

OCR

Oxford Cambridge and RSA

Accredited

AS Level Physical Education
H155/02 Psychological and socio-cultural themes
in physical education
Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 15 minutes

You must have:

- the Question Paper



First name					
Last name					
Centre number					
Candidate number					

INSTRUCTIONS

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink.
- 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.
- Do **not** write in the bar codes.

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 **12** pages.

Section A
Answer all the questions.

1 (a) Using the continuity continuum, classify each of the skills in the table below.

Triple Jump	Front crawl swimming	Tennis forehand	Cartwheel

[4]

(b) (i) Use a practical example to describe visual guidance.

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[1]

(ii) Why might visual guidance be used in the cognitive stage of learning?

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[2]

(iii) How might a sports coach ensure that visual guidance is effective?

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[2]

(c) There are different types of transfer of skills that can be used in the learning of motor skills.

(i) Using a practical example for each, describe what is meant by positive transfer and bilateral transfer.

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[4]

(ii) Suggest a way of optimising the positive effects of the transfer of skills.

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[1]

(d) Justify the use of **two** different types of practice for a beginner learning a motor skill.

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[6]

2 (a) Describe intrinsic and extrinsic motivation and give a practical example of each.

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[4]

(b) (i) Define the term arousal when applied to sports performance.

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[1]

(ii) Describe catastrophe theory in relation to sports performance.

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[5]

(c) Explain how attitudes to performing in physical activity might be formed.

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[5]

(d) Chris is an elite performer with an extrovert personality. He is performing the triple jump in front of an audience.

Explain how the presence of an audience might impact on Chris' performance.

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3 (a) Describe **five** social factors that affected the characteristics of pre-industrial sport.

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(b) Explain how public schools influenced sport in post 1850 industrial Britain.

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(c) Using each statement below, analyse the impact on society of hosting a global event such as the 2012 London Olympics.

- Before the 2012 Olympics, a local London housing estate was demolished for the event with the displacement of 425 tenants, along with two traveler sites.
- Late in 2012 post Olympics - Cycling has shown the most significant rise in participation, with 200,000 more people riding compared to the last annual figures.
- Since the 2012 Olympics and Paralympics, more disabled people are taking part in sport at least once a week.
- In 2013, the number of people participating in sport at least once a week fell by 200,000 since the 2012 Olympics, according to Sport England.
- There are now about 1.4 million more people playing sport in 2015 in the UK than when London won the Olympic bid in 2005.

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[5]

(d) Using practical examples, discuss how social class affected participation in sport in the 20th century.

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[5]

Specimen

Specimen

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

AS Level Physical Education

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

SAMPLE MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 70

This document consists of 16 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: Scoris Assessor Online Training; OCR Essential Guide to Marking.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the 10 practice responses (“scripts”) and the 10 standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.















MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the Scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
- Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations used in the detailed Mark Scheme

	?	Unclear
	BOD	Benefit of doubt
	Cross	Incorrect
	L1	Level 1
	L2	Level 2
	L3	Level 3
	REP	Repeat
	Tick	Correct
	VG	Vague
	SEEN	Noted but no credit given
	S	S (indicates 'sub max reached')
	EG	Example
	K	Knowledge
	DEV	Development

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- **K** and **DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.

On this extended response question, one K or DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A					
Question			Answer	Marks	Guidance
1	(a)		Continuity classification <ul style="list-style-type: none"> • (triple jump) - serial • (front crawl) - continuous • (tennis forehand) - discrete • (cartwheel) - discrete 	4 (AO2)	
	(b)	(i)	Use of demonstration/charts/dvd to show how a skill is performed – (must include practical example) e.g. giving a demonstration of a set shot in basketball	1 (AO2)	Example must be given for marks to be awarded
		(ii)	<ul style="list-style-type: none"> • (at the cognitive stage) the performer doesn't know what the skill looks like • to create a mental image/show the correct technical model 	2 (AO1)	
		(iii)	Two marks from: <ul style="list-style-type: none"> • demonstration/chart/dvd must be accurate • demonstration must be simple/concise • support visual guidance with verbal guidance • ensure position of the learner allows a good view • draw attention to important cues • repeat the demonstration 	2 (AO3)	
	(c)	(i)	Four marks from: <ul style="list-style-type: none"> • (positive) – when one skill/situation helps/enhances/aids the learning or performance of another skill/situation (AO1) • (e.g.) – an athletics sprinter using the same technique in the long jump run up (e.g.) practicing a set piece in football training then applying it to a game situation (AO2) • (bi-lateral) – transfer of a skill from one side of the body to the other side (AO1) • (e.g.) – breathing on the right and breathing on the left in front crawl (AO2) 	4 (AO1 x2 AO2 x2)	Maximum of 2 marks to be awarded for AO1. Maximum of 2 marks to be awarded for AO2.

