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Introduction

These exemplar answers have been chosen from the summer 2018 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 https://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 2018 Examiners’ report or Report to Centres available from Interchange https://interchange.ocr.org.uk/Home.mvc/Index.

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2019. Until then, they are available on OCR Interchange (school exams officers will have a login for this and are able to set up teachers with specific logins – see the following link for further information http://www.ocr.org.uk/administration/support-and-tools/interchange/managing-user-accounts/).

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

1 Using sporting examples, explain both visual and verbal guidance.

Exemplar 1

Examiner commentary
This candidate clearly identifies each type of guidance before describing and applying their knowledge of each type of guidance within a practical example to secure full marks.

They clearly understand that visual guidance is a demonstration and use the example of demonstrating a hockey push pass. They know that verbal guidance is being told how to perform an activity and use the example of the football coach telling the player how to pass.

Exemplar 2

Examiner commentary
This candidate achieves 1 mark for visual guidance as they include the example of a striker watching another striker taking a free kick and have earlier said “this helps” so it is felt this candidate has given enough information.

Verbal guidance is incorrectly described as feedback so no second mark is credited. The example given shows nothing about helping to improve performance. Feedback tells a performer what they have done; guidance tells a performer what they need to do / how they need to do it. Had the candidate picked a specific piece of feedback and written it in terms of what the performer needs to do differently next time they would have received a mark e.g. “after a soccer match the coach talks to the players about how they need to pass the ball quicker”.

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Examiner commentary

This candidate didn’t show an understanding of visual or verbal guidance, as they made no reference to demonstration / showing or describing / telling within their example or anywhere in their answer. Another error that resulted in no marks for this question were factual answers that weren’t supported with examples.
Question 2

2 Define the terms ‘learned helplessness’ and ‘mastery orientation’.

Learned helplessness

Mastery orientation

Exemplar 1 2 marks

2 Define the terms ‘learned helplessness’ and ‘mastery orientation’.

Learned helplessness: belief that failure is inevitable.

Mastery orientation: belief that you can control the outcome of an event.

Examiner commentary

This candidate was credited full marks as they described learned helplessness as “belief that failure is inevitable” which was a commonly used term, and mastery orientation as “belief that you can control the outcome of an event”. Other common answers credited for this 2nd part of the question included “motivation to become an expert”.

Exemplar 2 1 mark

2 Define the terms ‘learned helplessness’ and ‘mastery orientation’.

Learned helplessness: is the feeling that failure is inevitable and after you can not change the outcome that affects future events.

Mastery orientation: being able to complete tasks skill with ease.

Examiner commentary

This candidate is credited 1 mark for understanding that learned helplessness is the “feeling that failure is inevitable”. They did not secure further marks for their definition of mastery orientation.
2 Define the terms ‘learned helplessness’ and ‘mastery orientation’.

Learned helplessness: attributing success to external factors and failure to internal factors.

Mastery orientation: attributing success to internal controllable factors and failure to external factors.

Examiner commentary

This candidate fails to score marks as they are not defining learned helplessness and mastery orientation. Instead, they are attempting to identify the causes.
Question 3

3 Identify two characteristics of effective leadership in sport. [2]

Exemplar 1  2 marks

3 Identify two characteristics of effective leadership in sport.

Confident, knowledgeable. [2]

Examiner commentary
This candidate clearly identified two characteristics of effective leaders. A concise and clear answer.

Exemplar 2  1 mark

3 Identify two characteristics of effective leadership in sport.

Courage - not afraid of the situation. Courageous, good communication skills - letting team know what is required. [2]

Examiner commentary
This candidate achieved 1 mark for good communication skills. The other point made was considered to be too vague.

Exemplar 3  0 marks

3 Identify two characteristics of effective leadership in sport.

Ability to force control of the group, to be able to act as a role model. [2]

Examiner commentary
Both of this candidate’s answers were considered TV (too vague). Had they identified any characteristics that help an effective leader to take control of a group e.g. confidence or good communication skills they would have achieved credit.
Question 4

4 Other than imagery, identify two other cognitive stress management techniques used by sports performers.

Exemplar 1

4 Other than imagery, identify two other cognitive stress management techniques used by sports performers.

mindfulness

[2]

Examiner commentary

This candidate achieves full marks for identifying mindfulness and rational thinking as two cognitive stress management techniques. A clear and concise answer, adhering to the question asked.

Exemplar 2

4 Other than imagery, identify two other cognitive stress management techniques used by sports performers.

positive self-talk and rationalisation

[2]

Examiner commentary

This candidate is credited 1 mark for positive self talk. Rationalisation was considered TV as candidates should be able to recall the techniques named on the specification when the command word is identify. Rational thinking would be needed to secure the second mark, or any other strategy on the specification.

