

## **Mark Scheme for June 2010**

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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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## Section A

1 (a) Describe one way to reduce aggression in sport.

*There are two likely approaches to answering this question. Most likely is that candidates will use theories (or studies) of aggression to suggest how it may be reduced. For example Freud would propose a cathartic activity to release any pent-up aggression (hitting a punch bag) whereas Bandura (SLT) would suggest non-aggressive yet successful sporting role-models or Berkowitz (cue-theory) might suggest a calming, non-arousing environment such as the changing room having soothing colours. If, as Dollard et al suggest, frustration always causes aggression and aggression always stems from frustration, then reducing the frustrating factor(s) should lead to a reduction in aggression.*

*Alternatively, approaches which directly propose how to reduce aggression in sport, most notably cognitive and behavioural approaches, may be suggested. Self talk is one such suggestion, as are anger awareness training and role play (Brunelle et al, 1999). Learning theory might suggest reinforcing non-aggressive play, such as awarding a fair play trophy as well as a possible place in European competition to the fairest football team in each major country.*

*Top band answers will not only describe the study or theory but apply it directly to precise suggestions in response to the question.*

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe one way to reduce aggression in sport. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer describes one way to reduce aggression in sport using psychological terms and concepts. The description is mainly accurate and informed, and has some evidence of elaboration and understanding.
5-6 marks	The answer gives a clear description of one way to reduce aggression in sport from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

**[6 marks]**

**(b) Discuss the usefulness of research into the reduction of aggression in sport.**

*Research into the reduction of aggression in sport is useful in the ways and extent to which it can be applied to the sporting context. Candidates may consider value to the individual, their team or sport in a broader sense. Usefulness is therefore most likely to be considered in terms of validity, applicability or ethnocentrism, for example. Comparisons may be a particularly constructive way to present a discussion about usefulness, as may be assessing the effectiveness of research into reducing aggression.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the usefulness of research into the reduction of aggression in sport. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some points are raised and applied in an appropriate way to the issue of usefulness of research into the reduction of aggression in sport. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that discusses the usefulness of research into the reduction of aggression in sport. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

**[10 marks]****[Total marks: 16]**

**2 (a) Describe one theory of arousal in sport.**

*Early theories of arousal include drive theory proposed by Hull (1951) and Spence (1956), in which arousal strengthens performance of the dominant response. Simple and well-learned tasks improve with heightened arousal whereas complex or novel tasks are inhibited. These should be explicitly applied to sport, such as a distinction between the elite/experienced performer and the novice. The inverted-u hypothesis (Yerkes-Dodson, 1908) is the other likely response to this question, showing performance improves as arousal increases up to an optimal point, after which it declines. Other offerings may include Lacey who suggested it was oversimplified to talk of 'arousal' per se, and that there were different types of arousal. Better answers must relate explicitly to sport and be distinguished by level of detail.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-2 marks	The answer attempts to describe one theory of arousal in sport. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks	The answer describes one theory of arousal in sport, using psychological terms and concepts. The description is mainly accurate and informed and has some evidence of elaboration and understanding.
5-6 marks	The answer clearly describes one theory of arousal in sport from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

**[6 marks]**

**(b) Discuss the limitations of theories of arousal in sport.**

*Any evaluation issues which are relevant may be discussed and they must address the **limitations** part of the question. Application to the sporting context or generalising from one sport to another, provide likely responses, as does the ethnocentric nature of much of the research. Challenging the validity is another limiting issue, as is the deterministic nature of the research.*

<b>Marks</b>	<b>Mark Descriptor</b>
0 marks	No answer or incorrect answer.
1-4 marks	The answer attempts to discuss the limitations of research which investigates theories of arousal in sport. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks	The answer is appropriate to the assessment request. Some points are raised and applied in an appropriate way to the limitations of research which investigates theories of arousal in sport. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks	The answer is appropriate to the assessment request. The answer has a good range of points that discuss the limitations of research into theories of arousal in sport. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is clearly explained and elaboration is coherent and thorough.

