later in the response where the first mark has been awarded. The second mark has been awarded for point 7 on the mark scheme as they state that others may become over aroused therefore negatively impacting on performance. To achieve full marks the candidate would need to include more depth in their answer particularly in relation to how ZOF affects people differently.
Different people are said to have different zones of optimal functioning (ZOF). Some one gymnast may have a ZOF that is at a low level of anxiety and another may have a ZOF that is at high level of anxiety. If they are both experiencing similarly high levels of... [3]

Examiner commentary

The candidate has correctly identified that different people have different zones of optimal functioning (ZOF). The next part of their response is too vague and they would need to identify that the athlete in the question is the one likely to have a high ZOF, whereas another athlete could have a low ZOF and therefore the higher arousal level would hinder their performance.

The candidate has shown some understanding of the zone of optimal functioning (ZOF) stating that this athlete is likely to have a high ZOF although another athlete may have a low ZOF. To gain all three marks available the candidate needs to further discuss the impacts of these zones on performance.
Examiner commentary

The candidate has shown a good understanding of how the zone of optimal functioning affects different athletes, however they have only mentioned 2 points worthy of credit, to gain the final mark available the candidate needs to include another point from the mark scheme.
(i) Define aggression.

**Level/Mark – Low 0/1**

A response to a certain situation or stimuli causing a person to react negatively towards it.

**Examiner commentary**

To gain the mark the candidate would need to make reference to the intent to harm, the phrase “act negatively” is therefore too vague.

**Level/Mark – High 1/1**

The intent to harm outside the rules or the spending event.

**Examiner commentary**

This is a good definition as the candidate clearly states that aggression is the intent to harm others.

**Level/Mark – Low 0/1**

A state of

**Examiner commentary**

The response is incomplete and therefore does not provide enough content to fully answer the question.
Level/Mark – Low 0/1

Examiner commentary
This response is too vague; the answer must include reference to the intent to cause harm.

Level/Mark – High 1/1

Examiner commentary
In this example the candidate clearly understands that aggression is the intent to cause harm and therefore has been awarded the mark.
Question 2(d)(ii)

(ii) In sport, frustration can often lead to aggression.
Discuss this statement referring to the frustration-aggression hypothesis.

Level/Mark – Medium 2/5

Examiner commentary

The candidate has been awarded point 1 as a benefit of the doubt mark as they have demonstrated that they understand that aggression occurs as a result of blocked goals. They have gained a second mark for point 5 of the mark scheme as they have identified that punishment will result in further frustration. They are unable to achieve point 4 as they have linked catharsis to overcoming the goal rather than release through the aggressive act. The remainder of their response is not worthy of credit. To achieve full marks the candidate needs to provide more information, one way they could do this would be by evaluating the statement to consider theories that may disprove the statement e.g. the influence of free will or social learning theory.
Examiner commentary

In this response the candidate describes the basics of the theory well, gaining marks for stating that frustration/aggression derives from the blocking of goals and that catharsis will occur when this is released. They also mention a good evaluative point stating that frustration doesn’t always result in aggression. To gain full marks they could have cited some further theories of aggression in order to evaluate the statement provided e.g. social learning theory or free will.
Examiner commentary

The candidate correctly identifies that aggression is caused by the blocking of goals, and gains a further mark for their explanation of the impacts of social learning theory. The candidate provides some good sporting examples but is merely repeating the point already credited. To gain more marks they could have discussed the role of arousal, catharsis and punishment.
Examiner commentary

This is a good response as the candidate clearly understands the causes of frustration and the impact of catharsis, the candidate narrowly misses a fourth mark when discussing punishment, if they had gone on to say punishment further increases frustration they would have gained another mark. They provide good evaluation stating that frustration doesn’t always lead to aggression, but could have taken this further and used other theories e.g. social learning theory to gain further credit.
Question 3(a)(i)

(i) Using practical examples, explain how transport and education affected the opportunities to participate in sport in pre-industrial Britain.

Level/Mark – Low 1/5

Transportation was few and so sports would have to stay in the communities. They could not play against other communities as they were too far to travel. The lower class were uneducated so rules had to be simple. Upper classes were more literate so were able to play more technical sports such as real tennis.

