

## **GCE**

### **Physical Education**

#### **H155/02: Physiological and socio-cultural themes in physical education**

Advanced Subsidiary GCE

#### **2020 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.



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.

© OCR 2021

## 1. Annotations used in the detailed Mark Scheme

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

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

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

Section A																	
Question			Answer	Marks	Guidance												
1	(a)	(i)	<p><b>One mark for example</b>  <b>One mark for the reason</b></p> <table border="1"> <tr> <td>1. Example of visual guidance</td> <td>A hockey player watching the coach demonstrate a push pass Or A rugby coach using a slow motion video replay to show a player the position they need to be in when carrying out a tackle.</td> </tr> <tr> <td>2. Reason</td> <td>Helps to develop mental picture / show what skill should look like Or Enable skill to be seen in different stages to make it easier to learn Or Can draw attention to important cues</td> </tr> </table>	1. Example of visual guidance	A hockey player watching the coach demonstrate a push pass Or A rugby coach using a slow motion video replay to show a player the position they need to be in when carrying out a tackle.	2. Reason	Helps to develop mental picture / show what skill should look like Or Enable skill to be seen in different stages to make it easier to learn Or Can draw attention to important cues	<p><b>2</b> (1 x AO1 1 x AO2)</p>	<p>Accept any sporting example of visual guidance being used i.e. demonstration or video, poster, diagram, static display. E.g. of positions on a netball court.</p>								
		1. Example of visual guidance	A hockey player watching the coach demonstrate a push pass Or A rugby coach using a slow motion video replay to show a player the position they need to be in when carrying out a tackle.														
		2. Reason	Helps to develop mental picture / show what skill should look like Or Enable skill to be seen in different stages to make it easier to learn Or Can draw attention to important cues														
(ii)	<p><b>Two marks from:</b></p> <table border="1"> <tr><td>1.</td><td>Arm bands</td></tr> <tr><td>2.</td><td>Stabilisers</td></tr> <tr><td>3.</td><td>Swimming floats/ woggles</td></tr> <tr><td>4.</td><td>Harness/ belt/ trampoline rig</td></tr> <tr><td>5.</td><td>Correct grip glove for golf</td></tr> <tr><td>6.</td><td>Swing trainer</td></tr> <tr><td>7.</td><td>Tackle bags</td></tr> </table>	1.	Arm bands	2.	Stabilisers	3.	Swimming floats/ woggles	4.	Harness/ belt/ trampoline rig	5.	Correct grip glove for golf	6.	Swing trainer	7.	Tackle bags	<p><b>2</b> (AO2)</p>	<p>Accept any suitable sporting examples of mechanical guidance:</p> <ul style="list-style-type: none"> <li>• Support by an aid</li> <li>• Forced response</li> </ul>
1.	Arm bands																
2.	Stabilisers																
3.	Swimming floats/ woggles																
4.	Harness/ belt/ trampoline rig																
5.	Correct grip glove for golf																
6.	Swing trainer																
7.	Tackle bags																
(iii)	<p><b>Two marks from:</b></p> <p><b>Submax 1 mark for advantage</b>  <b>Submax 1 mark for disadvantage</b></p> <p><b>Advantage</b></p> <table border="1"> <tr><td>1.</td><td>Develops kinaesthetic feel / fluency</td></tr> <tr><td>2.</td><td>Increases confidence.</td></tr> <tr><td>3.</td><td>Enables performer to carry out a skill they may not actually be able to complete yet</td></tr> <tr><td>4.</td><td>Reduces fear.</td></tr> <tr><td>5.</td><td>Can isolate a specific sub routine.</td></tr> <tr><td>6.</td><td>Increases safety.</td></tr> </table>	1.	Develops kinaesthetic feel / fluency	2.	Increases confidence.	3.	Enables performer to carry out a skill they may not actually be able to complete yet	4.	Reduces fear.	5.	Can isolate a specific sub routine.	6.	Increases safety.	<p><b>2</b> (AO1)</p>			
1.	Develops kinaesthetic feel / fluency																
2.	Increases confidence.																
3.	Enables performer to carry out a skill they may not actually be able to complete yet																
4.	Reduces fear.																
5.	Can isolate a specific sub routine.																
6.	Increases safety.																

