

GCE

Physical Education

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

AS 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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**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.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

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, then add a tick to confirm that the work has been seen.

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 (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

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

Annotation	Meaning
	Tick
	Cross
	Benefit of doubt
	Too vague
	Repeat
	Indicates sub-max reached where relevant
	Noted but no credit given
	Significant amount of material which doesn't answer the question
	Knowledge and understanding / indicates AO1 on Q8
	Example/Reference / indicates AO2 on Q8
	Development / indicates AO3 on Q8
	Level 1 response on Q8
	Level 2 response on Q8
	Level 3 response on Q8
	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. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)	(i)	3 marks for: 1. Chest pass/ rounders hit/ hockey push/ golf putt/ penalty 2. Triple jump/ gymnastics tumble run/ trampolining sequence / gym routine 3. Running/ swimming/ cycling	3 (AO2)	Mark first answer only for each point. Accept: other suitable examples clearly showing · • Discrete skill: clear beginning and end · • Serial skill: several discrete skills put together · • Continuous: no clear beginning and end Accept: shot putt, discus, javelin, sprint start, tennis serve, volleyball serve, (swimming) dive for discrete (pt 1 BOD) or serial (pt 2 BOD).
1	(a)	(ii)	3 marks for: 1. Continuous 2. Discrete 3. (Explanation) how well defined the beginning and end of a skill is	3 (AO1)	Accept: continuous and discrete at either end of the continuum BOD – explanation embedded in descriptions of continuous and discrete

Question			Answer	Mark	Guidance
1	(b)	(i)	Two marks for: 1. Bilateral example: Passing in football with left foot instead of right foot OR playing table tennis with left hand instead of right hand OR a shoulder pass in netball with right hand instead of left. 2. Negative example: tennis forehand and badminton forehand OR hitting a hockey ball and a golf ball.	2 (AO2)	Mark first answer only for each point. Accept: other suitable examples: 1. Right/left side of body/limb 2. Similar stimulus – different response
1	(b)	(ii)	Two marks from: 1. Avoid practising skills together that are similar/ might cause confusion OR Don't teach conflicting skills close together 2. Make sure skill is well learnt before introducing a new one OR progressive build-up of skills 3. Tell performers when negative transfer might occur / when a similar stimulus requires a different response OR ensure performers know the differences 4. Make sure activities are true to performance situation	2 (AO2)	

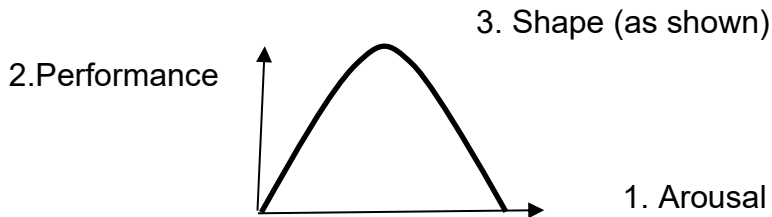
Question			Answer	Mark	Guidance
1	(c)	(i)	Four marks for: 1. (Verbal) telling a Netball shooter the coaching points 2. (Visual) showing a javelin thrower how to grip the javelin Or coach getting another footballer to demonstrate a penalty / showing them a video of it 3. (Manual) holding a gymnasts' legs in a headstand 4. (Mechanical) giving a swimmer a float to use between their legs	4 (AO2)	Mark first answer only for each point. Must be a sporting example to gain mark. Accept: other suitable examples Do Not Accept – feedback examples
1	(c)	(ii)	Two marks from: 1. (Over) Reliance 2. False kinaesthesia/ unrealistic feeling / Incorrect intrinsic feedback / incorrect timing 3. Demotivating / lose confidence 4. Negative transfer / could develop bad habits 5. Equipment can be expensive / might not be available	2 (AO3)	

Question			Answer	Mark	Guidance	
1	(d)		Four marks for:		4 (AO3)	
		Feedback type	Advantage	Disadvantage		
		Positive	1. Increases motivation/ persistence/ confidence OR strengthens S-R bond OR reinforces skill learning / informs performer where they were successful OR effective for beginners	2. Doesn't always help them improve if not picking out errors OR can lead to overconfidence OR some performers aren't motivated by praise OR if overused it can become meaningless/ devalued OR if undeserved, performer might establish incorrect S-R bond/skill		