Examiner commentary

To gain full marks the response must reference at least 2 sporting examples - this candidate has done this as they have mentioned both real tennis and mob football. However, their answer is very vague and makes very limited reference to opportunity. The section of the response relating to transport makes no reference to social class, therefore the candidate is unable to achieve the mark for “stay in the communities” or “could not play against other communities” as this would have only applied to the lower classes.

In the next part of the response relating to education they cannot gain the mark for linking uneducated and simple rules as they have not stated how this affected opportunity. They have however gained this mark later when talking about the upper class as they have liked higher literacy with being able to access more technical sports.
Level/Mark – Low 1/5

Transport affected participation in sport as none and part, and waiting won the forms of transport in the time. The roads were in a bad state meaning travel was limited. Therefore, people understanding of rules remained very local. People didn’t travel far. Examples: Education affected opportunities as the upper class were better educated, they could read and write, so their understanding of rules reflected in their sophisticated sport. For example, real tennis and [6]

fox hunting which had complex rules. Whilst the working class where not educated, they couldn’t read or write which reflected in the sport activities they played e.g. mob football, which was violent and had few rules.

Examiner commentary
The initial part of the response is very vague, although a number of good points are identified they have made limited attempt at explaining their impact on opportunity. Had the candidate explored further the differences between the upper and lower classes and explained the impact of this on differing opportunities they would have gained at least 2 marks in this first section as long as they had cited appropriate sporting examples. In the second part of the response they have gained a mark for explaining how education gave the upper classes more opportunities and backed this up with a good sporting example.
Examiner commentary

In this response the candidate has successfully explained how limited transport reduced the opportunities for the lower classes to participate. As they have used one example (horse and carriage) they are able to gain 4 of the 5 available marks. They have also successfully identified that lack of transport meant that leagues could not be formed. The education section of the response is too vague as it doesn’t make a strong enough reference to how the factors impacted on participation.
Examiner commentary

The candidate uses a range of sporting examples to good effect in this response. They correctly describe how education for the lower class was limited and therefore impacted on the sports they could play. They then make 2 good points related to the availability of transport. The candidate missed opportunities to gain further marks as they could have discussed characteristics such as local, lack of leagues and limited spread of the rules.
Examiner commentary

This response does not follow a logical structure and attempts to link transport and education unnecessarily. The candidate provides good sporting examples and makes good links between the lower class having no transport and therefore games remaining local. Their comments relating to mob football are correct however they do not link this to opportunity to participate and therefore cannot gain credit.
Question 3(a)(ii)

(ii) Identify one way in which transport improved opportunities to participate in sport in post 1850 industrial Britain.

Level/Mark – High 1/1

Examiner commentary

The response correctly makes reference to playing against others therefore the mark has been awarded.

Level/Mark – Low 0/1

Examiner commentary

The response here is too vague as it makes no reference to increasing participation, which is needed to gain the mark.
Examiner commentary

Benefit of the doubt has been awarded here for the comment relating to the railways spreading the rules; a stronger answer would explain that this allowed increased participation.

Examiner commentary

This is a good response as there is a clear link made between the development of the rail network and sports fixtures between different towns.

Examiner commentary

The candidate makes a good link between rail travel and increased fixtures to gain the mark.
Question 3(b)(i)

Fig. 3b shows the weekly working hours of three men who had the same job but at three different periods of history.

<table>
<thead>
<tr>
<th>Name</th>
<th>Working hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim</td>
<td>40 hours</td>
</tr>
<tr>
<td>William</td>
<td>75 hours</td>
</tr>
<tr>
<td>John</td>
<td>57 hours</td>
</tr>
</tbody>
</table>

(i) Plot the names of each of the three men on the timeline to show at what period of history they would have been working.

Level/Mark – High 1/1

Examiner commentary

The diagram has been labelled correctly within the parameters set in the mark scheme.
Examiner commentary

The candidate has correctly labelled the diagram using the information provided in the table.

Level/Mark – High 1/1

Examiner commentary

The candidate has correctly labelled the diagram using the information provided in the table.

Level/Mark – High 1/1

Examiner commentary

The candidate has correctly labelled the diagram using the information provided in the table.
Level/Mark – Low 0/1

Examiner commentary
The candidate has placed the names in the wrong order and therefore cannot be awarded the mark.
Question 3(b)(ii)

(ii) Using Fig. 3b, explain how the different working hours affected an individual’s opportunity to participate in sport.