Section A				Marks	Guidance										
Question	Answer														
		<p><b>Disadvantage</b></p> <table border="1"> <tr> <td>6.</td> <td>Can create over reliance.</td> </tr> <tr> <td>7.</td> <td>Unrealistic feeling/ kinaesthesia.</td> </tr> <tr> <td>8.</td> <td>Can lead to incorrect intrinsic feedback.</td> </tr> <tr> <td>9.</td> <td>Can lead to negative transfer.</td> </tr> <tr> <td>10.</td> <td>Reduction in learner's participation.</td> </tr> </table>		6.	Can create over reliance.	7.	Unrealistic feeling/ kinaesthesia.	8.	Can lead to incorrect intrinsic feedback.	9.	Can lead to negative transfer.	10.	Reduction in learner's participation.		
6.	Can create over reliance.														
7.	Unrealistic feeling/ kinaesthesia.														
8.	Can lead to incorrect intrinsic feedback.														
9.	Can lead to negative transfer.														
10.	Reduction in learner's participation.														
(b)	(i)	<p><b>One mark for suitable example</b> <b>One mark for explanation</b></p> <table border="1"> <tr> <td>1. Example</td> <td>Rehearsing a pass in hockey in different positions, with different defenders coming in to tackle. Or A rugby team rehearsing an attacking move but where the fly half changes the point of attack.</td> </tr> <tr> <td>2. Explanation</td> <td>Rehearsing in a range of situations Or Practice environment that changes and is unpredictable</td> </tr> </table>		1. Example	Rehearsing a pass in hockey in different positions, with different defenders coming in to tackle. Or A rugby team rehearsing an attacking move but where the fly half changes the point of attack.	2. Explanation	Rehearsing in a range of situations Or Practice environment that changes and is unpredictable	<b>2</b> (AO2)	Accept any practical example where the practice is variable or changes						
1. Example	Rehearsing a pass in hockey in different positions, with different defenders coming in to tackle. Or A rugby team rehearsing an attacking move but where the fly half changes the point of attack.														
2. Explanation	Rehearsing in a range of situations Or Practice environment that changes and is unpredictable														
	(ii)	<p><b>Two marks from:</b></p> <table border="1"> <tr> <td>1. Entire skill</td> <td>Demonstrate the <b>entire/ full</b> lay up to the performer Or Basketballer / learner attempts the skill all in one go.</td> </tr> <tr> <td>2. Split into subroutines and then repeat entire skill</td> <td>Separate into/practise subroutines for example, take off, jump and shot <b>AND</b> put the parts back together again.</td> </tr> </table>		1. Entire skill	Demonstrate the <b>entire/ full</b> lay up to the performer Or Basketballer / learner attempts the skill all in one go.	2. Split into subroutines and then repeat entire skill	Separate into/practise subroutines for example, take off, jump and shot <b>AND</b> put the parts back together again.	<b>2</b> (AO2)	<p>Learner must make reference to the lay up in order to achieve 2 marks</p> <p>Do not accept the terms whole or part as repeat of the question</p> <p>For point 2 learner must recognise that the skill is broken down <b>and</b> put back together again.</p>						
1. Entire skill	Demonstrate the <b>entire/ full</b> lay up to the performer Or Basketballer / learner attempts the skill all in one go.														
2. Split into subroutines and then repeat entire skill	Separate into/practise subroutines for example, take off, jump and shot <b>AND</b> put the parts back together again.														

Section A										
Question	Answer		Marks	Guidance						
	(iii)	<p><b>One mark for suitable example</b> <b>One mark for explanation</b></p> <table border="1"> <tr> <td>1. Example</td> <td>Triple jump Or Swimming Or any routine e.g. gymnastics routine, trampolining sequence</td> </tr> <tr> <td>2. Explanation</td> <td>Helps learner to remember the links between the sub routines Or Helps learner to break the movement down but then learn the timing of the links Or Breaks the movement down into its sub routines to make it easier to learn</td> </tr> </table>	1. Example	Triple jump Or Swimming Or any routine e.g. gymnastics routine, trampolining sequence	2. Explanation	Helps learner to remember the links between the sub routines Or Helps learner to break the movement down but then learn the timing of the links Or Breaks the movement down into its sub routines to make it easier to learn	<b>2</b> (AO2)	Accept any serial skill / skill with low organisation		
1. Example	Triple jump Or Swimming Or any routine e.g. gymnastics routine, trampolining sequence									
2. Explanation	Helps learner to remember the links between the sub routines Or Helps learner to break the movement down but then learn the timing of the links Or Breaks the movement down into its sub routines to make it easier to learn									
(c)	(i)	<p><b>One mark for example</b> <b>One mark for cue</b></p> <table border="1"> <tr> <td>1. Example of stage</td> <td>(swimming example) A child focusing on the starting position for the dive in a swimming race Or (badminton example) an observer focusing on a badminton player performing a smash</td> </tr> <tr> <td>2. Cue</td> <td>(swimming example) Look at the way the toes are right over the edge of the block Or (badminton example) focusing on the end position of the racquet</td> </tr> </table>	1. Example of stage	(swimming example) A child focusing on the starting position for the dive in a swimming race Or (badminton example) an observer focusing on a badminton player performing a smash	2. Cue	(swimming example) Look at the way the toes are right over the edge of the block Or (badminton example) focusing on the end position of the racquet	<b>2</b> (AO2)	Accept suitable example of performer paying attention to a demonstration  Accept example of cue that would be relevant to the example		
1. Example of stage	(swimming example) A child focusing on the starting position for the dive in a swimming race Or (badminton example) an observer focusing on a badminton player performing a smash									
2. Cue	(swimming example) Look at the way the toes are right over the edge of the block Or (badminton example) focusing on the end position of the racquet									
	(ii)	<p>Two marks from:</p> <table border="1"> <tr> <td>1.Retention</td> <td>Retention (is the second process)</td> </tr> <tr> <td>2.Remember</td> <td>The learner must be able to remember what they have seen/ the model</td> </tr> <tr> <td>3.Mental image</td> <td>They need to create a mental image of the process Or store the information they've seen in the memory</td> </tr> </table>	1.Retention	Retention (is the second process)	2.Remember	The learner must be able to remember what they have seen/ the model	3.Mental image	They need to create a mental image of the process Or store the information they've seen in the memory	<b>2</b> (AO1)	
1.Retention	Retention (is the second process)									
2.Remember	The learner must be able to remember what they have seen/ the model									
3.Mental image	They need to create a mental image of the process Or store the information they've seen in the memory									