Exemplar 3

4 Other than imagery, identify two other cognitive stress management techniques used by sports performers.

breathing techniques

[2]

Examiner commentary

This candidate identifies two somatic stress management techniques instead of cognitive ones, therefore is not answering the question asked. No marks were credited.
Question 5

5 Using practical examples from sport, explain the two types of reinforcement that may be used during operant conditioning when learning motor skills.

Exemplar 1

5 Using practical examples from sport, explain the two types of reinforcement that may be used during operant conditioning when learning motor skills.

Positive reinforcement: A swimmer performs the desired response (e.g., a successful dive) then they will be praised by the coach, so that they are more likely to happen again.

Negative reinforcement: If the swimmer is struggling to dive properly, then they will keep getting confronted by the coach. Therefore, the swimmer stops the dive and takes place. 

Examiner commentary

This candidate gives an excellent response and directly answers the question by using a practical example from sport to explain two types of reinforcement. They secure their marks by successfully naming, explaining and using examples. This candidate clearly explains negative reinforcement as when a swimmer is struggling to dive, the coach critiques them, and this response from the coach stops when the desired response, i.e. successful dive occurs. Therefore identifying that negative reinforcement is the removal of an unpleasant stimulus when the desired response occurs.

Exemplar 2

5 Using practical examples from sport, explain the two types of reinforcement that may be used during operant conditioning when learning motor skills.

Positive reinforcement is where correct technique is rewarded, strengthening S-R bond. 

Examiner commentary

This candidate achieves a mark for positive reinforcement as they clearly describe it and follow this with an applied example.

No marks were credited for negative reinforcement as they are incorrectly describing and exemplifying punishment. This was a common error.
5 Using practical examples from sport, explain the **two** types of reinforcement that may be used during operant conditioning when learning motor skills.

**Positive Reinforcement** would be used to **strengthen** the SR bond and to **reinforce** the behavior of skill, for example a trophy or medal.

**Positive Punishment** would also be used to **correct** technique for example, a marine’s rower.

5 Do sit ups or press ups as a

Examiner commentary

Although this candidate knows what positive reinforcement is, they don’t use their knowledge to answer the question asked. They give an example of a reward but don’t ‘use an example from sport’. Had they backed their informative description up by saying “a trophy or medal is given to the netballer for man of the match for putting in all their effort” they would have earned the mark.

Alternatively, had they used the more common example of praise by saying “praise is given to the netballer when they perform the chest pass at the right time so they will perform it again” they would have achieved a mark.

The candidate then becomes confused between punishment and positive reinforcement and receives no further credit.
Question 6 (a) (i)

6  (a)  (i) A dive in a swimming race could be classed as a closed skill.

Which one of the following terms could also be used when classifying this skill?

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

A. Fine
B. Gross
C. Continuous
D. Self-paced

Exemplar 1  1 mark

Exemplar 2  0 marks

Examiner commentary

This candidate correctly identifies the answer as gross. They also underline key words in the question, which is good exam technique.

Examiner commentary

Incorrect answer selected.
Question 6 (a) (ii)

(ii) Give one reason for your answer given above.

Exemplar 1  1 mark

(ii) Give one reason for your answer given above.

because it requires large muscle groups

Examiner commentary
This candidate understood that a racing dive is a gross skill because it requires large muscle groups.

Exemplar 2  0 marks

(ii) Give one reason for your answer given above.

...The swimmer controls the take... and... speed...

...at which the dive is executed...

Examiner commentary
The candidate incorrectly identified a swimming racing dive as self-paced in the previous question and therefore their reasoning in this answer is also incorrect.
Question 6 (a) (iii)

(iii) Front crawl in swimming can be classified as an open skill or a closed skill. Explain when front crawl could be classified as an open skill.

Exemplar 1 2 marks

(iii) Front crawl in swimming can be classified as an open skill or a closed skill. Explain when front crawl could be classified as an open skill.

...Front crawl can be classified as an open skill during a race because the environment affects the performance of the swimmer e.g. when the race starts, finishes and the speed of the race.

Examiner commentary

This candidate highlighted key points in the question helping them to understand it and ensured they linked their answer to the example given in the question which is an excellent response. They gain credit for explaining that front crawl can be an open skill during a race, which is point 1. They go on to say “because the environment affects the performance of the swim e.g. when the race starts, finishes and the speed of the race” which earns them their second mark.

Exemplar 2 1 mark

(iii) Front crawl in swimming can be classified as an open skill or a closed skill. Explain when front crawl could be classified as an open skill.

It can be classified as an open skill during a race, but you have distractions from the crowd e.g. TV, which can affect how you swim or how fast you swim.

Examiner commentary

This candidate achieves 1 mark for saying that front crawl can be an open skill in a race. The reasons given are not credit worthy, as “distractions from the crowd” would not make a race an open skill. Distractions from swimmers next to you was considered to be TV, had they said the swimmers next to you effect how you swim or effect how fast you swim a mark would have been credited.

Exemplar 3 0 marks

(iii) Front crawl in swimming can be classified as an open skill or a closed skill. Explain when front crawl could be classified as an open skill.

