Oxford Cambridge and RSA

Wednesday 4 June 2025 – Morning

A Level Physical Education

H555/02 Psychological factors affecting performance

Time allowed: 1 hour

No extra materials are needed.

Please write clearly in black ink. **Do not write in the barcodes.**

Centre number | | | | | | Candidate number | | | | |

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

© OCR 2025 [601/8322/6]
DC (LK/CGW) 332952/2
OCR is an exempt Charity

SECTION A

1 Indicate whether each of the following statements is true or false by putting a tick (✓) in the relevant box.

(a) A type A personality is likely to be patient. Tick (✓) **one** box.

True ☐ False ☐

[1]

(b) An introvert personality lacks concentration. Tick (✓) **one** box.

True ☐ False ☐

[1]

2 Give **two** somatic stress management techniques.

1: .....

2: .....

[2]

3 Define intrinsic feedback and give **one** advantage of this type of feedback.

Definition: .....

.....

Advantage: .....

.....

[2]

© OCR 2025

4 Identify the stage of learning being described in the following examples.

A rugby player can consistently perform a dummy dodge to outwit an opponent.

Stage of learning: .....

An ice skater can perform a jump but often wobbles when landing.

Stage of learning: .....

[2]

5 Give **two** examples of somatic responses to anxiety.

1: .....

2: .....

[2]

© OCR 2025

SECTION B

6

(a) Skills are classified in different ways.

(i) Explain the following terms:

Simple skill: .....

.....

Closed skill: .....

.....

High organisation skill: .....

.....

[3]

(ii) Define the terms bilateral transfer and negative transfer.

Bilateral transfer: .....

.....

Negative transfer: .....

.....

[2]

(b)

(i) According to Atkinson and Shiffren's multi-store memory model a hockey player receiving a pass will use selective attention to filter relevant from irrelevant information.

Give **one** example of information that the hockey player should filter as relevant and **one** example that should be filtered as irrelevant.

Relevant information: .....

Irrelevant information: .....

[2]

© OCR 2025

(ii) Explain Craik and Lockhart's levels of processing memory model.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... **[3]**

(c) Explain how an individual learns a new skill according to operant conditioning.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... **[4]**

© OCR 2025

(d) Evaluate the use of verbal and manual guidance for an expert performer.

Verbal: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Manual: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[6]

© OCR 2025

7
(a)
(i) Weiner's model of attribution categorises the reasons performers give for their success or failure.

Using your knowledge of Weiner's model, give a **sporting** example of an attribution for each of the categories below.

Internal, stable: .....

.....

External, stable: .....

.....

Internal, unstable .....

.....

External, unstable .....

.....
[4]

(ii) Attributing externally could have both positive and negative effects on a performer.

Discuss why this could be the case.

.....

.....

.....

.....

.....

.....

.....

..... **[2]**

© OCR 2025

(b)

(i) Describe the terms emergent leader and prescribed leader.

Emergent leader: .....

.....

Prescribed leader: .....

.....

[2]

(ii) A young player may develop leadership skills by watching their coach.

Using knowledge of theories of leadership discuss if this alone is enough to make the young player become a good leader.

.....

.....

.....

.....

.....

.....

.....

.....

.....

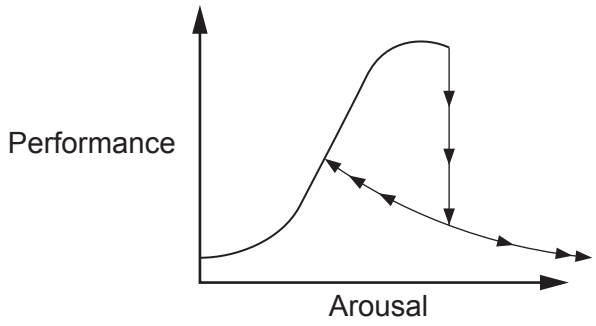
.....

.....

..... **[3]**

© OCR 2025

(c) The graph shows catastrophe theory.



Use the graph to explain catastrophe theory.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... **[5]**

© OCR 2025

(d) A sports team has better players than their opposition but is losing the match.

Use Steiner's model to explain why the team might be under-performing in the match.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... **[4]**

© OCR 2025

SECTION C

8* A sports coach can use different practice types to help performers learn skills and build their confidence.

Using sporting examples, explain the practice types that a sports coach might use to help a performer improve their passing.

Analyse how a coach might raise a performer's level of self-efficacy according to Bandura's theory. **[10]**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

© OCR 2025

© OCR 2025

.....

.....

END OF QUESTION PAPER

© OCR 2025

EXTRA ANSWER SPACE

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.

© OCR 2025

© OCR 2025

OCR
Oxford Cambridge and RSA

Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact The OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.

© OCR 2025