**[10 marks]**

**[Total marks: 16]**

**Section B****3 (a) Describe what psychologists have learned about social influence in sport.**

*Candidates may look at team cohesion, individual performances within a team setting, audience effects and home advantage related to audience characteristics. Likely responses include theories of group cohesion such as Tuckman (1975) or social loafing (Ringelmann Effect). Social Facilitation research by Zajonc or Evaluation Apprehension research such as Cottrell's may well be regular inclusions. Research by Schwartz and Barsky tends to lead the way with research into home advantage and audience characteristics. Stronger candidates will demonstrate a range of knowledge and understanding in this area and make explicit references to the sporting context, weaker candidates are likely to fall short on range, understanding and/or contextualising to sport. The best answers have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons or contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.*

**Concepts and Terminology (AO1)**

0 marks	Incorrect or inappropriate material is presented.
1 mark	There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.
2 marks	Appropriate terms and concepts are presented, but there is lack of clarity. Spelling and punctuation are reasonable but there is a number of errors.
3 marks	Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate.

**Evidence (AO1)**

0 marks	No evidence is presented.
1 mark	Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.
2 marks	Some appropriate psychological evidence is described but there is a number of errors and it is limited in scope and detail.
3 marks	Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed.
4 marks	Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.

**Understanding (AO1)**

- |         |   |
|---------|---|
| 0 marks | The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.  |
| 1 mark  | The answer demonstrates some understanding but this is sparse.  |
| 2 marks | The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, some expansion of complex points. There is some coherence and a reasonable structure. |
| 3 marks | The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured.     |

**[10 marks]**



**(b) Evaluate what psychologists have learned about social influence in sport.**

*There is a range of approaches to addressing this part of the question. A comparison or contrast of research in terms of evaluation issues is an effective way to respond. Ethnocentrism is a key evaluative issue as so much research is centred in the West, and more particularly the US (note common references to terms such as 'home court advantage'). Collectivist cultures may well provide alternative commentary on social influence in sport (eg Triandis 1990). Usefulness and ecological validity may also be considered, as may an ethical consideration of social influence in sport. The best answers have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons or contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.*

**Range of Issues (AO2)**

0 marks	No material worthy of credit.
1-2 marks	The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
3-4 mark	The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

**Evidence for Issues (AO2)**

0 marks	No evidence is presented.
1-2 marks	Some evidence is identified and an attempt is made to show its relevance to the issues.
3-4 marks	Evidence is appropriately selected to illustrate the issues and commented on effectively.

**Analysis (AO2)**

0 marks	No material worthy of credit.
1-2 marks	An attempt is made to provide some analysis.
3-4 marks	The answer contains some analysis most likely in the form of comparisons and contrast; these are accurate, detailed and effective.

**Argument Structure (AO2)**

0 marks	No material worthy of credit.
1-2 marks	The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
3-4 marks	The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

**[16 marks]**

- (c) You are the trainer at a local martial arts club (eg Karate, Judo, Tai Chi). Using your knowledge of psychology, suggest how you would prepare your trainees to perform in front of an audience, including judges, for the first time. Give reasons for your answer.

*This may be addressed with references to research into audience effect. Such references may include Cottrell's evaluation apprehension (1968), or social facilitation research such as Zajonc (1965, 1968, 1969) or Baron (1986). Better candidates will make specific and practical applications based on this research, and use/elaborate upon psychological evidence to provide a rationale.*

#### **Application (AO1/AO2)**

- |           |  |
|-----------|--|
| 0 marks   | No suggestions made OR suggestions are made which are inappropriate to the assessment request.   |
| 1-2 marks | An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence.  |
| 3-4 marks | A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained. |

#### **Application Interpretation: Reasons (AO1/AO2)**

- |           |  |
|-----------|--|
| 0 marks   | The answer shows very little or no understanding.  |
| 1-2 marks | The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer. |
| 3-4 marks | The answer gives a clear rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.                       |

**[8 marks]**

**[Total marks: 34]**

- 4 (a) Describe what psychologists have learned about motivation and self confidence in sport.