Level/Mark – High 3/3

Examiner commentary

The candidate has demonstrated a good level of understanding and has successfully applied this to the men listed in Fig. 3b. The response here requires not only knowledge of the time periods but the ability to link this knowledge to the table provided in order to gain all 3 AO2 marks.

Level/Mark – High 3/3

Examiner commentary

In this response the candidate has shown a good level of knowledge relating to working hours and they have linked this well to the names provided in the table in order to gain all 3 marks available.
Examiner commentary

The candidate has shown a good level of knowledge and has supported this with dates to accurately apply their knowledge to the differing timeframes required in the question.

Level/Mark – High 3/3

This response shows good knowledge of how working hours changed over time, the candidate uses dates to effectively explain how working hours impacted on opportunities for participation.
Examiner commentary

The candidate provides a good explanation of how working hours in 1800 and 1900 impacted on participation. Their last point relating to flexible working is too vague and therefore does not gain any credit, to gain the mark they would need to explain that people today have more leisure time than those in the past.
(c) Evaluate the effect of media coverage on sport in the 21st Century.

Level/Mark – Medium 2/5

There is high media coverage meaning there is more money being put into sports. Different sports are being spread across different countries. Political issues are being highlighted such as racism, and gender inequalities and so are more encouraged to be stopped. However, sport has become more of a marketing strategy as companies take advantage of it to have their products seen through the media. Role models are also formed by sport athletes becoming sporting stars. This can be good or bad depending on whether the athlete is a good example to those following them or not.

Examiner commentary

In this response the candidate makes a number of valid statements; however the response reads as a list of impacts rather than evaluating the effects of the media and therefore large sections of the response are too vague. They have gained marks for explaining that more money is available to sport and that role models are created. To score higher the candidate needs to ensure that their comments are evaluative not merely a list of possible impacts of the media.
Media coverage on sport meant... 

Example: As the Olympics were first celebrated, they became a shared celebration amongst countries. It meant professionals could showcase their skills to investors. The golden triangle refers to the interdependence between the three factors: sponsorship, media, and sport. Each factor affects and influences the others. Media coverage benefited others. Popular sports such as snooker now enjoyed increased attention and benefited. Racing, a great deal, media coverage made it accessible for everyone to encourage spectators, much could influence people to take part.

Level/Mark – High 4/5

Examiner commentary

This is a good answer demonstrating a high level of understanding of the effect of media coverage on sport. The candidate has provided a good definition of the golden triangle but to gain the mark they would need to be more specific and make links to commercialism or increased money available to sport as a result of this, simply describing the golden triangle is not evaluating the effect of media coverage.
Examiner commentary

This response is very brief and only mentions one point worthy of credit, the candidate explains this point in good detail but would need to discuss further points to gain more marks. They would also need to include both positive and negative impacts in order to gain full marks.
Examiner commentary

The first part of this response is simply listing different types of media, there is no credit for this as it is not answering the question. One mark is awarded for identifying that the media increases the amount of money available to sport. The final part of the response is too vague to gain credit. To score higher the candidate needs to explain the wider impacts of media as a whole.
Media coverage has helped sport in the 21st century hugely because more people are watching it on TV, which increases participation. Media also increases sponsorship, so more money is coming into different sports so that more facilities can be built and thus access. More spectators, there is media coverage of other countries such as NFL which encourages people to participate in all varieties of sport. However, most media coverage is of male sport, so there are skill more males participating in sport, and more males participating. Old professionals, e.g., England women rugby are not professional, so the increase in media coverage has also led to ticket prices rising so some spectators from lower class backgrounds may not be able to watch.

Examiner commentary

This is an excellent response allowing the candidate to gain all 5 marks available; they have included a good range of positive and negative impacts. Their answer is a little repetitive in places but they are able to gain all of the marks on offer.
Question 3(d)(i)

(i) Identify two aims of the modern Olympic Games.

Level/Mark – High 2/2

To form unity between countries and develop equality.

Examiner commentary

Two correct aims are identified to gain both marks available.

Level/Mark – Medium 1/2

Examiner commentary

The candidate correctly identifies one of the aims to gain the first mark, however the second mark cannot be awarded as increasing participation was not one of the original aims of the modern Olympics.
Examiner commentary

As the question specifically asks for two aims of the modern Olympics only the first 2 attempts can gain credit. Amateurism is not one of the original aims of the modern Olympics and therefore does not gain credit. Although fairness and equality are both correct answers only the first 2 answers can be marked, therefore equality cannot gain credit.