An open skill is when a skill is affected by the environment. A front crawl can be open as...

Examiner commentary

This candidate achieved 0 marks for saying that front crawl can be an open skill in a race. The reasons given are not credit worthy, as “distractions from the crowd” would not make a race an open skill. Distractions from swimmers next to you was considered to be TV, had they said the swimmers next to you affect how you swim or effect how fast you swim a mark would have been credited.
Examiner commentary

This candidate understands that an open skill is influenced by the environment, however doesn't use this knowledge to address the question asked and so receive no marks. They need to link their answer to swimming front crawl and show that they understand a situation when a skill that is normally a closed skill is in fact an open skill.
Question 6 (b) (i)

(b) (i) Define positive transfer and negative transfer when learning motor skills.

Positive transfer: ..........................................................

Negative transfer: ..........................................................

[2]

Exemplar 1 2 marks

(b) (i) Define positive transfer and negative transfer when learning motor skills.

Positive transfer: One skill helps the learning of another

Negative transfer: One skill inhibits the learning of another

[2]

Examiner commentary

This candidate gives a clear and concise definition of positive and negative transfer.

Exemplar 2 0 marks

(b) (i) Define positive transfer and negative transfer when learning motor skills.

Positive transfer: E.g. when one skill from a sport positively affects the learning of a new one

Negative transfer: When a previously learnt skill regresses...

[2]

Examiner commentary

This candidate receives no marks for this question as they repeat the term positive and negative in their descriptions.
Question 6 (b) (ii)

(ii) What makes negative transfer most likely to occur in sport?

..............................................................................................................................................................................
.............................................................................................................................................................................. [1]

Exemplar 1 1 mark

(ii) What makes negative transfer most likely to occur in sport?
- When similar skills have different movements and techniques.
  Pig & ballmunder push or a smooth tennis shot............................................................................................................ [1]

Examiner commentary

This candidate is correct in saying that negative transfer is caused by similar skills having different movements. This is equivalent to point 3 on the mark scheme. The example given is not needed.

Exemplar 2 0 marks

(ii) What makes negative transfer most likely to occur in sport?
  [TV, poor technique].................................................................................................................................................... [1]

Examiner commentary

This candidate's response is insufficient to earn marks for this question.
Question 6 (b) (iii)

(iii) Give one way in which a coach in sport can minimise negative transfer occurring.

...................................................................................................................................................... [1]

Exemplar 1 1 mark

(iii) Give one way in which a coach in sport can minimise negative transfer occurring.

point out aspects of a skill that seem similar but aren't, this is equivalent to point 1 on the mark scheme.

Examiner commentary

This candidate understands that in order to minimise negative transfer a coach should point out aspects of the skills that seem similar but aren't, this is equivalent to point 1 on the mark scheme.

Exemplar 2 0 marks

(iii) Give one way in which a coach in sport can minimise negative transfer occurring.

by showing a performer what the skill should look like before attempting it.

Examiner commentary

This response doesn't show enough knowledge of prevention of negative reinforcement to earn any marks.
Question 6 (c) (i)

Bandura’s model identifies four processes involved in the copying of behaviour. Two of these are ‘retention’ and ‘motor reproduction’. Explain these terms.

Exemplar 1 2 marks

Retention is how well you remember a skill or a hockey player remembers to pass. Motor reproduction is having the ability to perform the skill of the hockey player is at association point so capable of passing.

Examiner commentary

This candidate explains the terms retention and motor reproduction and is credited two marks. They also apply an example in their answer, which is not needed, and marks are achieved prior to the examples. Ideally we would want a candidate to talk about the a performer having the physical / mental ability to perform / copy a skill in the motor reproduction section, however it was decided to accept “having the ability” on this paper.

Exemplar 2 2 marks

Retention: The performer has to remember the information provided from the demo to be able to perform the skill.

Motor reproduction: The performer has to be physically capable of performing the skill.

Examiner commentary

This candidate gave clear and concise explanations of both parts of the model earning marks for

- Retention – remember information
- Motor reproduction – have to be physically capable.
Exemplar 3

(c) (i) Bandura’s model identifies four processes involved in the copying of behaviour. Two of these are ‘retention’ and ‘motor reproduction’. Explain these terms.

Retention is whether the performer remembers the skill they’ve paid attention to, i.e. remembering a certain skill in football. Motor reproduction is the last stage and is where the performer recreates the skill i.e. finally performing the skill in a game. [2]

Examiner commentary

This was a common response to this question, scoring one mark for a good explanation of retention by referring to ‘remembering’. Motor reproduction was incorrectly described as the performer copying or performing the skill they have watched, which was a common error.

Exemplar 4

(c) (i) Bandura’s model identifies four processes involved in the copying of behaviour. Two of these are ‘retention’ and ‘motor reproduction’. Explain these terms.