Section A					
Question			Answer	Marks	Guidance
		(ii)	One mark from: <ul style="list-style-type: none"> • using similar skills to promote transfer • ensure skills are well learned/fully learned/grooved/overlearned • give positive reinforcement • ensure clear demonstrations 	1 (AO1)	
		(d)	One mark for each correct type of practice; up to two marks for suitable justification of suitability of each for a beginner (part) (AO1) <ul style="list-style-type: none"> • to gain greater understanding (AO3) • to give success (AO3) (whole) (AO1) <ul style="list-style-type: none"> • to gain kinaesthesia/proprioception (AO3) • to gain a better understanding of the skill (requirements) (AO3) (whole, part, whole) (AO1) <ul style="list-style-type: none"> • to identify weaknesses (AO3) • to work on skill/sub-routine improvement (AO3) (progressive part) (AO1) <ul style="list-style-type: none"> • to chain the learning of the skill (AO3) • to (incrementally) learn the skill by starting with simple movements/sub routines (AO3) • and then building (gradually) on skill/sub routine improvement (AO3) (massed) (AO1) <ul style="list-style-type: none"> • to groove the skill/build a motor programme (AO3) • to learn the skill thoroughly/to overlearn the skill (AO3) (distributed) (AO1) <ul style="list-style-type: none"> • to enable learner to have rest intervals/prevent fatigue (AO3) • to enable feedback (on improvement) to be made (AO3) (fixed) (AO1) <ul style="list-style-type: none"> • to enable the grooving of a skill/build a motor programme (AO3) • to enable the learner to get used to the (predictable) environment (AO3) 	6 (AO1 x2 AO3 x4)	Maximum of 2 marks to be awarded for AO1. Maximum of 4 marks to be awarded for AO3.

Section A					
Question			Answer	Marks	Guidance
			(varied) (AO1) <ul style="list-style-type: none"> • to develop schema / gives the learner more experiences (on which to draw) (AO3) • to give more interest to performer/increase motivation (AO3) 		
2	(a)		Four marks from: <ul style="list-style-type: none"> • (intrinsic) – performing for its own sake/for personal reasons/personal satisfaction/personal challenge (AO1) • (e.g.) – wanting to (master) learn a tumble turn in swimming to try and get a faster personal best (AO2) • (extrinsic) – performing to earn a reward/driven to perform for external reasons (AO1) (e.g.) – taking part in a badminton competition to win/working hard in training to gain praise from the coach (AO2) 	4 (AO1 x2 AO2 x2)	Must include one response for intrinsic and one response for extrinsic for full marks. Maximum of 2 marks to be awarded for AO1. Maximum of 2 marks to be awarded for AO2.
	(b)	(i)	One mark from: <ul style="list-style-type: none"> • the intensity of emotion/motivation/behaviour • degree of psychological readiness • the amount of drive to achieve 	1 (AO1)	Accept – how motivated a performer is
		(ii)	<ul style="list-style-type: none"> • as arousal increases so does performance up to an optimum level (AO1) • if arousal is too high performance suddenly decreases (A-B) (AO2) • due to high (cognitive/somatic) anxiety (AO1) • if (cognitive) anxiety is decreased performance improves (B-D) (AO2) • if anxiety continues performance continues to decrease (B-C) (AO2) 	5 (AO1 x2 AO2 x3)	Maximum of 2 marks for accurate graph without additional description. Maximum of 2 marks to be awarded for AO1. Maximum of 3 marks to be awarded for AO2.