Section A				Marks	Guidance
Question	Answer				
(d)	(i)	<b>Two marks from:</b>		<b>2</b> (AO1)	Accept the use of the word helps or hinders e.g. when one skills helps the learning of another skill
		1. (Proactive)	the influence of one skill on a skill yet to be performed		
		2. (Retroactive)	the influence of one skill on the learning or performance of a skill that has previously been learned		
	(ii)	<b>One mark for explanation</b> <b>One mark for example</b>		<b>2</b> (AO2)	Accept suitable example linked to the reasons (points 1, 3, 5, 7)
		1. Misunderstands	Performer misunderstands the movement requirements Or Skills that appear to be similar that are actually different		
		2. Example	e.g. a table tennis player thinking that a smash is just a more powerful forehand		
		3. Familiar stimulus - different response	Familiar stimulus requires a different response Or Conflicting skills taught close together		
		4. Example	e.g A shot in indoor tennis compared to outdoor tennis		
		5. The first skill not learned well	If the first skill wasn't learned well enough then this might lead to negative transfer		
		6. Example	e.g tennis serve not well enough learned so negative transfer to overhead volleyball serve with the toss up being too low.		
		7. Practice doesn't replicate competitive	If the practice conditions don't replicate the competitive situation then negative transfer may occur		
		8. Example	A short corner routine in hockey was practised but only with static defenders so when it comes to the real situation the players can't complete the routine properly as they don't have as much time		

Section A																										
Question		Answer	Marks	Guidance																						
2	(a)	<p><b>Four marks from:</b>  <b>Submax two marks for norming</b>  <b>Submax two marks for performing</b></p> <p><b>Norming</b></p> <table border="1"> <tr> <td>1. Agreement</td> <td>Agreement within the group</td> </tr> <tr> <td>2. Roles</td> <td>Roles / responsibilities are clear / accepted</td> </tr> <tr> <td>3. Unity</td> <td>Unity/ commitment / group is more stable</td> </tr> <tr> <td>4. Social</td> <td>Social aspect to the group</td> </tr> <tr> <td>5. Respect</td> <td>Respect for leader</td> </tr> <tr> <td>6. Teamwork</td> <td>Group start to work together</td> </tr> </table> <p><b>Performing</b></p> <table border="1"> <tr> <td>6. Aims</td> <td>Clear vision / aims</td> </tr> <tr> <td>7. Focus on goals</td> <td>Focus on achieving goals / shared goals</td> </tr> <tr> <td>8. Interference</td> <td>Less interference from the leader/coach – teams runs itself</td> </tr> <tr> <td>9. Disagreements resolved</td> <td>Disagreements quickly and amicably resolved within the team</td> </tr> <tr> <td>10. Trust</td> <td>Trust between team members</td> </tr> </table>	1. Agreement	Agreement within the group	2. Roles	Roles / responsibilities are clear / accepted	3. Unity	Unity/ commitment / group is more stable	4. Social	Social aspect to the group	5. Respect	Respect for leader	6. Teamwork	Group start to work together	6. Aims	Clear vision / aims	7. Focus on goals	Focus on achieving goals / shared goals	8. Interference	Less interference from the leader/coach – teams runs itself	9. Disagreements resolved	Disagreements quickly and amicably resolved within the team	10. Trust	Trust between team members	4 (AO1)	<p><b>Do not accept:</b>  The group performs</p>
1. Agreement	Agreement within the group																									
2. Roles	Roles / responsibilities are clear / accepted																									
3. Unity	Unity/ commitment / group is more stable																									
4. Social	Social aspect to the group																									
5. Respect	Respect for leader																									
6. Teamwork	Group start to work together																									
6. Aims	Clear vision / aims																									
7. Focus on goals	Focus on achieving goals / shared goals																									
8. Interference	Less interference from the leader/coach – teams runs itself																									
9. Disagreements resolved	Disagreements quickly and amicably resolved within the team																									
10. Trust	Trust between team members																									