Question			Answer		Mark	Guidance
			Knowledge of performance	3. Can encourage performer even if success is not achieved / motivating OR Helps performer understand what they are doing well / what need to work on OR increases focus on certain aspect of performance / positives of the performance OR If given whilst performing the skill, errors can be corrected quickly / develop kinaesthetic awareness	4. Could be negative even though successful result so reduce motivation OR could be subjective OR if inaccurate it can be detrimental to performance OR some performers only want to know the outcome OR can confuse/ overload/ demotivate beginners OR can take a long time to develop kinaesthesia	

Question			Answer	Mark	Guidance
2	(a)	(i)	Three marks from: 1. Increase motivation / creates challenge 2. Build confidence/ self-efficacy 3. Encourage persistence / commitment 4. Alleviate anxiety/ stress 5. Control arousal 6. Improve performance / fitness / tactics 7. Improve focus / focus attention 8. Helps training to be more specific 9. Measure/track progress or adapt goal 10. Make it manageable/ break down larger aim 11. Peak at correct time	3 (AO1)	Mark first three answers only.
2	(a)	(ii)	Two marks for: 1. Achievable 2. Measurable	2 (AO1)	

Question			Answer	Mark	Guidance
2	(b)	(i)	One mark for: 1. A predisposition to act in a particular way towards something / someone / an attitude object (in a person's environment) OR Learned behavioural disposition OR Learned emotional and behavioural response to a stimulus/situation	1 (AO1)	
2	(b)	(ii)	Four marks from: 1. (Persuader) A significant other/ person with high status/ role model promotes the desired message/ behaviour/ attitude 2. (message) The message must be accurate / believable/ clear/ well presented/ good quality / backed up with evidence in order for it to change attitude / relevant 3. (recipient) The observer/recipient needs to be open to persuasion / not stubborn / receptive in order to change the attitude 4. If more than one person encourage the observer/recipient then the attitude is more likely to be changed 5. (Situation) If the situation the persuasion is completed in is comfortable/ non-threatening/ not rushed then attitude is more likely to be changed Or the time needs to be right in order to change the attitude 6. Persuasive communication can be used to create cognitive dissonance	4 (AO1)	Do not accept stand alone points – all marks must be explained

Question			Answer	Mark	Guidance
2	(c)	(i)	3 marks for: 1. X axis labelled 'Arousal' 2. Y axis labelled 'Performance' 3. Correct shape of graph 	3 (AO1)	Accept: 3. Curve of any width that is (broadly) symmetrical about the highest point 3. For correct line shape even if axes wrongly labelled
		(ii)	Two marks for: 1. (Gross skill) Curve shifts to right OR Optimal arousal (zone) is at a higher arousal level 2. (Experienced performer) optimal arousal (zone) is at higher arousal level OR Curve shifts to the right OR higher peak of curve	2 (AO1)	

Question			Answer	Mark	Guidance
2	(d)	(i)	Two marks for: 1. (Social facilitation) positive influence of others who are watching / competing, on performance OR the presence of others helps performance 2. (Social inhibition) negative influence of others who are watching or competing, on performance OR The presence of others, hinders performance	2 (AO1)	Accept: other definitions that refer to the presence of an audience: 1. enhancing performance 2. deteriorating performance Do Not Accept: 1. reference to facilitating 2. reference to inhibits/ inhibiting
2	(d)	(ii)	Three marks from: 1. Training with an audience / crowd noise 2. Using mental rehearsal/ imagery OR Relaxation techniques 3. Using selective attention/ blocking out the audience 4. Positive self-talk OR Negative thought stopping 5. Overlearning of skills / perfect dominant response 6. Decrease the importance of the event 7. Social support/positive reinforcement from coach/team OR peers reassure the performer 8. Effective use of attribution	3 (AO2)	Mark first three answers only.