Retention is when the skill is performed is retained in our memory stores. Motor reproduction is when the action can be successfully reproduced by the performer. [2]

Examiner commentary

The candidate repeats the word ‘retained’ as their explanation of ‘retention’ and therefore fails to achieve any credit. Motor reproduction also achieves no credit as the candidate incorrectly refers to the action being successfully reproduced, which happens later on in the process.
Need to credit Examiner's comment
(ii) Discuss factors that affect successful modelling in physical activity and sport.

- Modelling a significant other or a role model may be of more inspiration to a performer as they take on similar characteristics and try to replicate the style.
- This however could lead learned helplessness when they can’t perform a skill that is too difficult.

The coach needs to base all drills on the stage of learning the performer is at.

The performer may look at someone of a similar ability successfully performing the skill and this increases their self-confidence and sense of well being as one makes many errors they can do it.

Examiner commentary

This question looks at what factors make modelling more likely in sport. This candidate scores a mark for describing that a significant other or role model being more inspirational for point 1. They referred to similar characteristics in the first paragraph and developed this later on to achieve point 2 by confirming someone of a similar ability. The rest of the answer received no credit.
Exemplar Candidate Work

A Level Physical Education

Exemplar 3

1 mark

(ii) Discuss factors that affect successful modelling in physical activity and sport.

- Previous experience, if a performer had had a bad experience before, then a successful role model of the activity might be harder to produce.
- If the performer looks up to someone, such as a coach or role model, then the amount of successful modelling will increase because they want to copy what they're doing. Motivation if a performer has no motivation to perform an activity then they will struggle to produce a successful role model of the activity.

Examiner commentary

This candidate achieves 1 mark for point 1 for referring to a role model. The rest of the answer doesn't address the question, instead describing factors affecting ineffective leadership and thus receives no further credit.
Question 6 (d) (i)

Outline two key aspects of the Atkinson and Shiffrin multi-store memory model.

Exemplar 1 2 marks

This candidate achieves full marks. They earn point 1, which is about the sensory memory taking in environmental cues, although this candidate names it the sensory register which is accepted as it is taught in A Level Psychology as this. They also earn a mark for their knowledge of short term memory.

Examiner commentary

Exemplar 2 1 mark

This candidate achieves 1 mark for point 5 on the mark scheme, which states “information that has been rehearsed is stored in the LTM.”

Exemplar 3 0 marks

This candidate does not achieve any marks.
Examiner commentary

This candidate's response is TV for point 1 as they aren't specific enough about 'information.' Had they given the capacity or duration they would have secured a mark e.g. “all environmental information” or “information stays for up to 1 sec”. This candidate refers to “short term sensory store” which was a term taught on the old specification that was altered for H555-02 and notes need updating to reflect this change, although this would not have prevented them from being credited a mark on this occasion had they given sufficient information. The rest of their answer is TV.
Exemplar 1

(ii) Evaluate this multi-store approach to memory.

**Positives**

- Good because it simplifies the memory process and as a result aids understanding.
- Also good because it explains why those with brain damage may have dysfunctional memory.

**Negatives**

- Too simplified as it doesn’t explain why people remember some bits of information better than others, e.g., remembering an explanation better than a diagram.
- It also does not prove the difference between long term and short term memory as well as not effectively describing the interaction between long term and short term memory.

Examiner commentary

This candidate clearly answers the question and their exam technique is outstanding. The reader is aided by the inclusion of using subheadings and each new point being started on a new line. This bullet pointed approach is acceptable because the candidate writes in full sentences and quality of language is not assessed in this question.
(ii) Evaluate this multi-store approach to memory.

This multi-store approach is good as it is quite simple to understand as there are only 3 stages to the approach. However, it helps you understand that rehearsal of a skill is key to making the skill reach your long term memory. However, it might seem too simplistic as there is no real indication as to the reasons for things being remembered and not remembered. Also, there are no real distinguished differences between short and long term memory other than mental rehearsal.

Examiner commentary

This candidate gave an excellent response to a question that any candidates found difficult, earning the full marks that eluded many. The response focused on the command word evaluate and clearly gave strengths, identified by “it is good” and “also helps.” In this part of their answer they earned marks for saying that it is “simple to understand” and “helps you understand that rehearsal of a skill is key to making the skill reach your long term memory.” Criticisms were also identified with “however” and they gained credit for “too simplistic” and “no distinguished difference between short and long term memory.”
Exemplar 3  2 marks

(ii) Evaluate this multi-store approach to memory.

The multi-store model is good as it shows how information passes through long-term memory and eventually becomes remembered. It also shows how much information can be stored in each store, allowing coaches to understand what they need to focus on. However, it doesn’t explain deeper processing which causes the lock-in effects.