Section A										
Question	Answer		Marks	Guidance						
(ii)	<p><b>Two marks for:</b></p> <table border="1"> <tr> <td>1. Co ordination problems/losses</td> <td>Co-ordination problems are a breakdown in teamwork / timing Or when team members pull in different directions / don't work effectively together Or Ringlemann effect can occur</td> </tr> <tr> <td>2. Motivation problems/losses</td> <td>Motivation problems are when individuals lower their effort Or social loafing can occur</td> </tr> </table>		1. Co ordination problems/losses	Co-ordination problems are a breakdown in teamwork / timing Or when team members pull in different directions / don't work effectively together Or Ringlemann effect can occur	2. Motivation problems/losses	Motivation problems are when individuals lower their effort Or social loafing can occur	<p><b>2</b> (AO1)</p>	<p><b>Do not accept:</b> Co ordination and motivation in isolation – must be some attempt to describe them.</p> <p>Credit relevant points regardless of the order (FP1, FP2)</p>		
1. Co ordination problems/losses	Co-ordination problems are a breakdown in teamwork / timing Or when team members pull in different directions / don't work effectively together Or Ringlemann effect can occur									
2. Motivation problems/losses	Motivation problems are when individuals lower their effort Or social loafing can occur									
(b)	<p><b>Six marks for:</b></p> <p><b>Submax four marks for one theory</b> <b>Submax four marks for positive points only</b> <b>Submax four marks for negative points only</b></p> <p><b>Instinct theory</b></p> <table border="1"> <thead> <tr> <th>Positives</th> <th>Negatives</th> </tr> </thead> <tbody> <tr> <td>1. Aggression is very instinctive/ natural reaction  or aggression could be a result of genetics / inherited / innate / trait</td> <td>6 People don't always behave aggressively Or Not all humans/cultures are aggressive Or Aggression is shown by people at different times / depending on environmental situation</td> </tr> <tr> <td>2. Reflects nature –animal behaviour</td> <td>7 Aggression is often learned / copied / influenced by upbringing/influenced by socialisation or people can learn not to be aggressive (disproving the theory) or people can control aggressive instincts (disproving</td> </tr> </tbody> </table>		Positives	Negatives	1. Aggression is very instinctive/ natural reaction  or aggression could be a result of genetics / inherited / innate / trait	6 People don't always behave aggressively Or Not all humans/cultures are aggressive Or Aggression is shown by people at different times / depending on environmental situation	2. Reflects nature –animal behaviour	7 Aggression is often learned / copied / influenced by upbringing/influenced by socialisation or people can learn not to be aggressive (disproving the theory) or people can control aggressive instincts (disproving	<p><b>6</b> (AO3)</p>	
Positives	Negatives									
1. Aggression is very instinctive/ natural reaction  or aggression could be a result of genetics / inherited / innate / trait	6 People don't always behave aggressively Or Not all humans/cultures are aggressive Or Aggression is shown by people at different times / depending on environmental situation									
2. Reflects nature –animal behaviour	7 Aggression is often learned / copied / influenced by upbringing/influenced by socialisation or people can learn not to be aggressive (disproving the theory) or people can control aggressive instincts (disproving									

Section A			
Question	Answer	Marks	Guidance
	the theory)		
	3. Explains why some people are predictably aggressive	8. Early humans were hunter gatherers not warriors	
	1. Aggression can be hard to control	9. Too simplistic / generalised	
	2. You can feel a release of aggression/catharsis when channeling aggression into sport	10 Aggression is often not spontaneous or aggression is usually provoked	
	<b>Social learning theory</b>		
	<b>Positives</b>	<b>Negatives</b>	
	8. Aggression can be learnt by watching and copying	11. People can be aggressive without ever having seen aggression	
	9. People are affected by their environment Or people act differently	12. Doesn't explain aggression in young children	
	10. Aggression can be learnt from role models	13. Doesn't take into account individual's personality or genetics	
		14. People with similar role models act differently.	

Section A				Marks	Guidance																										
Question		Answer																													
	(c)	(i)	<p><b>Two marks from:</b></p> <p><b>Submax 1 mark for Type A</b>  <b>Submax 1 mark for Type B</b></p> <p><b>Type A</b></p> <table border="1"> <tr><td>1.</td><td>Impatient</td></tr> <tr><td>2.</td><td>Intolerant</td></tr> <tr><td>3.</td><td>Suffers high levels of stress</td></tr> <tr><td>4.</td><td>Works fast</td></tr> <tr><td>5.</td><td>Desire to succeed</td></tr> <tr><td>6.</td><td>Competitive</td></tr> <tr><td>7.</td><td>Enjoys control</td></tr> </table> <p><b>Type B</b></p> <table border="1"> <tr><td>8.</td><td>Relaxed</td></tr> <tr><td>9.</td><td>Tolerant</td></tr> <tr><td>10.</td><td>Experiences lower levels of stress</td></tr> <tr><td>11.</td><td>Works more slowly</td></tr> <tr><td>12.</td><td>Lacking in desire to succeed</td></tr> <tr><td>13.</td><td>Non- competitive</td></tr> </table>	1.	Impatient	2.	Intolerant	3.	Suffers high levels of stress	4.	Works fast	5.	Desire to succeed	6.	Competitive	7.	Enjoys control	8.	Relaxed	9.	Tolerant	10.	Experiences lower levels of stress	11.	Works more slowly	12.	Lacking in desire to succeed	13.	Non- competitive	<p><b>2</b> (AO1)</p>	
1.	Impatient																														
2.	Intolerant																														
3.	Suffers high levels of stress																														
4.	Works fast																														
5.	Desire to succeed																														
6.	Competitive																														
7.	Enjoys control																														
8.	Relaxed																														
9.	Tolerant																														
10.	Experiences lower levels of stress																														
11.	Works more slowly																														
12.	Lacking in desire to succeed																														
13.	Non- competitive																														