Section A					
Question			Answer	Marks	Guidance
	(c)		Five marks from: <ul style="list-style-type: none"> • social learning theory/watching and copying (significant) others because we want to emulate them (AO1) • following social norms to fit in or historical influences (AO1) • positive past experiences creates positive attitude/negative past experiences leads to negative attitudes (AO2) • media influences can reinforce positive and negative stereotypes (AO2) • cultural/religious influences on participation (AO2) • education that influences our beliefs (AO2). 	5 (AO1 x2 AO2 x3)	Maximum of 2 marks to be awarded for AO1. Maximum of 3 marks to be awarded for AO2.
	(d)		Five marks from: <ul style="list-style-type: none"> • (ability) – (the performer is elite) therefore the audience will facilitate/help performance because the performers’ dominant responses are correct • and because the performer has (correct) motor programmes/can carry out the jump with little conscious control/has autonomous control • (personality) (the performer has an extrovert personality) therefore the audience will facilitate/help performance because extroverts require external stimulation (provided by the presence of others) • and because extroverts have lower levels of internal arousal • (type of skill) (the skill of the triple jump) is gross/dynamic/ballistic and requires higher arousal level 	5 (AO3)	Full marks can only be gained by visiting all variables of ability and personality and types of skill

Section A				
Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> and because there are few requirements to process (complex) information. 		
3	(a)	<p>Five marks from:</p> <ul style="list-style-type: none"> class – with different classes involved in different activities or in different roles gender – different activities/roles law and order affected the type of activity and the way it was played education/literacy – some activities involved more complex rules and therefore required an educated player availability of time – for some / peasant classes too much work time negated ability to play or some had more free time than others money – this enabled the playing of activities demanding more equipment / facilities / membership transport – this enables some to be able to travel to facilities or to be able to participate against others. 	5 (AO1)	Look for descriptions rather than merely identifications. Do not accept one word answers.
	(b)	<p>Five marks from:</p> <ul style="list-style-type: none"> the schools promoted sports and games as being important Public School Headmasters / Arnold were well-respected and influential people contributed to the development of competitions / school fixtures / inter-house competitions contributed to the development of rules/rationalisation contributed to the development of facilities helped to promote sport promotion of ethics through sports developed the ‘cult’ of athleticism for fair play/moral integrity link between sport and Christianity / Muscular Christianity helped to develop how sport was played influenced the spread and export of sports and games / influence of the Old Boys in promoting sports. links developed between sport and health helped to promote sport. 	5 (AO2)	

Section A				
Question		Answer	Marks	Guidance
	(c)	<p>(before the 2012 Olympics, a local London housing estate was demolished for the event with the displacement of 425 tenants, along with two Traveller sites.)</p> <p>Analysis points could include:</p> <ul style="list-style-type: none"> • there can be an (immediate) negative effect on the local community • impact is different for different groups of people • e.g. the travellers and local residents moved • on the positive side, other local residents may have improved facilities now • which may contribute at a local level to some of the increases in participation <p>(late in 2012 post Olympics - Cycling has shown the most significant rise in participation, with 200,000 more people riding compared to the last annual figures.)</p> <p>Analysis points could include:</p> <ul style="list-style-type: none"> • the Olympics can result in high participation rates for sports that have been nationally successful or have had a high level of media coverage. • however if effects are so dependent on media exposure of the activity they may not last – e.g. will uptake of cycling be sustained? • may lead to less participation in other activities which did not get promoted (as much) through the Olympics <p>(since the 2012 Olympics and Paralympics, more disabled people are taking part in sport at least once a week.)</p> <p>Analysis points could include:</p> <ul style="list-style-type: none"> • those with disabilities can be inspired / encouraged to take part in sport • some specific societal groups see a more positive impact than others • 2012 Paralympics has a better/greater legacy than the Olympics? • some sports/events capture the public imagination more than others <p>(in 2013, the number of people participating in sport at least once a week fell by</p>	5 (AO3)	