Examiner commentary

This candidate understood the command word evaluate and achieved marks for saying 1 good point about the model and 1 point about what it didn’t explain. They achieved point 6 and it was felt they said enough to earn point 13.
Examiner commentary

This question requires candidates to evaluate multi-store model of memory. This candidate attempted to describe it, which is what the previous question wanted. They attempt a brief evaluative point at the end but it is insufficient to gain credit.
Question 7 (a)

Chelladurai’s multi-dimensional model of sports leadership, shown in Fig. 7 below, identifies different factors that affect leader behaviour.

![Diagram of Chelladurai's multi-dimensional model](image)

**Fig. 7**

(a) Using examples from physical activity and sport, explain how effective leadership can be achieved according to the model.

**Exemplar 1 6 marks**

(a) Using examples from physical activity and sport, explain how effective leadership can be achieved according to the model:

For example, the situational characteristic is rock climbing, which is a relatively dangerous skill. The leader has the characteristics of being an expert rock climber and the members are

noticed rock climbers. The required behaviour of leader is an automatic approach because the skill is dangerous and here is a group. The preferred behaviour of

the members for what the leader should be is automatic because they feel like they need to be told what to do because they have no prior experience. The actual behaviour of the leader is almost automatic where the leader makes all of the decisions. As a result because a lot of the factors agreed and linked with each other performance and satisfaction of rock climbing is high.
Examiner commentary

This is an excellent response to a hard question, achieving full marks. An extra credit worthy point is also given which is outstanding exam technique. The candidate talks through the model sequentially and applies the example of rock climbing more than twice so has access to full marks. They achieve marks in the following way:

- Point 1 EG – situational characteristics – rock climbing which is dangerous
- Point 3 EG – leader characteristics – expert rock climber
- Point 2 EG – members are novice rock climbers
- Point 4 – required behaviour of leader is autocratic (because skill is dangerous and there is a group)
- Point 5 – preferred behaviour of members for what leader should be is autocratic because they feel like they need to be told what to do
- Point 6 – actual behaviour of leader is autocratic
- (Point 7 EG - Because all the factors agreed, performance and satisfaction of rock climbing is high)

Exemplar 2

Using examples from physical activity and sport, explain how effective leadership can be achieved according to the model.

Effectiveness of leadership can be affected by leader characteristics. This could be age, gender, skill. For example, if the coach has past experience in the sport or has been a coach for a large period of time, then the leadership will be more effective due to experience. Member characteristics can also affect this such as age, gender or skill. For example, if the performer is young in age then leadership is harder due to limited experience and S-R bonds but also level of focus. Actual behaviour, situational characteristics can affect leadership too, such as environment. If the team play a game of football on an icy pitch then this makes communication more difficult as new elements are added in, such as fear of injury.

Examiner commentary

This candidate is credited point 3 as they refer to effective leadership being affected by leader characteristics which could be “age, gender, skill, e.g. if the coach has past experience”. They also achieve point 2 for describing member characteristics such as age, gender, and skill. As no practical example from sport has yet been given, the candidate achieves submax and would need to apply an example to be able to access up to 4 marks, or 2 examples to have access to up to full marks. Point 1 is credited for saying “situational characteristics can affect leadership too such as environment. If the team play a game of rugby on an icy pitch…” as they have applied an example to the point. In total, this answer earns 3 marks.
Exemplar 3

0 marks

(a) Using examples from physical activity and sport, explain how effective leadership can be achieved according to the model.

- Someone with leader characteristics will be someone who will get great satisfaction from performances.
- Someone who had all 3 characteristics would be the most successful and have the best performances for example... (example is not provided).
- Sir Alex Ferguson as manager he displayed all 3 characteristics as manager which allowed him to gain leadership behaviour which was required, preferred and what was actually produced that lead to great satisfaction from his signed and the performances from the teams he managed reflected it.

Examiner commentary

This candidate repeats words that are present in the question but fails to show any understanding of Chelladurai’s model of leadership. They attempt to use an example but are unsuccessful in their appreciation of the model.
Question 7 (b) (i)

(b) Coaches aim to develop positive attitudes towards sport and physical activity.

(i) Explain the term 'cognitive dissonance' in relation to changing an attitude in sport.

[2]

Exemplar 1  2 marks

(b) Coaches aim to develop positive attitudes towards sport and physical activity.

(i) Explain the term 'cognitive dissonance' in relation to changing an attitude in sport.

Examiner commentary

This candidate uses good exam technique by underlining key points in the question. They understand what cognitive dissonance is and how it is used to change attitude. They achieve 1 mark for explaining that it "aims to change one element of the triadic model e.g. cognitive element," and 1 mark for referring to "the performer will experience psychological conflict." They attempt an example at the end of the question, which is not needed.

Exemplar 2  1 mark

(b) Coaches aim to develop positive attitudes towards sport and physical activity.

(i) Explain the term 'cognitive dissonance' in relation to changing an attitude in sport.