Question			Answer	Mark	Guidance
3	(a)	(i)	Three marks from: 1. (law and order) Made the game cruel/violent/dangerous 2. (education) People couldn't read or write so rules were simple/ un-written/ passed on by word of mouth or couldn't understand complex/written rules 3. (money) Didn't involve (specialist) equipment/ facilities OR could be played anywhere with just a ball (or alternative object)	3 (AO2)	
3	(a)	(ii)	Two marks from: 1. Real tennis 2. Croquet 3. Archery 4. Fox hunting 5. Cricket 6. Horse riding	2 (AO2)	Mark first two answers only.
3	(b)		Five marks from: (Post 1850) 1. Professionals were from the lower class 2. Professionals could not afford to miss work so were paid to play 3. <u>Broken time payments</u> compensated working class men for missed work wages 4. Professionals and amateurs played together in some sports, but with different roles 5. Upper class amateurs looked down on professionals 6. Upper class amateurs felt professionalism went against the image of a gentlemanly game 7. Upper class amateurs felt sport should be played for the love of the game/not for monetary gain	5 (AO3)	Sub max 4 marks for any era

Question			Answer	Mark	Guidance
			8. Tensions regarding professionalism resulted in) rugby splitting into two codes – rugby league professional and rugby union amateur (20th century) 9. Professionals established in team sports such as rugby, football and cricket 10. Professionalism led to increased standards of play/able to train daily/play more often) 11. Clubs could afford to pay players due to the rise of spectatorism and entry fees 12. Middle class looked down on professional sport – seen as “common” 13. Crowds at professional sport games were predominantly male, working class (21st century) 14. Professionals in sport now come from the full range of social classes/professionals in sport are no longer mainly from the lower classes 15. Professional sport used as rags to riches opportunity 16. Increase in women’s professional sport 17. Professionalism no longer frowned upon / professionalism now has high status		
3	(c)	(i)	Two marks from: 1. Idea of De Coubertin / De Coubertin was founder 2. (Influenced /inspired by) Ancient Olympic Games 3. (Influenced /inspired by) Cotswold (Olympic) Games OR (Robert) Dover Games 4. (Influenced /inspired by) (Much) Wenlock (Olympian) Games / Dr William Penny Brookes invited De Coubertin to Much Wenlock 5. Modern games established to develop moral, physical and intellectual improvement using sport as the vehicle OR	2 (AO1)	Mark first 2 only

Question			Answer	Mark	Guidance
			Modern Games influenced by values of athleticism, sportsmanship, respect, determination, excellence, fair-play 6. Modern Games influenced by desire to unite nations / promote peace/ friendship/ educate the young 7. (influenced / inspired by) Public Schools/ De Coubertin visited Rugby School or the Public Schools 8. IOC was formed in 1894 (in Paris) 9. 1896 first Modern Olympic Games held in Athens		
3	(c)	(ii)	Two marks from: 1. Protest over the Soviet Union invading Afghanistan. 2. USA led the boycott OR many western Nations / countries boycotted the games 3. Wanted to show the people of the Soviet Union they did not agree with the invasion 4. Some people disagreed with the boycott saying sport and politics should not be linked / some athletes still took part against the wishes of their government	2 (AO2)	BOD – Russia

Question		Answer	Mark	Guidance
3	(d)	Six marks from: (positive) 1. Increased participation in sports (within the city/country) 2. Can lead to new/ upgraded sporting facilities 3. Increased income (to city/country) OR commercial benefits from goods sold to spectators 4. Increased jobs/opportunities for residents 5. Increased tourism (for city/country) 6. Shop window effect/city country shown in a positive light 7. Upgraded infrastructure 8. National pride / unity 9. Reflects well on the government if the event/home nation are successful 10. Can increase trade links if the event is successful (negative) 11. Increase in participation may only be short term and not sustained. 12. Facilities end up not used / expensive to maintain 13. Sport deviance is highlighted due to high media attention 14. Country could end up in debt / out of pocket 15. Locals may be displaced OR house prices are inflated 16. Locals may not benefit from specialist facilities 17. Could cause issues with traffic / transport / pollution / environmental damage 18. Increased security risk / risk of political protest 19. Jobs created could only be temporary 20. Reflects badly on the government if the event/home nation are unsuccessful 21. Benefits may only be localised (to host city)	6 (AO3)	Sub max: 4 for positives and 4 for negatives