Section A				Marks	Guidance												
Question	Answer																
		14. Does not enjoy control															
	ii)	1. Introvert 2. because they don't like to be sociable  Or 3. extrovert  4. because they like the pressure of all eyes on them / cope better with high levels of arousal  as he cant hide amongst a team		2 (A02)	DNA: point 1 with 4 and 3 with 2												
	(iii)	1. Unstable		1 (AO2)													
(d)	(i)	<b>Two marks from:</b>  <table border="1"> <tr> <td>1. Trait anxiety</td> <td>A general disposition to perceive all/most situations as threatening Or Inborn / innate /stable levels of nervousness / apprehension</td> </tr> <tr> <td>2. State anxiety</td> <td>A person's immediate condition of anxiety in any one situation Or A temporary emotional response / feeling of nervousness /apprehension</td> </tr> </table>	1. Trait anxiety	A general disposition to perceive all/most situations as threatening Or Inborn / innate /stable levels of nervousness / apprehension	2. State anxiety	A person's immediate condition of anxiety in any one situation Or A temporary emotional response / feeling of nervousness /apprehension		2 (AO1)									
1. Trait anxiety	A general disposition to perceive all/most situations as threatening Or Inborn / innate /stable levels of nervousness / apprehension																
2. State anxiety	A person's immediate condition of anxiety in any one situation Or A temporary emotional response / feeling of nervousness /apprehension																
	(ii)	<b>Two marks from:</b>  <table border="1"> <tr> <td>1.</td> <td>At optimal/ preferred levels of arousal/ anxiety for the performer</td> </tr> <tr> <td>2.</td> <td>Fully focused</td> </tr> <tr> <td>3.</td> <td>In control / confident</td> </tr> <tr> <td>4.</td> <td>Happy</td> </tr> <tr> <td>5.</td> <td>Feeling fulfilled/ sense of achievement/ satisfaction</td> </tr> <tr> <td>6.</td> <td>Smooth /effortless performance</td> </tr> </table>	1.	At optimal/ preferred levels of arousal/ anxiety for the performer	2.	Fully focused	3.	In control / confident	4.	Happy	5.	Feeling fulfilled/ sense of achievement/ satisfaction	6.	Smooth /effortless performance		2 (AO1)	
1.	At optimal/ preferred levels of arousal/ anxiety for the performer																
2.	Fully focused																
3.	In control / confident																
4.	Happy																
5.	Feeling fulfilled/ sense of achievement/ satisfaction																
6.	Smooth /effortless performance																

Section A				Marks	Guidance																								
Question	Answer																												
		7.	Feeling like nothing can go wrong/ faultless performance																										
<b>3</b>	<b>(a)</b>	<b>Six marks from:</b> <table border="1"> <tr> <td>1.. Time</td> <td>Long working hours /seasonal time so had little time available for sport and pastimes</td> </tr> <tr> <td>2.. Time - holy days/ occasional</td> <td>Opportunities were limited to holy days/ festivals so sport was occasional</td> </tr> <tr> <td>3.. Time - upper class</td> <td>Had more time available due to less working hours so were able to take part in sport and pastimes more often/ regularly.</td> </tr> <tr> <td>4.. Transport – local versions</td> <td>Lack of transport meant that sports developed locally with individual versions/ rules in different towns</td> </tr> <tr> <td>5. Transport –opportunity</td> <td>Lack of transport meant less opportunity to play / less regular / no league system</td> </tr> <tr> <td>6... Transport – upper class</td> <td>Upper classes could travel further (by horse and carriage) so were able to travel to facilities for example real tennis court / play against others regionally / play regularly / played by same rules .</td> </tr> <tr> <td>7.. Money</td> <td>Little money (disposable income) available for sports and pastimes so there was less opportunity / less regular</td> </tr> <tr> <td>8.. Money</td> <td>Sports were simple and basic as they need to be cheap to be able to participate in</td> </tr> <tr> <td>9,. Money – upper class</td> <td>Upper class had more money to be able to play sport so had more opportunity to participate / more regular</td> </tr> <tr> <td>10.. Money – upper class</td> <td>Upper class had more money to participate in sports so they could have facilities and equipment e.g. real tennis.</td> </tr> <tr> <td>11. Money - wagering</td> <td>Upper class wagered on sport to show status or Lower class wagered as a chance to go from rags to riches</td> </tr> <tr> <td>12.. Money – exclusivity</td> <td>Upper class sports required money for facilities and equipment that kept them exclusive as the lower classes couldn't afford to take part.</td> </tr> </table>		1.. Time	Long working hours /seasonal time so had little time available for sport and pastimes	2.. Time - holy days/ occasional	Opportunities were limited to holy days/ festivals so sport was occasional	3.. Time - upper class	Had more time available due to less working hours so were able to take part in sport and pastimes more often/ regularly.	4.. Transport – local versions	Lack of transport meant that sports developed locally with individual versions/ rules in different towns	5. Transport –opportunity	Lack of transport meant less opportunity to play / less regular / no league system	6... Transport – upper class	Upper classes could travel further (by horse and carriage) so were able to travel to facilities for example real tennis court / play against others regionally / play regularly / played by same rules .	7.. Money	Little money (disposable income) available for sports and pastimes so there was less opportunity / less regular	8.. Money	Sports were simple and basic as they need to be cheap to be able to participate in	9,. Money – upper class	Upper class had more money to be able to play sport so had more opportunity to participate / more regular	10.. Money – upper class	Upper class had more money to participate in sports so they could have facilities and equipment e.g. real tennis.	11. Money - wagering	Upper class wagered on sport to show status or Lower class wagered as a chance to go from rags to riches	12.. Money – exclusivity	Upper class sports required money for facilities and equipment that kept them exclusive as the lower classes couldn't afford to take part.	<b>6</b> (AO3)	.Candidate must access time, transport and money to access full marks.
1.. Time	Long working hours /seasonal time so had little time available for sport and pastimes																												
2.. Time - holy days/ occasional	Opportunities were limited to holy days/ festivals so sport was occasional																												
3.. Time - upper class	Had more time available due to less working hours so were able to take part in sport and pastimes more often/ regularly.																												
4.. Transport – local versions	Lack of transport meant that sports developed locally with individual versions/ rules in different towns																												
5. Transport –opportunity	Lack of transport meant less opportunity to play / less regular / no league system																												
6... Transport – upper class	Upper classes could travel further (by horse and carriage) so were able to travel to facilities for example real tennis court / play against others regionally / play regularly / played by same rules .																												
7.. Money	Little money (disposable income) available for sports and pastimes so there was less opportunity / less regular																												
8.. Money	Sports were simple and basic as they need to be cheap to be able to participate in																												
9,. Money – upper class	Upper class had more money to be able to play sport so had more opportunity to participate / more regular																												
10.. Money – upper class	Upper class had more money to participate in sports so they could have facilities and equipment e.g. real tennis.																												
11. Money - wagering	Upper class wagered on sport to show status or Lower class wagered as a chance to go from rags to riches																												
12.. Money – exclusivity	Upper class sports required money for facilities and equipment that kept them exclusive as the lower classes couldn't afford to take part.																												
	<b>(b)</b>	<b>Four marks from:</b>		<b>4</b> (AO1 x 3)	Sub max 3 for no example.																								