Examiner commentary

This candidate answers the question through an example and is credited point 2. They are exemplifying "introducing new information to challenge current belief" by saying "where a macho rugby player thinks yoga is too girly, a coach may say that all the best rugby players do yoga to increase their aerobic capacity, this might change the rugby players view of yoga." The reference to aerobic capacity is ignored as we are not marking the physiology paper and without it the candidate still covers enough info by saying "a coach may say that all the best rugby players do yoga."
(b) Coaches aim to develop positive attitudes towards sport and physical activity.

(i) Explain the term 'cognitive dissonance' in relation to changing an attitude in sport.

Someone who is cognitively dissonant may find it hard to change an attitude towards a sport because they have been brought up believing a certain way about a sport or they have become good at it. Past experiences with a sporting activity

Examiner commentary

This candidate does not show any understanding of the cognitive dissonance so is not credited any marks.
Question 7 (b) (ii)

(ii) Persuasive communication is a method of changing an individual’s attitude.

Using practical examples from sport, explain three factors which influence the effectiveness of persuasive communication in changing attitudes.

3 marks

Exemplar 1

(ii) Persuasive communication is a method of changing an individual’s attitude.

Using practical examples from sport, explain three factors which influence the effectiveness of persuasive communication in changing attitudes.

The person doing the persuading – a role model or coach. For example, a tennis coach encouraging a young player to keep trying. Even though they are weak, enjoying it.

Quality of the message – if the message the person is young is particularly an individual, has more meaning. How their attitude.

How more likely to change. For example, if the tennis coach says that the young player can do it. If they keep trying, they will be more motivated to continue trying. Their attitude will change.

The person being persuaded – e.g., if the young player is stubborn (more tuned), then it will be harder to change their attitude towards playing tennis.

Examiner commentary

This is a top quality response to a question that many found difficult. The candidate has excellent exam technique. They give and explain three factors affecting effective persuasive communication and support each with a practical example from sport. They achieve points 1, 2 and 3 on the mark scheme. Some other responses focused on factors influencing ineffective persuasive communication, which were accepted as this was also considered to be answering the question.
Exemplar 2

(ii) Persuasive communication is a method of changing an individual’s attitude.

Using practical examples from sport, explain three factors which influence the effectiveness of persuasive communication in changing attitudes.

TV

Examiner commentary

This candidate achieves 1 mark for explaining that a significant other is more likely to get the message across and backs this up with Johnny Wilkinson as a practical example from sport. They go on to explain that the message needs to be clear to be understood which is point 2, however they do not give an example to support this point up so are not credited any further marks.

Exemplar 3

(ii) Persuasive communication is a method of changing an individual’s attitude.

Using practical examples from sport, explain three factors which influence the effectiveness of persuasive communication in changing attitudes.

TV

Examiner commentary

This candidate has a good understanding of factors affecting the effectiveness of persuasive communication however is let down by their exam technique. They refer to point 1 and here mention both the status and number of persuaders, and also point 3 about the recipients openness to persuasion however, they don’t use practical examples from sport to demonstrate this understanding. “A coach” isn’t enough for a practical example from sport, had they added “football coach” to back up the fact they made this would have been accepted.
Exemplar candidate work

Question 7 (c)

(c) Evaluate the instinct theory of aggression.

Exemplar 1

(c) Evaluate the instinct theory of aggression.

Examiner commentary

This was a good answer with excellent exam technique for a evaluate question making the strengths and weaknesses extremely clear. Marks were credited for stating that a strength of instinct theory is “some people find it hard to control their aggression” – point 2. Later on point 1 is credited for saying that it “shows how it can be natural.” One mark is credited for a successful criticism saying that “it ignores the fact that not everyone finds it hard to control their anger” for point 8, it was felt the candidate understands the link between anger and aggression as they referred to this link at the start of their answer. The candidate later attempted another criticism by saying “Bad, as not everyone is naturally aggressive when goal driven behaviour is blocked”. This was considered TV as although they touched on point 5, they linked it to a description of frustration-aggression hypothesis within the same sentence and thus it was unclear whether the candidate was successfully critiquing instinct theory. Had they simply said a criticism was “not everyone is naturally aggressive” they would have achieved point 5.
Examiner commentary

Exemplar 2

(c) Evaluate the instinct theory of aggression.

Examiner commentary

This candidate starts by describing the theory and achieved a submax of 1 for the statement that “aggression is innate” according to instinct theory. As they haven’t clearly labelled strengths they are not eligible to further marks from this section of the mark scheme. They go onto say “however this is proved wrong by performers who are not naturally aggressive.” Here they are clearly giving a criticism of the theory so achieve point 5.

Exemplar 3

(c) Evaluate the instinct theory of aggression.

Examiner commentary

This candidate starts by attempting to describe instinct theory of aggression and receives 1 mark submax for saying that aggression “is a natural reflex that we have to be primitive” for point 1. They then attempt to be evaluative by referring to the theory having truth but fail to secure further marks. They attempt to give a criticism by saying “it fails to explain any random acts of aggression” which is TV to be credited any of points 5 – 9 on the mark scheme.
Question 7 (d) (i)

(d) (i) Define ‘sports confidence’.

Exemplar 1

(d) (i) Define ‘sports confidence’.

...belief of an individual. The degree of...

...belief an individual possess towards their...

sporting ability.

Examiner commentary

This question requires a definition of sports confidence. This candidate covered confidence by stating it is “the degree of belief an individual possess,” and it was also linked it to sport to secure their mark.

Exemplar 2

(d) (i) Define ‘sports confidence’.

It is the natural, innate confidence that a performer has in a specific sporting...

Examiner commentary

This candidate doesn't define the term successfully as they repeat the word “confidence” and therefore doesn't show they know what it means. They also refer to a “specific sporting situation” whereas confidence is a more global concept.
Exemplar 1

(i) Analyse the impact of sports confidence on participation and performance in physical activity and sport.

Examiner commentary

This candidate’s answer is clear and straightforward and directly addresses the question asked achieving full marks. Marks are credited for stating that high sport confidence increases participation, and low sport confidence decreases participation. They go onto say that high sports confidence positively effects performance causing success and low sport confidence has a negative effect on performance and they don’t succeed.
Exemplar 2

(II) Analyse the impact of sports confidence on participation and performance in physical activity and sport.

If people are more confident when playing sports, participation will increase as more people will want to play different sports. However, getting people confident at playing sports is tricky as not everyone is. The key is to ensure everyone of all levels enjoys the P.E. lessons put on this will get people enjoying sport, increasing sports confidence and performance.

Examiner commentary

This candidate achieves 2 marks for covering the impact of high sport confidence on increasing participation and performance. To achieve more marks they would also need to address the effect of low sports confidence.
(ii) Analyse the impact of sports confidence on participation and performance in physical activity and sport.

Vealey's model of sports confidence shows the relationship between sports confidence or competence and performance. Vealey said everyone has an existing level of sports confidence (SC-trait) and competitive attitude (competitive orientation). These are indicative of the behaviour that is shown during sport (SC-state).

If SC-state is high then the behaviour is well directed and motivated but if SC-state is low then behaviour is tentative and lacking confidence. After performance either satisfaction or disappointment prevails and the objective perceived outcomes affect the level of confidence shown in future sporting experiences. Young athletes are encouraged to gain sports confidence in a situation where sport has high confidence increases the likelihood of success.

**Examiner commentary**

This candidate has described Vealey's model of sport confidence. The question asks about the effect of sport confidence on participation and performance. Although the question was not about Vealey, the candidate could apply this model by talking about the effect of low and high sport confidence on performance, although this is a more complex approach than is needed for this question. In the main section of their answer, the candidate does talk about high and low SC-state but doesn't state the effect on performance here. In their last sentence however, they achieve 1 mark for saying that high sport confidence increases the likelihood of success.
Question 8

8* Arousal has a significant effect on performance in sport.

Evaluate the following theories of arousal:

- Drive theory
- Inverted U theory
- Catastrophe theory.

Using practical examples from physical activity and sport, discuss how different types of skills may require different levels of arousal for optimum performance.

Exemplar 1

Using practical examples from physical activity and sport, discuss how different types of skills may require different levels of arousal for optimum performance.

Drive theory states that as arousal increases, performance increases as well. It is a good theory because it explains why performers perform better in high arousal situations, e.g., why a lucky player has his best performance in a cup final. It is a negative theory because the relationship between performance and arousal is rarely linear, and it doesn't explain why performance deteriorates if over-aroused, e.g., Ben Flower punch in challenge cup final.

Inverted U theory states that performance increases as arousal increases up to an optimum point but after that point, performance will decrease. It is good because it explains that different tasks have different levels of optimal arousal, e.g., a fine motor skill like archery requires lower levels of arousal than a gross skill like weightlifting. It also takes into...
account the ability of the performer as well as explaining that performance decreases when over-aroused. It is bad in that my performance rarely increases and decreases smoothly and it doesn’t take into account the effects of other variables e.g. anxiety. Catastrophe theory is where as performance Declines, arousal increases up to an optimum level after which performance level decreases due to high cognitive and somatic anxiety. If cognitive anxiety is reduced then performance will again increase however if anxiety is not controlled performance continues to deteriorate. It is a good theory because it is the most realistic and explains well that performance can be recorded. It is bad because not everyone will have a drop in performance.

Gross skills e.g. javelin throwing require high levels of arousal for maximum performance whereas fine skills e.g. alchemy require low levels of arousal because they involve fine muscle movements.

Simple skills e.g. jumping is best performed in high arousal situations, complex skills e.g. pole vault are best performed in lower arousal scenarios.
Examiner commentary

There are two parts to this essay on arousal. The first part requires candidates to cover the strengths and criticisms of the three named arousal theories. Many candidates offered descriptions, sometimes these were in place of the evaluation which, although gained some credit, was reflected in the mark credited. It is important to note that candidates were not required to give descriptions although some of the best responses briefly summarised the theory prior to offering a detailed evaluation to give a complete answer.

The second part required sporting examples to be used to support a factual answer whilst discussing optimal arousal levels required for different types of skills. Some candidates did this throughout the 1st part of the answer and some did it as a separate section. Both approaches were equally acceptable.

As this was an essay, some candidates added examples to part 1 which gained credit, although examples had to be given in the second part to maximise marks for AO2.

This candidate gave an excellent response to this question and demonstrated a thorough understanding of all the areas of arousal that were examined as well as excellent exam technique and was credited Level 3 – 9 marks.

The candidate went straight into the answer gaining AO1 credit instantly for briefly describing drive theory. Superfluous descriptions of theories were avoided throughout the answer and therefore the concise descriptions given served as an informative support to the evaluation offered.

The candidate systematically outlines, exemplifies and evaluates theories in detail showing careful planning. The 'good' and 'negative' points made about each theory are clearly labelled and numerous points are made about each theory.

In the evaluation of inverted U theory, the candidate says “it is good because it explains that different tasks have different levels of optimal arousal e.g. a fine skill like archery requires lower levels of arousal than a gross skill like weightlifting”. This earns AO3 for the strength (point 23) and an example (AO2), it also is credited with answering the second part of the answer and earned 2 x AO1 (point 40 and 41) and 2 x AO2.

The candidate clearly understands catastrophe theory and how cognitive and somatic arousal / anxiety affect performance.

In a separate paragraph for part 2, points 40 and 41 were repeated and points 42 and 43 were given supported with examples. More detail could have been given to part 2 to earn more AO3 credit, however it was felt that this candidate had done enough throughout the rest of the answer to not need to do this to earn this high score. The only thing missing that would have earned full marks is a clearer weakness of catastrophe theory as the one offered was considered too vague.

This was an excellent response to this question and fully deserves L3 – 9 marks.
Exemplar 2

8* Arousal has a significant effect on performance in sport.

Evaluate the following theories of arousal:

- Drive theory
- Inverted U theory
- Catastrophe theory.

Using practical examples from physical activity and sport, discuss how different types of skills may require different levels of arousal for optimum performance.

**Drive theory** states the more aroused we become, the better our performance will be; however, this is not true in some cases because some people may become anxious and so their dominant response will be incorrect.

**Inverted U theory** states there will be an optimal point of arousal before we decrease in performance levels. This is more realistic because the higher someone arousal is the more likely they are to become aggressive or anxious and so their performance will decrease.

**Catastrophe theory** is the most true because it states once you’ve reached optimal arousal if you continue to be aroused your performance will decrease drastically but you can build yourself up again. However, everyone will have different optimal and arousal levels.

A fine skill such as a spin on a cricket ball will require a little amount of arousal because the need to concentrate in order to...
Examiner commentary

This candidate briefly explains and attempts to evaluate each theory. They are credited AO1 for drive theory and inverted U theory, AO3 for critiquing drive theory, and AO3 for positively evaluating inverted U and catastrophe theory. The points made are basic.

Part 2 of the answer refers to the required amount of arousal for fine and gross skills and EGs are used in each case, gaining 2xAO1 and 2xAO2. This is a good discussion and application of relevant practical examples. Continuous and discrete skills are irrelevant to the answer.

Overall, the answer was considered to be a Level 2 response worth 5 marks.
Using practical examples from physical activity and sport, discuss how different types of skills may require different levels of arousal for optimum performance.

The theory is stating that with increased arousal, performance will increase. At first, it will go into an infinite amount. The inverted U theory is saying that as arousal levels increase, so does performance but only up to a certain point, then it drops again. And catastrophe theory is saying how performance increases as arousal does until something goes very, very wrong, in a sudden drop in both performance and arousal and it will never return to the same level again. The drive theory isn’t very accurate because at some stage, you will reach your real performance level, so the inverted U theory is good, however, different athletes will have different peaks of arousal and the catastrophe theory says you couldn’t just be back to the same level again. Also, elite performers would forget about it and move on.

An athlete would require low arousal levels as you don’t want to be too hyped up. If you are, you would be less steady and inaccurate. However, with a sport such as rugby, high arousal levels are required so you are pumped and ready to explode. So, you are able to make the tackles to stop your opposition.

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Examiner commentary

This is a limited response showing a basic description of drive theory and a satisfactory description of inverted U theory of arousal, description of catastrophe theory has errors. Evaluation is attempted but is too vague or incorrect.

The candidate gives examples for 2nd part of the question although misses the opportunity to use the examples to discuss different types of skills. They would gain more credit if they said, “archery is a fine skill requiring low arousal.” Similarly, tackling in rugby requires high arousal is credited as AO2 but if the candidate had said this is a gross skill they would also have gained AO1, which would have led to a higher overall score.
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