



Oxford Cambridge and RSA

# Monday 18 May 2020 – Morning

## AS Level Physical Education

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

**Time allowed: 1 hour 15 minutes**



**You can use:**

- a calculator



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. 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 **70**.
- 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.

Section A

Answer **all** the questions.

- 1 (a) (i) Give a sporting example of visual guidance and state **one** reason why it is a good method of guidance for a beginner.

Example: .....  
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Reason: .....  
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[2]

- (ii) Give **two** examples of mechanical guidance in sport or physical activity.

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[2]

- (iii) Identify **one** advantage and **one** disadvantage of using mechanical guidance.

Advantage: .....  
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Disadvantage: .....  
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[2]

- (b) (i) Use a sporting example to explain what is meant by varied practice.

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[2]

Fig. 1 shows a basketball player performing a lay-up shot.

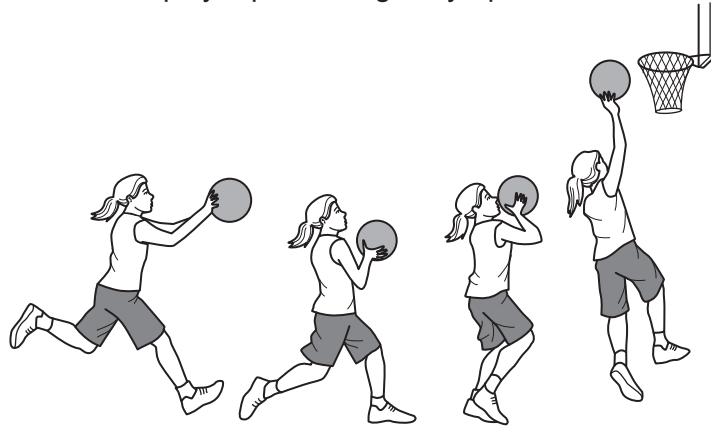


Fig. 1

(ii) Explain how a basketball coach might teach a lay-up shot using the whole-part-whole practice method.

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..... [2]

(iii) Give an example of a skill that can be practised using the progressive-part method. State **one** reason why this method of practice is useful.

Example: .....

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Reason: .....

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..... [2]

- (c) (i) Attention is the first process of Bandura’s theory of observational learning. Give a sporting example of this stage and identify a cue that the coach might point out to a learner.

Example: .....

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Cue: .....

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[2]

- (ii) Describe the next process of Bandura’s theory of observational learning.

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[2]

- (d) (i) Define proactive and retroactive transfer.

Proactive: .....

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Retroactive: .....

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[2]

- (ii) Using a sporting example, explain why negative transfer might happen.

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[2]

2 (a) (i) Describe the norming and performing stages of group formation.

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(ii) According to Steiner, describe the **two** types of faulty process that can occur in a sports team.

Faulty process 1: .....  
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Faulty process 2: .....  
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[2]



(c) (i) Identify a characteristic of Type A and of Type B personality.

Type A: .....

Type B: .....

[2]

(ii) Ben chooses to compete in marathon running, as he prefers individual to team sports. Explain the personality type he might have.

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(d) (i) Describe trait and state anxiety.

Trait anxiety: .....

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State anxiety: .....

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[2]

(ii) Describe being 'in the zone' of optimal functioning.

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(b) Explain how social class influenced the development of amateurism and professionalism in sport in post 1850 industrial Britain. Support your answer with **one** sporting example.

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Fig. 3 shows a timeline of some key developments in society and in football in the 20th century.