Section A				
Question	Answer		Marks	Guidance
	1. Pre Industrial divide	The upper and working classes did not mix during the activities that they did which resulted in them participating in different activities	A02 x 1)	The example can come anywhere throughout the answer but must be a sporting example to gain mark.  Accept other relevant examples  Accept term lower or working class (SSU?)
	2. Different roles	However they could take part in some activities together as long as the different classes had different roles		
	3. Occupational	Often the activity was the working class persons job and the upper class person would gamble on the activity.		
	4. Introduction of terms	Gentry/ gentleman amateurs were upper / middle class and (lower-class) professionals were the working class who earned an income.		
	5. Post 1850	Post 1850 separate roles developed for different classes		
	6. Broken time payments	Factory workers were paid with a broken time payment to make up for missing work in order to play.		
	7. Professionalism.	Lead to development of term professionals as they were being paid to play.		
	8. Pedestrianism	Race walking enabled both classes to take part as the working class person was the person racing and the upper class person would be their patron or sponsor.		
	9 Cricket	This was played by both classes together but the upper classes maintained their more respectable position by having different roles, e.g. being the captain, batting first Or in cricket the classes had separate changing rooms, had different titles in the programme and had different roles within the team.		
	10. Golf	1861 was the first championship when the amateurs and professionals competed together, before this there were separate competitions for the professionals (working class) and amateurs (upper class) as the lower class didn't fit the image of the game.		
	1. Football	Footballers receiving broken time payment to play for a factory team,		

<b>(c)</b>	<b>Five marks from:</b>		<b>5</b> (AO2)	
	1. Transport –Car (participation/characteristics)	Mass produced cars increased the ability to travel to play/increased participation or spectatorism		
	2. Transport – Railway (participation/characteristics)	Development of the railway meant that more people could travel to play or watch football		
	3. Transport – railway network (characteristics)	20,000 miles meant a large network across the country so more areas accessible so more leagues.		
	4. Transport - Further/ faster	Introduction of the motorways meant teams/spectators could travel further, faster to away games		
	5. Spectators – events (characteristics)	Due to the growing numbers of spectators bigger events started to be organised such as European Cup.		
	6. Money- disposable income	11% increase in disposable income meant there was more money to spend on playing football or watching football		
	7 Money – wages	(£100 wages) this may encourage more people to want to become footballers and increase participation		
	8. Education	Due to Butler Act sport was now seen as an important part of the school curriculum so improved school provision/ opportunity for football		
	9. Law and order	All seater stadiums (following the Taylor Report after Hillsborough disaster) made football more organised/ regulated / safe for spectators		
	10. Technology – TV	Televised matches raised the profile of football so led to increased opportunities throughout the rest of the century		
	11. TV- gender	Increased television coverage of football made it more attractive to female supporters		
	12. Technology- floodlights	Floodlit pitches meant more games could go ahead during winter months or evenings or European games held midweek evenings increasing the opportunity to participate/spectate outside working hours.		
<b>(d)</b>	<b>(i)</b>	<b>Five marks from:</b> <b>Submax 4 marks for social only/ economic only.</b>	<b>5</b> (AO3)	Learner does not have to identify if the positive impact is social or economic but must score a mark from both boxes to achieve full marks.

