



Oxford Cambridge and RSA

# Monday 20 May 2019 – Morning

## AS Level Physical Education

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

**Time allowed: 1 hour 15 minutes**

No additional material is required for this Question Paper



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

Centre number

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Candidate number

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First name(s)

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Last name

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#### INSTRUCTIONS

- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

#### INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in the question marked with an \*.
- This document consists of **16** pages.

Section A

Answer **all** the questions.

1 (a) An elite gymnast performs a somersault in a floor routine to music.

Place an X on each continuum to show how the somersault would be classified. Explain your answers.



Pacing explanation:

.....  
.....  
.....



Difficulty explanation:

.....  
.....  
.....



Organisation explanation:

.....  
.....  
.....

[6]

(b) (i) Describe the cognitive theory of learning movement skills.

.....  
.....  
.....  
.....  
.....  
.....

[3]



- (d) (i) Explain what is meant by the terms positive feedback and negative feedback, using a sporting example for each.

Positive feedback: .....

.....  
.....  
.....

Negative feedback: .....

.....  
.....  
.....

[2]

- (ii) State **one** advantage and **one** disadvantage of using negative feedback.

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

- 2 (a) An audience can have a positive or negative effect on a performer depending on several factors.

Identify whether the audience is more likely to have a positive or negative effect based on the factors below.

For each factor circle your answer and then explain your reason for choosing this answer.

Expert performer:            Positive                            Negative

Explanation: .....  
 .....

Gross skill:                    Positive                            Negative

Explanation: .....  
 .....

Complex skill:                Positive                            Negative

Explanation: .....  
 .....

[6]

- (b) (i) Give **one** factor that affects the formation of a positive attitude in sport.

.....  
 ..... [1]

- (ii) Explain **three** ways in which persuasive communication might change a sports performer's attitude.

Use examples to support each of your answers.

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



(d) (i) Define the term group.

.....  
..... [1]

(ii) Describe the forming stage of group development in sport.

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

3 (a) In pre-industrial Britain sporting activities were restricted by class and gender.

(i) Identify **two** activities that were seen as appropriate for upper class participation.

Upper class: .....

Upper class: .....

Identify **two** other activities that were seen as appropriate for female participation.

Female: .....

Female: .....

[4]

(ii) Explain why they were seen as suitable activities for upper class and for female participants.

Upper class: .....

.....

.....

Female: .....

.....

.....

[2]

(b) Public schools used sports to promote good qualities and ethics for boys. Developing trustworthiness within the team is one example of this.

Using examples from public school team sports, identify **two** other qualities and explain how team games developed these.

Quality: .....

Explanation: .....

.....

Quality: .....

Explanation: .....

.....

[4]









**ADDITIONAL ANSWER SPACE**

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large area of lined paper for writing. It consists of a vertical solid line on the left side, creating a margin. To the right of this line, there are numerous horizontal dotted lines spaced evenly down the page, providing a guide for writing.

A blank sheet of lined paper. On the left side, there is a solid vertical line that serves as a margin. The rest of the page is filled with horizontal dotted lines, providing a guide for writing. The lines are evenly spaced and extend across the width of the page.

A blank sheet of lined paper with a vertical margin line on the left and horizontal ruling lines. The page is otherwise empty.

A blank sheet of lined paper. On the left side, there is a solid vertical line that serves as a margin. The rest of the page is filled with horizontal dotted lines, providing a guide for writing. The lines are evenly spaced and extend across the width of the page.

A large area of the page is filled with horizontal dotted lines, providing a space for writing answers. A solid vertical line runs down the left side of this area, approximately one-tenth of the way from the left edge of the page.



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