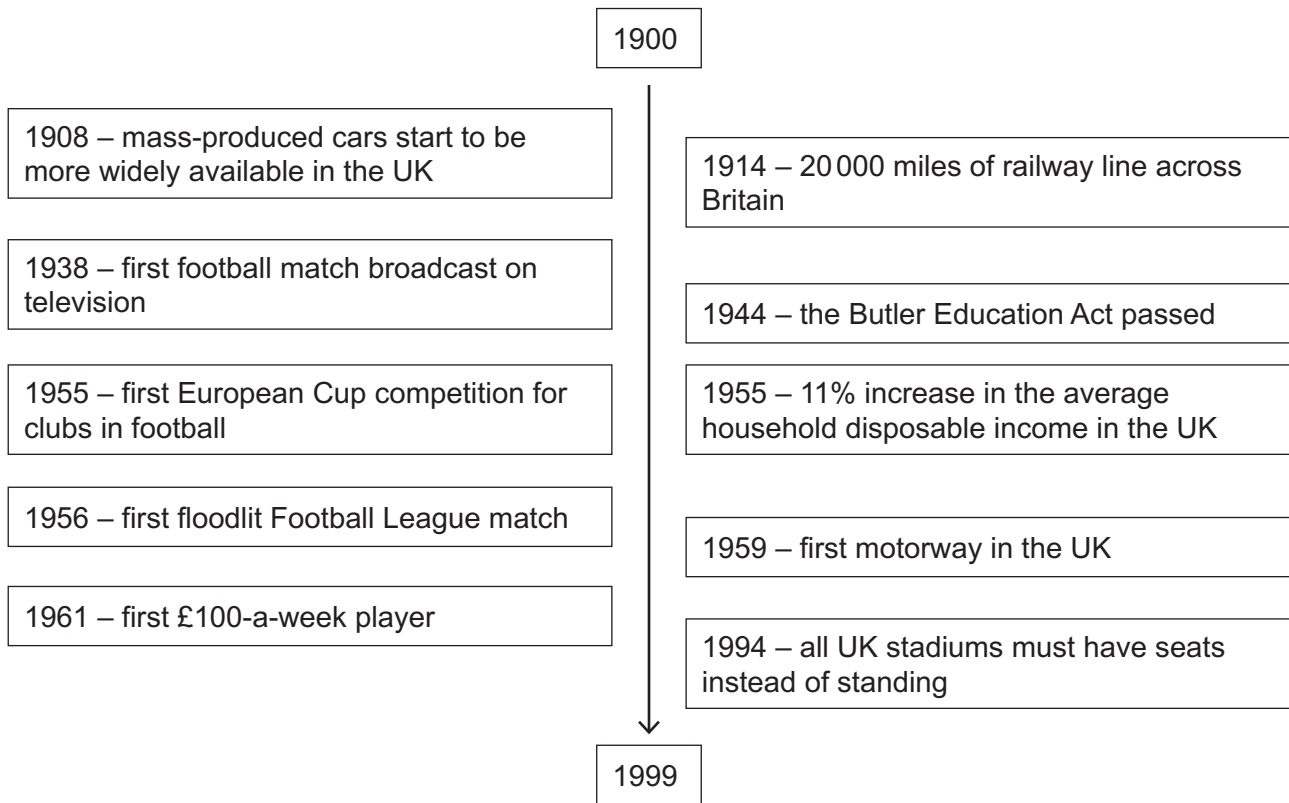


Fig. 3

(c) With reference to the information shown in the timeline in Fig. 3, describe how social factors have shaped the characteristics of and participation in football in the UK in the 20th century.

[5]

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**Section B**

4\* A badminton player in the cognitive stage of learning would have jerky movements and is likely to have poor timing when they strike the shuttlecock. There will be a lot of trial and error, and they will make a lot of mistakes along the way. They will rely heavily upon extrinsic feedback from their badminton coach.

Using either a badminton player or your own example, describe the characteristics of performance at the next **two** stages of learning.

Discuss how an audience may affect a performer at each of the three stages of learning. **[10]**

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**END OF QUESTION PAPER**

**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 horizontal dotted lines spaced evenly down the page. A vertical solid line runs down the left side of the page, creating a margin. The lines 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 across the page. The page is otherwise empty of text or markings.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page, providing a space for writing answers.



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