Social benefits	
1. Improved local services	A lot more money into the local area which could have improved local services.
2. Regeneration of the local area - facilities	Environmental work completed for the games was good for the regeneration of the local area.
3. Regeneration of the local area- housing	New homes improved living conditions in inner city areas
4. Increased pride / shop window	The regeneration of the local area with (the 2000) new trees/ plants/ facilities will have increased the pride of the local people. or high percentage of population are watching some of the Olympics / millions of visitors mean a lot of people will be seeing the facilities and local area
5. Increased participation	Increased participation due to better facilities as a result of investment
6. Increased participation	Increased participation due to host nation people watching some of the Olympics.
7.Improved transport links	Eg High speed train services to cross host city improves transport links after the games.
8. Focus on minority sports	The increased media coverage of minority sports encourages participants in those sports and increases opportunities / improved attitudes towards them.
Economic benefits	
9. Increased income/commercial benefits - tourism	The people visiting the host city /spending money boosts the economy, Or More goods will have been sold to tourists so there were commercial benefits for local businesses.
10.Increased jobs – building	Jobs required in construction work means more jobs for local people.
11. Increased jobs – general	With the new homes / building work and events then there are more jobs in decorating, furnishing, moving businesses, energy suppliers etc.
12. Increased job- tourism	Numbers of visitors at the Games means more work in hotels, restaurants, transport, visitor attraction and security.
13. Increased opportunities for sponsorship	High level of TV cover, meaning lots of sponsorship opportunities / increasing revenue to businesses



Section C		
Question	Answer	Guidance
4*	<p><b>Level 3 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; understanding (AO1)</li> <li>• clear and consistent practical application of knowledge &amp; understanding (AO2)</li> <li>• effective analysis/evaluation and/or discussion/explanation/development (AO3)</li> <li>• accurate use of technical and specialist vocabulary</li> <li>• there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</li> </ul>	<p><b>At Level 3 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• detailed description of both the associative and autonomous stages of learning</li> <li>• consistent and accurate application to badminton or own example</li> <li>• good discussion of how an audience may affect the performer at all three stages of learning.</li> <li>• correct technical language is used throughout</li> <li>• AO1, AO2 and AO3 all covered well in this level.</li> </ul>
	<p><b>Level 2 (5–7 marks)</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge &amp; understanding (AO1)</li> <li>• some success in practical application of knowledge (AO2)</li> <li>• analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3)</li> <li>• technical and specialist vocabulary used with some accuracy</li> <li>• there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</li> </ul>	<p><b>At Level 2 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• satisfactory description of both the associative and autonomous stages of learning</li> <li>• some successful application to badminton or own example</li> <li>• attempted discussion of how an audience may affect the performer at all/ some of the stages of learning.</li> <li>• there may be some use of technical vocabulary</li> <li>• Although max 3 marks for AO1 and 4 marks for AO2 in this question, some AO3 is required for the top of this level</li> <li>• At the top of this level answers are likely to include a good description of the associative and autonomous stages with good application but limited discussion of audience affects.</li> </ul>
	<p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>• basic knowledge &amp; understanding (AO1)</li> <li>• little or no attempt at practical application of knowledge (AO2)</li> <li>• little or no attempt to analyse/evaluate and/or discuss/explain/develop (AO3)</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• 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.</li> </ul>	<p><b>At Level 1 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• basic description of one or both of the associative and autonomous stages of learning</li> <li>• limited successful application to badminton or own example</li> <li>• little discussion of how an audience may affect the performer at all/ some of the stages of learning.</li> <li>• maximum of 3 marks to be awarded for AO1 with no application.</li> <li>• At the top of this level answers may include a basic description of the associative and autonomous stages of learning but lack application or discussion/ or basic description of one stage with attempted application.</li> </ul>
	<b>(0 marks)</b> No response or no response worthy of credit.	

**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:**

The stages should be described in relation to either badminton or their own sporting example. Examples aren't required for the 2<sup>nd</sup> part, but should be credited if given

AO1 - KU	AO2 – E.G.	AO3 - DEV
<b>Associative stage of learning</b>		
1. Performer practises the skills	e.g. the badminton player practises a range of shots such as forehand, back hand and smash.	
2. Compares their movements to the mental image	e.g. the badminton player is now thinking did that smash look like the mental image I have/ the demonstration I saw.	
3. Feedback still quite extrinsic	e.g. the badminton player still relies quite heavily on the coach telling them that the serve went into the net because the racquet head was too flat.	
4. But performer becoming more aware and starting to use intrinsic feedback also Or starting to recognise own errors	e.g. the badminton player can now start to feel when they don't connect properly with a smash e.g. the badminton player can start to self-correct when they realise that their stance isn't correct when waiting to receive serve.	20As the player progresses through the stage the reliance on extrinsic feedback starts to shift more towards intrinsic feedback.
5. More able to pick up on subtle cues	e.g. the badminton player can now anticipate if it's likely to be a low serve or high by the way the server is holding their racquet.	
6. Able to use some tactics and strategies	e.g. the badminton player is now able to start looking like they are going to play a forehand shot but then playing a drop shot instead.	
7. Motor programmes formed	e.g. motor programmes are formed for a forehand, a serve, a smash etc	
8. Improvement in performance / less errors are made	e.g. the badminton player can now consistently take part in rallies and effectively execute a range of shots, with less shuttles in the net or out of the court.	
9. Movements are less jerky / more fluent	e.g. the serve is more fluent	