Examiner commentary

The candidate successfully identifies two aims of the modern Olympics to gain all of the marks available in this question.

Examiner commentary

The candidate cites friendship as one of the aims which is correct, however excellence was not one of the original aims of the Olympics and therefore is not worthy of credit.
Question 3(d)(ii)

(ii) Outline the background to the start of the modern Olympic Games.

Level/Mark – Low 0/3

Examiner commentary

The candidate's response is not answering the question and therefore there is nothing worthy of credit. To gain full marks the candidate needs to explain the role of De Coubertin and the historic events that inspired him to set up the modern Olympics.

Level/Mark – Low 0/3

Examiner commentary

Here the candidate has not shown enough knowledge worthy of credit, to gain 3 marks they need to give three separate points relating to the background of the games and De Coubertin’s vision.
Examiner commentary

Here the candidate has gained a mark for correctly identifying De Coubertin as the games founder, to gain further credit they would need to give examples of where he took his inspiration e.g. the Much Wenlock Games or the English public schools.

Level/Mark – High 3/3

Examiner commentary

Excellent knowledge is demonstrated in this response, the candidate has shown that they clearly understand the impact of De Coubertin in establishing the modern Olympics, in order to gain all 3 marks available.
The first modern Olympic games were held in Athens in the late 1800s. The modern games were introduced by Pierre de Coubertin after he visited rugby school and saw the teamwork and high level of sport between the boys at public schools.

Examiner commentary
The candidate has been awarded 2 marks for this response. BOD was awarded as De Coubertin is spelt incorrectly, and the candidate also gains a mark for the reference to the influence of the public schools. The reference to Athens is too vague as the exact date needs to be provided to gain the mark.
Define arousal and explain the different theories of the effects of arousal on performers in sport. Discuss how arousal level may have different effects depending on the stage of learning of the performer and the type of skill being performed.

Level/Mark – Medium 6/10

...Arousal is due to an increase in anxiety. One theory states that as arousal increases so does performance level, this is continuous. The inverted U theory states that as arousal increases so does level of performance until the athlete reaches their optimal level of arousal. At this point they will perform at their best but if arousal continues to increase performance level will decrease. The catastrophe theory states that as arousal level increases so will level of performance. If an athlete's somatic anxiety remains low whilst cognitive anxiety is high, if somatic anxiety increases this will have a catastrophic effect on their level of performance. Although, if they decrease somatic anxiety level of performance can once again increase.

If the performer is at the beginner stages of learning a high arousal will have a negative impact on them. They will be unable to control it fully and do...
Examiner commentary

In this response it was deemed that the candidate had shown satisfactory knowledge and understanding of the AO1 material, their description of catastrophe theory is very good and shows a good level of knowledge however their definition of arousal is inaccurate and whilst drive theory is briefly described the candidate has not correctly named the theory.

The candidate has provided good AO3 analysis to explain how stage of learning would be affected by arousal; they have also provided a good account of how arousal impacts skill type.

The answer contains no AO2 content which has limited the overall score to level 2, to improve their score and move into level 3 the candidate should apply sporting examples when describing the theories and explaining the impacts of arousal on both skill type and stage of learning.
Arousal is one readiness state of a performer to perform. These theories suggest as arousal and drive increase so does performance in a linear fashion. As drive increases and arousal increases, the dominant response is more likely to occur as less information is being processed. In the autonomous stage, the dominant response is likely to be correct as a well-learned performer has put the movement into their long term memory. Meaning it can be carried out with little conscious meaning. Performance stays high in the cognitive stage due to dominant response being less likely to be correct as it’s not been developed meaning performance lowers. Gross skills require a higher level of arousal such as a pass in football rather than a fine skill such as a curl throw, requiring a lower level of arousal. The inverted-U theory suggests arousal increases and performance increases up to an optimum level. When this level has passed, performance gradually declines. This means too high level...
Examiner commentary

In this response the candidate has provided a good description of the three main theories of arousal showing detailed AO1 knowledge and understanding. This section could be improved by further explaining the role of cognitive and somatic anxiety in relation to the catastrophe theory.

The candidate has accurately included some sporting examples when talking about the impact of arousal on skill type (gross and fine) however the AO2 content could be improved by providing sporting examples throughout the whole answer.

The AO3 content is concise but still shows effective analysis skills, this could be improved further by the addition of more sporting examples.

On the whole this is a good response and the candidate has accurately applied the correct terminology throughout to provide a well-reasoned and logical line of enquiry.
Arousal is how a person feels towards something and how well they perform based on this.

The first theory of arousal is the drive theory (L) and the states simply that as a person's arousal increases, so does their performance. The second theory of arousal is the inverted-U theory (L) and has states that as a person's arousal increases, so does their performance until it reaches an optimum performance where performance will begin to decrease as arousal increases. The third theory of arousal is the catastrophe theory of arousal (L) and has states that as arousal increases, so does performance until an optimum is reached and performance dramatically decreases. It can then either decline again or continue decreased.

Performers in the cognitive stage of learning may struggle to learn effectively when they are at a high level of arousal as they may be too arousal to concentrate for long enough. However, it may also help as they could be more willing to learn.

Performers in the autonomous stage of learning are at the highest level of performance.
Examiner commentary

In this response the candidate has made a sound attempt at AO1 demonstrating satisfactory knowledge and understanding. They have briefly described all three theories, the description of catastrophe theory is a little vague and seems to imply that performance will always decrease after the optimum is reached - there is no mention of this being caused by an increase in arousal.

The candidate has not provided any sporting examples throughout meaning that they cannot access any of the marks available for AO2 application.

The candidate attempts the AO3 section, accurately describing the impact of arousal on performers at both the cognitive and autonomous stages of learning; however they have not answered the question fully and have neglected to include the impacts of arousal on the type of skill performed.
The first energy is the inverted \( V \) energy. Known as the \( V \) energy model, it occurs when an athlete's performance will increase up to a point or optimal point. This will then gradually decrease as fatigue or arousal reduces. Factors such as muscle fatigue, the graph's optimal point, can be monitored depending on the performance of a gymnast. For example, performance may increase or decrease over time.
Examiner commentary

This is an excellent response the candidate has demonstrated excellent AO1 knowledge addressing all three of the main theories accurately and in detail. They show excellent understanding of the inverted U theory stating that the optimal point will shift depending on the performer; they also demonstrate excellent knowledge of the catastrophe theory accurately explaining the role of cognitive and somatic anxiety.

They demonstrate excellent AO2 application and consistently apply sporting examples throughout all sections of the response.

AO3 is covered in excellent detail supported again by sporting examples, the candidate addresses the impacts of arousal on both gross/fine and simple/complex skills and accurately evaluates how arousal is affected by the stage of learning.

Overall the response follows a clear and logical structure, key terminology is applied accurately and the response is relevant and substantiated.
Arousal is the drive to be motivated and achieve a goal. The inverted-U theory suggests that as arousal increases so will performance up to an optimum point. After that, it will slowly decrease. Cognitively, learners will display a negative effect on performance if arousal is too high because they are not experienced and when arousal levels increase, their dominant response will come through and it is likely to be incorrect and therefore decrease performance.

The case-study theory suggests there is an arousal increase so does performance, but it somatic and cognitive anxiety heighten, too. High-thrill will be a drastic decrease in performance if cognitive anxiety continues to rise. Performance will decrease further, this is more likely for cognitive learners, and fine skills such as snooker because they require high levels of accuracy. If the performer can see their arousal levels, know coaches, performance will stop to increase. Again, this is more likely to happen to autonomous learners, such as elite athletes.

Hull drive theory suggests that as arousal levels increase, so does performance. This could be true for gross skills because...
Examiner commentary

This is a good response demonstrating a good level of knowledge overall. The candidate's definition of arousal is a little brief but they have written enough to justify some credit. Their descriptions of the theories are good particularly for the catastrophe theory where they discuss the role of both cognitive and somatic arousal. The description of the inverted U theory is a little vague in parts particularly at the end where they state that performance will slowly decrease after the optimum; they should ensure that it is clear this will only occur with an increase in arousal levels.

There is a limited attempt at AO2, with 2 sporting examples given however one of these is a little vague as they simply name the sport rather than a skill within it (snooker). If the candidate had accurately applied sporting examples throughout, they would have achieved a grade closer to the top of the level 3 grade boundary.

They have made a very good attempt at the AO3 criteria, explaining the impacts of arousal on both skill type and ability. Overall there is a good line of reasoning supported by accurate use of technical and specialist vocabulary.
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