



## Model Answers

# OCR A-Level PE – Sport Psychology

(Revision session on Tuesday 17th May 2022, 4.00–5.30pm)

### This document contains:

- Model answers for the Practice Questions answered during the 2022 Revision series
- Questions in AEI order
- Where possible, examples of extended writing
- No one-mark or multiple-choice questions

### How should schools use these papers?

This paper has been constructed specifically for use in preparation for and during the live revision shows provided by James Simms in May 2022. I encourage students to attempt the questions in advance of the revision shows.

Please, use these model answers in combination with the mark scheme and the revision session, available in the OCR A-Level PE Revision page (<https://pages.theeverlearner.com/2022-ocr-a-level-pe-revision>).

All questions are taken from ExamSimulator. Please note, there are hundreds of additional questions on ExamSimulator covering the AEI topics. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

*James Simms*

1. Evaluate the trait theory of personality formation.

A strength is that it <sup>4</sup> helps to predict sporting success and defines a clear link between personality and biology. However, it has major weaknesses such as that it <sup>2</sup> ignores the role of learning in <sup>1</sup> personality formation and claims that <sup>3</sup> personality is only genetic. This is clearly not the case. For example, <sup>3</sup> twin studies show significant differences in personality between genetically identical twins.

No comments provided.

Marks:[4/4]

2. Discuss the suggestion that the interactionist approach to personality is the most reliable.

<p>Interactionism the <sup>1</sup> combination of trait and social learning <sup>2</sup> theory. <math>B = f(PE)</math>. It is better than trait theory as it <sup>3</sup> acknowledges <sup>4</sup> the role of environment and also <sup>5</sup> explains why behaviour is not predictable. Finally, it explains why the same person could behave differently in the same sporting situation over time.</p>	<p>No comments provided.</p>
	<p>Marks:[4/4]</p>

3.

Jamie has just attended his first-ever school hockey club session.  
Describe how a coach can use extrinsic motivation to maintain Jamie's involvement.

Extrinsic motivation is the <sup>1</sup> external drive to perform well and a coach can apply this <sup>2</sup> rewarding Jamie with a prize when he attends regularly.

No comments provided.

Marks:[2/2]

4.

Rachel is a cyclist and trains three times per week with her club.  
Describe both intrinsic and extrinsic motivation and the impact each has on Rachel.



3 Extrinsic motivation is the external drive to perform well and  
4 Rachel might experience this when she finishes on the podium in  
a race and receives a medal. 1 Intrinsic motivation is the internal  
drive to participate and 2 Rachel will take part because she enjoys  
it and feels a sense of accomplishment.

No comments  
provided.

Marks:[4/4]

5. Alex has just started playing golf and is due to play in a beginners tournament. Describe the drive theory of arousal and what impact it could have on a beginner's performances in sport.

<p>Drive theory suggests that <sup>1</sup> as arousal increases, so does <sup>2</sup> performance quality. As arousal goes up, the likelihood of the <sup>3</sup> dominant response occurring increases. However, <sup>4</sup> the dominant response for a beginner might be errors which would lead to a <sup>5</sup> decline in performance. Therefore, beginners need to control arousal levels to perform at their best.</p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>

6. Describe the **inverted U theory** of arousal.

<p>1 Performance increases as arousal increases up to an optimal point. Optimal arousal is where 2 best performance occurs. If arousal passes the optimal point, performance quality will decline. 4 Underarousal is called boredom. 3 Overarousal is called hypervigilance.</p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>

7. Explain how the **inverted U theory** shifts based on the **skill level** of the performer.

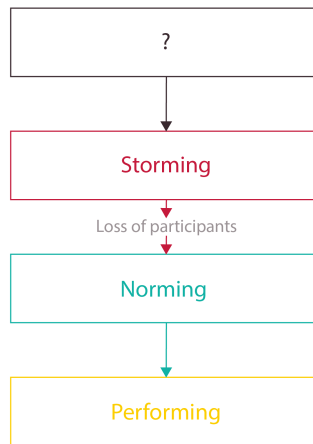
<p>1 Experts perform best at higher levels of arousals, whereas 3 novices perform better at low arousal. Therefore, experts need to 4 find a high arousal level and novices need to control arousal in order to concentrate effectively.</p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>



8.

Identify the missing stage from the model in the image and describe the characteristics of this stage.

Tuckman's Model



1 The forming stage which is where 2 group members get to know 4 one another. They 5 assess one another's individual strengths but 6 rely heavily on the leader for guidance as the aims of each member are unclear.

No comments provided.

Marks:[3/3]

9. Jane has not been playing very well for her rugby team. Explain what strategies a coach could use to prevent **social loafing**.



1 Praise Jane for individual aspects of her performance which contribute to the team. Recognise the importance of Jane by 2 giving her individual feedback. 3 Ask the captain to support Jane and to 4 reinforce her individual effort. Finally, encourage 5 Jane to engage socially with the team.

No comments provided.

Marks:[3/3]

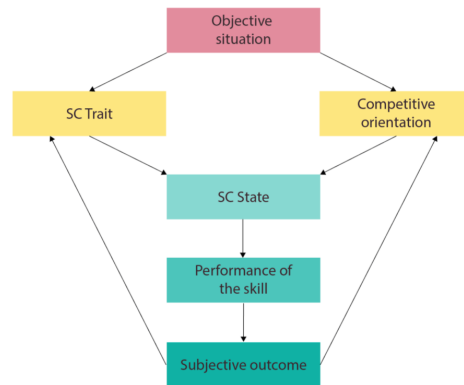
10. With reference to Weiner's model of attribution, explain the term "locus of control."

<p>1 Locus of control is the extent to which success is controllable.</p> <p>2 Controllable outcomes can be directly influenced by performers,</p> <p>3 whereas uncontrollable factors are things like luck. By focussing</p> <p>4 on the controllable factors, this increases motivation.</p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>

11.

Vealey's sport confidence model makes reference to competitive orientation. Describe what is meant by competitive orientation.

Vealey's Sport Confidence Model (1989)



<sup>1</sup> The **types of goals** a performer judges themselves by. <sup>2</sup> **Some performers use outcome goals only**, whereas others use a <sup>3</sup> **combination of outcome goals and process goals**.

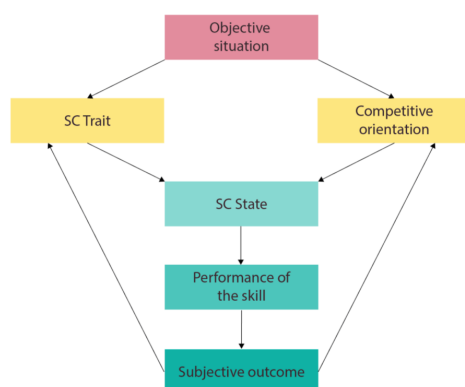
No comments provided.

Marks:[2/2]

12.

Vealey's sport confidence model makes reference to competitive orientation. Explain how a sports performer's competitive orientation could **decrease** their sport confidence state.

Vealey's Sport Confidence Model (1989)



1

If a performer only uses outcome goals, losing will negatively affect confidence. This performer might avoid process goals which are more controllable.

3

2

No comments provided.

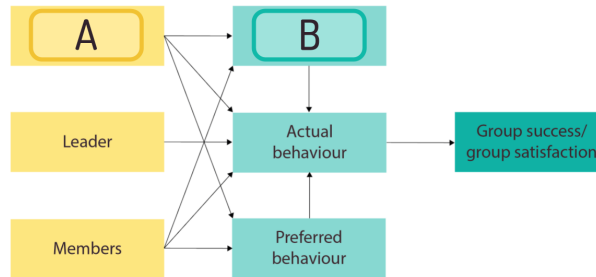
Marks:[3/3]

13.

Look closely at this image.

Identify the missing components **A and B** of Chelladurai's model of leadership.

Chelladurai's Multi-dimensional Model of Leadership



1

A is **situational characteristics**.

2

B is the **required behaviour**.

No comments provided.

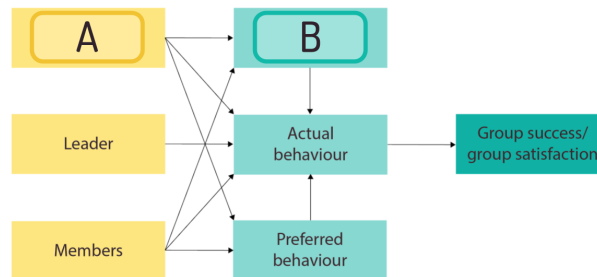
Marks:[2/2]

14.

Look closely at this image.

Using a sporting example, explain how the missing components **A** and **B** can affect the type of leadership used by a leader.

### Chelladurai's Multi-dimensional Model of Leadership



1

The sporting situation can be favourable or unfavourable. For example, a hockey captain's position could be very weak and this is unfavourable and means that their required behaviour is autocracy even if the other hockey players prefer democracy.

2

No comments provided.

Marks:[2/2]

15.

Using a sporting example for each, describe what is meant by **both** an emergent and a prescribed leader.

<p>1 Emergent leaders are appointed from within the group such as an 2 experienced player becoming a player manager. 3 A prescribed 4 leader is appointed from outside such as a new signing becoming the club captain upon arrival.</p>	<p>No comments provided.</p>
	<p>Marks:[4/4]</p>

Feedback:

No feedback provided.