Autonomous stage of learning		
10. Movements are automatic/ grooved / habitual	e.g. the badminton player can perform a range of shots such as drop shot, backhand, automatically.	21 Some performers may never reach this stage. Or some remain in the associative phase
11. Performance is fully fluent/effective /aesthetically pleasing.	e.g. the badminton player performs an accurate forehand that connects well with the shuttle and is a smooth movement.	22 To remain in this stage performer need to continuously refer back to the associative stage and practice.
12. Performance is consistent	e.g. the badminton player can consistently get the serve low over the net and just into the service box.	
13. Little conscious thought	e.g. the badminton player does not have to think about stance, racquet position, arm position every time they perform a shot, they just do it.	
14. Distractions are ignored	e.g. the badminton player is able to ignore another game going on on the next door court or the noise of an audience.	
15. More focus on tactics and strategies	e.g. the badminton player now focuses on disguising their shots and working their opponent from side to side and front to back.	23.Spare attentional capacity
16. Motor programmes are fully formed and stored in LTM	e.g. the motor programmes for forehand, backhand, serve etc are all fully formed and correct and stored.	
17. Performer successfully uses intrinsic feedback	e.g. the badminton player has excellent kinaesthetic awareness of the drop shot.	
18. Fine tweaks can be made to perfect skills.	e.g. the power or accuracy of the smash can be fine tuned.	
Effect of an audience - general		(examples not necessarily needed in this part)
19. An audience can increase an individual's arousal levels.		24 How this affects their performance depends on several factors <ul style="list-style-type: none"> <li>• Stage of learning</li> <li>• Type of skill</li> <li>• Ability level</li> <li>• Personality</li> </ul>
20. Social facilitation and social inhibition		25 Evaluative apprehension / mere presence

<b>Effect of an audience at cognitive stage of learning.</b>		
	e.g. a badminton player in the cognitive stage of learning may revert back to swiping their racquet across their body in an attempt to play a backhand even though they have been practising a smooth follow through.	26 At the cognitive stage of learning an audience could have a negative effect / social inhibition. <ul style="list-style-type: none"> <li>• Increase in arousal increases the chance of the dominant response occurring</li> <li>• At the cognitive stage of learning the dominant response is likely to be incorrect therefore the performer is more likely to make a mistake.</li> </ul>
	e.g. a badminton player in the cognitive stage of learning might become distracted by an audience cheering and therefore not be able to concentrate on the relevant cues of the shuttlecock and the opponent.	27 At the cognitive stage of learning the audience may prove to be too much of a distraction <ul style="list-style-type: none"> <li>• Compete for attention</li> <li>• Cognitive performer not able to block out the distractions so information overload occurs.</li> </ul>
<b>Effect of an audience at the associative stage of learning</b>		
		28 As the player progresses the effect of the audience will become more positive.
	e.g. a badminton player who finds the audience less of a distraction.	29 At the early stages of the associative stage the audience may still prove to be a distractor and inhibit performance. <ul style="list-style-type: none"> <li>• As the player progresses through the associative stage the audience may start to facilitate performance as the player becomes:</li> <li>• more able to manage their distractions</li> <li>• skills become more automatic.</li> </ul>
	e.g. if the player is performing a smash the increased arousal might help whereas if they are attempting a drop shot the increased arousal may mean they over hit it.	30 The effect of the audience at this stage may also be affected by the type of skill the performer is completing <ul style="list-style-type: none"> <li>• fine skills may still be inhibited</li> <li>• gross skills may be facilitated</li> </ul>

<b>Effect of an audience at the autonomous stage of learning</b>		
	e.g. the audience might help the badminton player feel psyched up resulting in a better performance having the confidence to play a smash shot , followed by a drop shot if returned.	31 An audience can have a positive effect on the performer in the autonomous stage of learning/ social facilitation <ul style="list-style-type: none"> <li>• as the increased arousal increases the likelihood of the dominant response</li> <li>• in an autonomous performer dominant response will be correct</li> <li>• actions will be grooved / automatic</li> </ul>
	e.g. the badminton player in the autonomous stage of learning will be able to focus on the shuttle and opponents and block out audience noise.	32 Autonomous performer will be able to block out distractions and focus on relevant cues
<b>Other factors affecting the performer which can be referenced at any stage</b>		
	Accept relevant egs	33 The effect of the audience at this stage may also depend on the personality of the performer <ul style="list-style-type: none"> <li>• Extroverts perform better with audience</li> <li>• Introverts perform worse with audience</li> </ul>
	Accept relevant eg	34 Factors to do with the audience: Who's in the audience Proximity of audience Interactive/passive audience Size of audience

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored