

GCE

Physical Education

H555/02: Psychological factors affecting performance

A Level

Mark Scheme for June 2025

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, ensure that the work is linked and has been marked. Annotate SEEN if there is no further credit awarded for an answer. Annotate BP on all blank pages.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader via email by the date given by Team Leaders. A blank AE report form should be downloaded from Totara.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Tick
	Cross
BOD	Benefit of doubt
TV	Too vague
REP	Repeat
S	Indicates sub-max reached where relevant
SEEN	Noted but no credit given
IRRL	Significant amount of material which doesn't answer the question
KU	Knowledge and understanding / indicates AO1 on Q8*
EG	Example/Reference / indicates AO2 on Q8*
DEV	Development / indicates AO3 on Q8*
L1	Level 1 response on Q8*
L2	Level 2 response on Q8*

Annotation	Meaning
L3	Level 3 response on Q8*
BP	Blank page

Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.

KU/EG/DEV used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.

On this extended response question, one **KU/EG/DEV** does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

12. Underlined/**emboldened** and (bracketed) text in the MS

- If text is underlined in the mark scheme, the exact word/term/phrase must be used to award the mark.
- If text is **emboldened**, the word/term/phrase or a synonym must be used to award the mark.
- (Bracketed) text is used to give context. Candidates do not need to state bracketed terms to award the mark.

Section A					
Question	Answer			Marks	Guidance
1	a		One mark for: False	1 (AO1)	Award no marks if both boxes ticked
	b		One mark for: False	1 (AO1)	Award no marks if both boxes ticked
2			Two marks from: 1. Progressive muscular relaxation / <u>PMR</u> 2. <u>Biofeedback</u> 3. <u>Centring</u> 4. <u>Breathing control</u>	2 (AO2)	Mark 1st 2 only TV - Muscular relaxation BOD progressive muscle relaxation TV – control of breathing.
3			Two marks from: Sub-max 1 mark for definition & 1 mark for advantage 1. (Definition) information from the proprioceptors / kinaesthesia OR kinaesthetic feel (Advantages) 2. Readily available / feedback is instant 3. Movements can be altered immediately 4. Not reliant on anyone else to gain this feedback 5. Good for experts / autonomous stage of learning, OR if the performer is in the autonomous stage / expert then the feedback is likely to be correct 6. Allows experts to think about other parts of performance / tactics 7. Develops fluency / timing	2 (1 x AO1 1x AO3)	Do not accept: Pt 1 - Comes from within performer (TV) Pt 1 - Feedback from proprioceptors / kinaesthesia Advantages – mark 1st answer only

Section A

Question	Answer			Marks	Guidance
4			Two marks for: 1. Autonomous 2. Associative	2 (AO2)	
5			Two marks from: 1. Increased heart rate / pulse / adrenaline 2. Increased blood pressure 3. Sweating /clammy skin 4. Increased breathing rate / respiration 5. Nausea / butterflies (in stomach) / vomiting 6. (muscle)Tension / headaches 7. Need to urinate OR diarrhoea 8. Dry mouth OR loss of appetite OR yawning 9. Pacing 10. Dizziness 11. Hot/cold flushes 12. Shaking/trembling	2 (AO2)	

			Section B		
Question			Answer	Mark	Guidance
6	(a)	(i)	Three marks for: (Simple skill) 1. Doesn't require much decision making /perception / information processing OR low perceptual load OR technically easy (Closed skill) 2. Not affected by environment OR environment remains the same OR movement patterns don't change / are fixed / habitual OR perception not required (High organisation) 3. Subroutines are very closely linked together / hard to separate sub routines/ break down into smaller parts	3 (AO1)	
6	(a)	(ii)	Two marks for: 1. (Bilateral) Where the learning of one skill is transferred from one/right/left side of body/limb to the other. 2. (Negative) When the learning of one skill hinders the learning of another skill.	2 (AO1)	Accept Performance in place of learning Do not accept: Pt 2 Has a negative effect (rep Q) Pt 2 When one skill hinders another is TV

6	(b)	(i)	Two marks for: (relevant) position of player with ball / speed of ball / any defenders nearby / own position on pitch / pitch markings / colour of kit (irrelevant) crowd noise / weather / aeroplane overheard / opposition coach / colour of ball	2 (AO2)	Mark 1st response only for each. Accept other suitable eggs / eggs from other forms of hockey
6	(b)	(ii)	Three marks from: - How long we remember something is based on how deeply we process the information - The deeper the processing of information the longer the memory (trace) will last OR lack of processing / shallow processing means information is less likely to be remembered - Information will be remembered / transferred to LTM if it is considered / understood / has meaning / relates to past memories - Three levels to the model: <u>structural, phonetic and semantic</u> <u>Structural</u> level involves paying attention to what the information looks like <u>Phonetic</u> level refers to processing sounds <u>Semantic</u> level considers actual meaning - Structural / phonetic levels are shallow / don't involve much processing - Semantic level is deep processing	3 (AO1)	Pt 2 – reference to weak / strong for memory trace is TV To award Pt 4 all 3 levels need to be given in the right order.

6	(c)	Four marks from: <table><tr><td>1. (Stimulus – response bond)</td><td>A stimulus is ‘connected’ to the appropriate response OR S-R bond is created</td></tr><tr><td>2. (Manipulation of environment)</td><td>Environment structured / manipulated to encourage ‘correct’ / desired performance of skill OR Environment structured / manipulated by using targets</td></tr><tr><td>3. (Trial and error)</td><td>Trial and error is learning through experimenting / multiple attempts / reinforcement / punishment</td></tr><tr><td>4. (Positive reinforcement)</td><td>Actions are positively reinforced when the desired response occurs / to strengthen the S-R bond / to increase the chance of repetition</td></tr><tr><td>5.</td><td>The performer will learn the skill faster if the reinforcement/ reward is given on every occasion</td></tr><tr><td>6. (Negative reinforcement)</td><td>Negative reinforcement is removal of annoyer when desired response occurs / to strengthen the correct S-R bond</td></tr><tr><td>7. (Shaping)</td><td>The coach shapes / modifies the new skill by praising attempts that are along the right lines / ignoring parts that are inaccurate / incorrect</td></tr><tr><td>8. (Punishment)</td><td>Punishments can be given when the undesired response occurs / to prevent an undesirable response recurring / to weaken S- R bond</td></tr><tr><td>9. (Thorndike’s Laws of readiness / exercise)</td><td>Performer needs to be physically / mentally ready to learn the skill OR Performer needs to practice to strengthen the S-R bond</td></tr></table>	1. (Stimulus – response bond)	A stimulus is ‘connected’ to the appropriate response OR S-R bond is created	2. (Manipulation of environment)	Environment structured / manipulated to encourage ‘correct’ / desired performance of skill OR Environment structured / manipulated by using targets	3. (Trial and error)	Trial and error is learning through experimenting / multiple attempts / reinforcement / punishment	4. (Positive reinforcement)	Actions are positively reinforced when the desired response occurs / to strengthen the S-R bond / to increase the chance of repetition	5.	The performer will learn the skill faster if the reinforcement/ reward is given on every occasion	6. (Negative reinforcement)	Negative reinforcement is removal of annoyer when desired response occurs / to strengthen the correct S-R bond	7. (Shaping)	The coach shapes / modifies the new skill by praising attempts that are along the right lines / ignoring parts that are inaccurate / incorrect	8. (Punishment)	Punishments can be given when the undesired response occurs / to prevent an undesirable response recurring / to weaken S- R bond	9. (Thorndike’s Laws of readiness / exercise)	Performer needs to be physically / mentally ready to learn the skill OR Performer needs to practice to strengthen the S-R bond	4 (AO1)	Do not accept: points that are simply named. Candidate must attempt to explain. Accept: points correctly explained through an example Accept: praise in place of positive reinforcement
1. (Stimulus – response bond)	A stimulus is ‘connected’ to the appropriate response OR S-R bond is created																					
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Question			Answer	Mark	Guidance
7	(a)	(i)	Four marks for: (Internal Stable) success because badminton player is very good / competent / skilful / has high ability OR failure because tennis player is unskilful (External Stable) success because played against bottom of the tennis league OR failure because played against top of the league / a better table tennis opponent (Internal Unstable) success because volleyballer tried hard OR failure because gymnast not trying / not turning up to training / poor effort (External Unstable) success because lucky rebound / ref gave a decision in our favour / pitch conditions suited OR failure because unfair decision by ref/ biased ref / unlucky decision from referee / unlucky rebound / poor weather	4 (AO2)	Answers must state an outcome and the reason for this, using a sporting example. Accept outcomes / egs related to win / lose / draw, good / bad / improved performances, times, distances, shots on targets, scoring / missing etc. As they are a reason for an outcome they should be in past tense. Do not accept: the words ability / task / luck / difficulty / effort in isolation – they must be applied to sport. Accept other suitable attributions

7	(a)	(ii)	Two marks from: 1. (- effects) When used for failure prevents player accepting ownership / responsibility OR prevents the feeling of being in control of the outcome OR prevents performer changing anything / working to improve OR can hide the real reason for failure OR won't increase / can prevent mastery orientation <u>OR</u> (- effects) When used for success prevents an increase in pride / self-confidence / mastery orientation OR can lead to / increases learned helplessness 2. (+ effects) When used for failure protects self- esteem / confidence / pride OR avoids feelings of shame OR self-serving bias OR retains mastery orientation OR prevents learned helplessness OR (isn't their fault so) can increase / retain motivation <u>OR</u> (+effects) When used for success: Can help if performer is complacent / increase motivation if they succeed with low effort / prevents complacency		Accept BOD pt 1 'decreases' in place of prevents an increase
7	(b)	(i)	Two marks from: 1 (emergent) Leader comes from within / is selected by the group OR Naturally takes over as leader 2 (prescribed) Appointed from external source / outside of the group OR Selected by a higher authority / the manager	2 (AO1)	

7	(b)	(ii)	Three marks from: Sub-max 2 marks from each theory 1. (Social Learning theory agrees) <u>Social learning theory</u> agrees with the statement / says that watching a good leader can make you a good leader OR <u>social learning theory</u> agrees that a young player may develop leadership skills by observing their coach 2. (SL theory agrees) we can learn by watching a role model / significant other / coach is a role model 3. (SL theory disagrees) as (vicarious) reinforcement of the coach's leadership would also be needed to encourage good leadership (in the young player) OR if the leader demonstrates ineffective leadership skills the young leader won't become a good leader 4. <u>Trait theory</u> disagrees with the statement / says leadership is not learned by watching their coach 5. (Trait theory disagrees) says you must be born to be a good leader / innate leadership qualities / born male (great man theory) 6. (Trait theory disagrees) says traits / leadership qualities are enduring / stable so would not be able to be learned / changed / copied 7. (Interactionist theory partly agrees) Interactionist theory says leadership can be learned from watching the coach AND by having innate relevant leadership traits therefore interactionist disagrees / partly agrees OR Interactionist theory says watching the coach can bring out innate leadership qualities in the young performer (when they are put in a leadership situation) disagrees / partly agrees OR Interactionist theory says watching the coach alone may not make the player a good leader if they do not have some innate leadership traits disagrees / partly agrees	3 (AO3)	
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7	(c)	Three marks from: <table><tr><td>1. Low arousal</td><td>Low arousal levels result in low / poor quality of performance</td></tr><tr><td>2. Arousal increases</td><td>As (somatic) arousal increases so does quality of performance</td></tr><tr><td>3. Optimal arousal</td><td>When arousal reaches an optimal / moderate level, performance is at its best / peak</td></tr><tr><td>4. Low cognitive arousal</td><td>For performance to be at its best, cognitive arousal / anxiety needs to be low</td></tr><tr><td>5. Sudden decline</td><td>When arousal rises beyond the optimal there is a sudden / dramatic decline in performance</td></tr><tr><td>6. Cognitive / somatic</td><td>(catastrophe/sudden decline) if both cognitive and somatic arousal / anxiety are high</td></tr><tr><td>7. Arousal continues to rise</td><td>(after the catastrophe) if arousal continues to rise, performance continues to decline</td></tr><tr><td>8. Arousal reduced</td><td>(after the catastrophe) If (cognitive) arousal is reduced, performance can start to recover / increase again / rejoin the upward curve</td></tr></table>	1. Low arousal	Low arousal levels result in low / poor quality of performance	2. Arousal increases	As (somatic) arousal increases so does quality of performance	3. Optimal arousal	When arousal reaches an optimal / moderate level, performance is at its best / peak	4. Low cognitive arousal	For performance to be at its best, cognitive arousal / anxiety needs to be low	5. Sudden decline	When arousal rises beyond the optimal there is a sudden / dramatic decline in performance	6. Cognitive / somatic	(catastrophe/sudden decline) if both cognitive and somatic arousal / anxiety are high	7. Arousal continues to rise	(after the catastrophe) if arousal continues to rise, performance continues to decline	8. Arousal reduced	(after the catastrophe) If (cognitive) arousal is reduced, performance can start to recover / increase again / rejoin the upward curve	5 (AO2)	Do not accept: answers referring to performance influencing arousal levels (as performance is influenced by arousal) Do not accept 'catastrophe occurs' pt 5
1. Low arousal	Low arousal levels result in low / poor quality of performance																			
2. Arousal increases	As (somatic) arousal increases so does quality of performance																			
3. Optimal arousal	When arousal reaches an optimal / moderate level, performance is at its best / peak																			
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8. Arousal reduced	(after the catastrophe) If (cognitive) arousal is reduced, performance can start to recover / increase again / rejoin the upward curve																			

7	(d)	Four marks from: <u>Actual productivity = potential productivity – losses due to faulty processes</u> Co-ordination problems / losses OR Ringlemann effect - Issues with timing /communication/strategies/ set plays do not work - Poor teamwork / group cohesion Motivation problems / losses OR Social loafing OR Individual players not putting in enough effort - Perception that others aren't trying - Group members might hide / think they aren't being noticed / haven't received individual attention OR Group members might not feel valued for their contribution - Ineffective leader - Unclear goal OR players having different goals /aims - Loss of identity OR performers might be unclear of individual role - Team member with low self-efficacy / sporting confidence - Team member who has had negative past experiences - Team member who perceives task to be too hard / low arousal - Team member relying on others to do their job	4 (AO3)	
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Section C		
Question	Answer	Guidance
8*	Level 3 (8–10 marks) - detailed knowledge and excellent understanding (AO1) - well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2) - detailed analysis and critical evaluation (AO3) - very accurate use of technical and specialist vocabulary - there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	At Level 3 responses are likely to include: - Excellent understanding of a wide range of practice types - Good justification of which practice types would be used - Detailed links to examples of passing practices - At the top of this level, AO2 may be linked to AO3 points. - Accurate reference to all components of Bandura's theory - Detailed analysis of how a coach can raise self-efficacy - AO1, AO2 and AO3 all covered well in this level.
	Level 2 (5–7 marks) - good knowledge and clear understanding (AO1) - independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2) - good analysis and critical evaluation (AO3) - generally accurate use of technical and specialist vocabulary - there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	At Level 2 responses are likely to include: - Good understanding of some practice types - Some justification of which practice types would be used - Good links to examples of passing practices - Good reference to Bandura's theory - Some analysis of how a coach can raise self-efficacy - Maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; - Some AO3 needed for the top of this level
	Level 1 (1–4 marks) - satisfactory knowledge and understanding (AO1) - occasional opinion and judgement but often unsupported by relevant practical examples (AO2) - limited evidence of analysis and critical evaluation (AO3) - technical and specialist vocabulary used with limited success - the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	At Level 1 responses are likely to include: - Basic knowledge of a few practice types - Limited justification of which practice types would be used - Few links to examples of passing practices - Very brief reference to aspects of Bandura's theory - Limited analysis of how a coach can raise self-efficacy - Candidate may only attempt to answer one part of the question
	(0 marks) No response or no response worthy of credit.	

Marks: 10 (AO1 x3, AO2 x3, AO3 x4)

Guidance: Maximum of 3 marks to be awarded for AO1
Maximum of 3 marks to be awarded for AO2
Maximum of 4 marks to be awarded for AO3

GUIDANCE

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Some candidates will make AO3 points through the example of passing – in this case, credit AO2 and AO3

E.g.1. ‘One practice type is fixed practice (AO1)which is good when introducing *passing* as a new skill (AO2 and AO3).’
If candidate writes ‘Fixed practice (AO1)..... is good for introducing new skills’ – this is just AO3

E.g.2. ‘Whole practice (AO1) is used for *passing* as it is a discrete skill’ – credit AO2 and AO3
‘Whole practice (AO1) is used for discrete skills’ – credit AO3 only

Indicative Content:

AO1- KU	AO2 – E.G.	AO3 – DEV
1. Varied practice Practice conditions/environment changes	Accept example of a varied passing practice e.g. 3 v 2 possession drill / passing in a game situation - Practices including different positions - Practices using different types of passes Credit AO2 when examples given alongside AO3 / analysis points e.g. varied practice is used for passing as it is an open skill e.g. used as a netballer needs to adapt how they chest pass to suit the environment	- Used for open skills - Used when skills need adapting, so the practice needs to change - Exposes player to range of experiences - Can store the experiences in LTM so can be used to modify motor programmes in future / develop schema - Gets the player used to a game situation / adapting movement - Rehearses / improves decision making / tactics / perception - Harder for beginners to use / good for experts - Prevents boredom
2. Fixed practice - Practice remains the same - Stable / predictable environment - Environment does not affect execution of skill	Accept example of a fixed practice e. g practising a set centre pass routine Credit AO2 when examples given alongside AO3 / analysis points e.g. used for a hockey penalty corner passing routine that is the same each time it is performed	- For introducing new skills / for beginners - Used for closed skill / set routines - Enables player to overlearn/ groove the skill/ become habitual/ develop S-R bond / motor programme - Stops other things/environment interfering with practice so player can focus
3. Massed practice - Continuous practice - Little / no rest periods	Accept suitable example of massed practice e.g. repeating a long-range cross pass in football without breaks Credit AO2 when examples given alongside AO3 / analysis points e.g. used for discrete skills like a basketball pass as it has a definite start and finish	- To learn the skill so it becomes habitual/ overlearn skill / develop S-R bond / motor programme - To improve physical fitness - To improve mental endurance - Used for discrete / safe skills
4. Distributed practice Rest periods	Accept example of distributed practice e.g. practicing set play on short corner in hockey at high intensity then have a break, then repeat Credit AO2 when examples given alongside AO3 / analysis points e.g. in the rest, the coach can comment on the accuracy of the passing in the drill	- Player may need rest in between to avoid fatigue - Allows physical / mental recovery - Provides an opportunity for feedback / guidance from the coach - Allows time for mental rehearsal - Used for complex skills

AO1- KU	AO2 – E.G.	AO3 – DEV
5. Whole practice • Taught without breaking down into sub routines / in its entirety	Accept example of passing practice where the pass is done as entire skill Credit AO2 when examples given alongside AO3 / analysis points e.g. the volleyball player develops the kinaesthetic feeling of striking the ball when using whole practice	• Gives the true feel of the movement • Used for discrete skills • Increases fluency / timing of skill • Develops kinaesthetic awareness • Used for skills with high organisation • Good for experts
6. Part practice / Pure parts • Taught with skill broken into sub-routines	Accept example of passing practice when skill is broken down e.g. reverse stick pass in hockey when player may practice the backswing in isolation Credit AO2 when examples given alongside AO3 / analysis points e.g. practising the backswing for an ice-hockey pass gives success at this subroutine	• Enables coach to break down more complex actions • Used for beginners • To give success at / rehearse specific subroutines • Not often used for high organisation skills / Used for low organisation skills
7. Whole part whole • Practice the full skill, then isolated subroutines, then repeat full skill	Accept example of passing practice using W-P-W e.g. practising the full rugby pass, then isolate the arm movement and then the leg movement before completing the full rugby pass again. Credit AO2 when examples given alongside AO3 / analysis points	• To develop the fluency / kinaesthetic feel / timing of the skill • To give success at subroutines • helps to identify / practice specific weak subroutines

AO1 - KU	AO2 – (E.G. examples not asked for although can be stamped EG if given)	AO3 - DEV
8. Self-efficacy is the level of self-belief we have in specific situations.		
9. (Self-efficacy can be raised by) Referring to performance accomplishments previous success		- Has biggest impact on self-efficacy - Attribute success to internal / controllable factors
10. (Self-efficacy can be raised by) Vicarious experiences Observing someone being successful in the skill		The model needs to be similar standard / age / status / gender / relatable to the player watching.
11. (Self-efficacy can be raised by) Verbal persuasion Receiving encouragement praise / positive feedback		More effective if: - the person providing the encouragement is significant to the individual - the message is clear / backed up with evidence - more than one person persuading - persuasion is done in a comfortable setting - the person being persuaded is willing to listen / accept
12. (Self-efficacy can be raised by) Emotional arousal Control arousal levels / optimum arousal / learn to feel comfortable with arousal level		- In a practice session get the performer to practice a skill with high / low levels of arousal - If the player can use effective arousal control methods / SMT they are more likely to have high self-efficacy. (credit any named SMT) - High /over arousal can lead to anxiety / hyper focus - Low / under arousal can lead to lack of focus - Low arousal needed for complex/fine skills/beginners/introverts - High arousal needed for simple/gross skills/experts/extroverts
13. Higher levels of self-efficacy cause more successful performance The more components that are raised the greater the chance of increasing self-efficacy		If self-efficacy is raised in a skill in a practice session, the performers self-efficacy should be higher for the skill in a competition

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Need to get in touch?

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