*Candidates may answer the above question in a number of ways. Better answers would be expected to refer to theories, studies and/or concepts of motivation and self-confidence. Secondly the sports aspect must be addressed. This can be achieved directly with reference to sports specific models, such as Gill's Sport-specific achievement motivation (1986) or Vealey's Sport-specific model of sports confidence (1986). Alternatively, reference to the application to sports of more mainstream models may be specified, such as the McClelland-Atkinson model of Achievement Motivation or Bandura's (1977) Self-Efficacy theory. Measures, such as Gill and Deeter's SOQ (1988) may also be referred to, as may techniques of improving motivation and self-confidence, such as intrinsic/extrinsic motivation, cognitive evaluation theory (Deci 1975) or goal setting techniques (eg Locke and Latham 1990). Finally, less obvious research may be used provided it is specifically linked to sport, such as Nicholl's (1984) developmental theory of competence motivation.*

### Concepts and Terminology (AO1)

0 marks	Incorrect or inappropriate material is presented.
1 mark	There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.
2 marks	Appropriate terms and concepts are presented, but there is lack of clarity. Spelling and punctuation are reasonable but there is a number of errors.
3 marks	Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate.

### Evidence (AO1)

0 marks	No evidence is presented.
1 mark	Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.
2 marks	Some appropriate psychological evidence is described but there is a number of errors and it is limited in scope and detail.
3 marks	Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed.
4 marks	Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.

**Understanding (AO1)**

- |         |   |
|---------|---|
| 0 marks | The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.  |
| 1 mark  | The answer demonstrates some understanding but this is sparse.  |
| 2 marks | The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, some expansion of complex points. There is some coherence and a reasonable structure. |
| 3 marks | The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured.     |

**[10 marks]**

**(b) Evaluate what psychologists have learned about motivation and self confidence in sport.**

*The evaluation issues chosen may depend on the choice of content in part (a). Most likely points are usefulness to sport (comparing models from traditional psychology with sports specific models), difficulties of measurement, validity of definitions, methodological issues, demand characteristics. The best answers have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons or contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.*

**Range of Issues (AO2)**

0 marks	No material worthy of credit.
1-2 marks	The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
3-4 marks	The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

**Evidence for Issues (AO2)**

0 marks	No evidence is presented.
1-2 marks	Some evidence is identified and an attempt is made to show its relevance to the issues.
3-4 marks	Evidence is appropriately selected to illustrate the issues and commented on effectively.

**Analysis (AO2)**

0 marks	No material worthy of credit.
1-2 marks	An attempt is made to provide some analysis.
3-4 marks	The answer contains some analysis most likely in the form of comparisons and contrast; these are accurate, detailed and effective.

**Argument Structure (AO2)**

0 marks	No material worthy of credit.
1-2 marks	The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.
3-4 marks	The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

**[16 marks]**

- (c) You are asked to advise a national netball team. Using your knowledge of psychology, suggest how you would help a usually successful goal shooter regain her lost form. Give reasons for your answer.

*Answers may deal with motivation and/or self confidence. Reference to the McLelland-Atkinson model may help provide a source for suggestions in terms of motivation. Bandura's self-efficacy theory may lead to suggestions to improve specific self confidence, particularly in relation to successful past performance. Better candidates will make specific and practical applications based on this research, and use/elaborate upon psychological evidence to provide a rationale.*

**Application (AO1/AO2)**

0 marks	No suggestions made OR suggestions are made which are inappropriate to the assessment request.
1-2 marks	An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence.
3-4 marks	A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained.

**Application Interpretation: Reasons (AO1/AO2)**

0 marks	The answer shows very little or no understanding.
1-2 marks	The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer.
3-4 marks	The answer gives a clear rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.

**[8 marks]**

**[Total marks: 34]**

**[Total paper marks: 50]**

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