Question	Answer	Guidance
4*	Level 3 (8–10 marks) • detailed knowledge & understanding (AO1) • clear and consistent practical application of knowledge & understanding (AO2) • effective analysis/evaluation and/or discussion/explanation/development (AO3) • accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	At Level 3 responses <u>are likely</u> to include: • detailed knowledge and understanding of cognitive learning theory • consistent application of examples to skill learning and motivation • effective evaluation of both types of motivation • correct technical language is used throughout AO1, AO2 and AO3 all covered well in this level.
4*	Level 2 (5–7 marks) • satisfactory knowledge & understanding (AO1) • some success in practical application of knowledge (AO2) • analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3) • technical and specialist vocabulary used with some accuracy • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	At Level 2 responses <u>are likely</u> to include: • satisfactory knowledge and understanding of cognitive learning theory • some successful application of examples to skill learning and motivation • both types of motivation explained and some attempted evaluation • there may be some use of technical vocabulary
4*	Level 1 (1–4 marks) • basic knowledge & understanding (AO1) • little or no attempt at practical application of knowledge (AO2) • little or no attempt to analyse/evaluate and/or discuss/explain/develop (AO3) • technical and specialist vocabulary used with limited success • the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	At Level 1 responses <u>are likely</u> to include: • basic knowledge of cognitive learning theory • limited application of examples to skill learning or motivation • type(s) of motivation may be outlined rather than evaluated • maximum of 3 marks to be awarded for AO1 with no application.

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

Guidance:

Maximum of 3 marks to be awarded for AO1

Maximum of 4 marks to be awarded for AO2
Maximum of 3 marks to be awarded for AO3

Indicative Content:

AO1 - KU	AO2 – E.G.	AO3 - DEV
Cognitive learning		
1.Cognitive learning is whole learning • Gestalt/ Gestaltists • means entirety • whole practice is used to teach skills	e.g a performer would learn how to perform the layup as a whole	Concerned with thinking and understanding (compared to stimulus-response)
2. Intervening variables • mental processes occurring between the stimulus being received and the response	e.g. seeing a defender coming in and processing/interpreting this information	
3.Problem solving activities • Environment is taken into account	e.g. it's windy so need to factor that in to the power of my golf swing	
4.Uses the individuals perception /previous experience/ memory to make decisions	e.g. the last time I played a deep shot from this position on the court I lost the point as my opponent smashed it to the left side so this time I will play a low shot	Performer is thinking and using understanding to make decisions (not just responding to a stimulus)
5.Known as insight learning	e.g. a basketball player understands the benefits of zone defence so knows when to use it	
6.Coach would ensure performer has experienced lots of different situations • to help future learning • use the past experience to help inform their decision making	e.g. a netball player carrying out different set plays to experience different positions on court e.g a batter receiving balls with different kinds of spin on and learning how to read and respond to the spin	
Evaluate the sources of motivation		

7.Motivation the drive /desire to complete a task/succeed	e.g. a learner wants to succeed at the rugby tackle.	- Motivation linked to persistence - Persistence leads to higher quality of performance - Lack of motivation causes learners to give up easily
Evaluate the sources of motivation		
8.Intrinsic - Motivation from within oneself - Taking part for pride / self satisfaction / enjoyment	e.g. taking part in a 1k run for self satisfaction e.g. playing 5 a side football for fun	+ve - Don't need someone/ something else present in order to be motivated - Performer has higher levels of enjoyment/personal fulfilment - Can be a longer lasting source of motivation - Can lead to higher quality performance in the long term -ve - Harder to develop for young performers (than extrinsic) - Perceived lack of initial success can hinder improvement - Some performers find it difficult to self motivate/ need extrinsic motivation
9.Extrinsic - Motivation from outside of self/ from others - Taking part for rewards - Rewards can be tangible / physical or intangible / emotional	e.g. Taking part in the 100m because you want the prize money / trophy e.g. Going to the gym because you want recognition from your friends for toning your muscles	+ve - External reinforcement / reward can increase motivation / raise self confidence - Coach can praise degrees of success in early stages

		• Can be useful if only given occasionally / to inform about standards / to overcome unexpected motivation problems / to gain initial interest -ve • Prizes/ rewards can lose effect once a lot of them have been won • Effects of praise wear off/ don't last (especially if given when undeserved) • Overuse of extrinsic motivators can reduce intrinsic motivation • Can turn fun into work • If rewards aren't received, participation could stop.
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