Section A				
Question		Answer	Marks	Guidance
		<p>200,000 since the 2012 Olympics, according to Sport England.)</p> <p>Analysis points could include:</p> <ul style="list-style-type: none"> • recent participation figures have fallen therefore raise in participation is not sustainable • it is hard to link cause and effect – hence different stats from different sources (and at slightly different times) • <u>regular</u> participation is different to one-off or occasional participation <p>(there are now about 1.4 million more people playing sport in 2015 in the UK than when London won the Olympic bid in 2005.)</p> <p>Analysis points could include:</p> <ul style="list-style-type: none"> • more people now participate in sport but can we know this is as a result of the Olympics? • some effects may take some time to be seen – e.g. 2013 numbers taking part had fallen but now is upnot a like-for-like comparison – population has changed • are the people who most need to participate doing so? Who has the impact reached? 		
	(d)	<p>Five marks from:</p> <ul style="list-style-type: none"> • sport was divided by social class (AO1) e.g. rowing/tennis (AO2) • amateurism dominated by middle class (AO1) e.g. rugby union (AO2) • professionalism associated with working class (AO1) e.g. football (AO2) • more time for middle classes to participate/less for working class (AO1) e.g. golf (AO2) • more money for middle classes to participate/less for working class (AO1) e.g. skiing (AO2) • middle/upper social classes associated with public/grammar schools (AO1) e.g. dominate school competitions (in some sports) (AO2) • greater equity (late 20th century) (AO1) e.g. municipal sports facilities (AO2). 	<p>5 (AO1 x3 AO2 x2)</p>	Must use examples.

Section B		
Question	Answer	Guidance
4*	<p>Level 3 (8-10 marks)</p> <ul style="list-style-type: none"> • detailed knowledge & understanding (AO1) • clear and consistent practical application of knowledge & understanding (AO2) • effective analysis/evaluation and/or discussion/explanation/development (AO3) • accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information is relevant and substantiated. 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • a range of factors are explored in relation to both social and cultural influences and psychological approaches • clear judgments are made about the influence of the different factors • AO1, AO2 and AO3 all covered well in this level.
	<p>Level 2 (5–7 marks)</p> <ul style="list-style-type: none"> • satisfactory knowledge & understanding (AO1) • some success in practical application of knowledge (AO2) • analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3) • technical and specialist vocabulary used with some accuracy • there is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence. 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • factors relating to both social and cultural influences and psychological approaches are explored, but one may be in more detail than the other • some judgment is made about the influence of the factors, reflected in the ‘imbalance’ of the answer • maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.
	<p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • basic knowledge & understanding (AO1) • little or no attempt at practical application of knowledge (AO2) • little or no attempt to analyse/evaluate and/or 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • some knowledge and understanding shown; answer is mostly descriptive • answer lacks balance with either social and cultural or

Section B		
Question	Answer	Guidance
	<p>discuss/explain/develop (AO3)</p> <ul style="list-style-type: none"> technical and specialist vocabulary used with limited success the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. 	<p>psychological factors being predominant</p> <ul style="list-style-type: none"> little if any evidence of judgment about the extent to which social and cultural and psychological factors influence aggression maximum of 3 marks to be awarded for AO1 with no application.
	(0 marks) No response or no response worthy of credit.	

Section B			
Question	Answer/Indicative content	Marks	Guidance
4*	<p>Indicative Content</p> <p>(Social and cultural influences on sport)</p> <ol style="list-style-type: none"> society has violence <ul style="list-style-type: none"> examples of violent crime opposite view – society does not accept violence laws to protect players as well as citizens. society accepts that (some) violence is expected in sport. <ul style="list-style-type: none"> it is recognised as part of the game examples of violence e.g. in rugby/ice hockey/football etc. emergence and evolution of some sports is based on violence/aggression opposite view – society expects sport to be free of violence – channeled aggression a feature. society has big expectation of success 	<p>10</p> <p>(AO1 x3, AO2 x3, AO3 x4)</p>	<ul style="list-style-type: none"> Accept violence as aggression. Look for practical examples as development points.

Section B			
Question	Answer/Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> • competition is a feature • rewards are for those who win • commercial interests dominate so pressure to be successful. <p>4. rules allow contact because society demands a spectacle</p> <ul style="list-style-type: none"> • examples of rules in sport • opposite view – rules to combat violence e.g. no contact/fouls etc. <p>5. violence / aggression is learned from others / social learning or violence is copied from significant others / role models</p> <ul style="list-style-type: none"> • opposite view – participants can choose not to copy others. <p>(Approach of participants)</p> <p>6. the need / desire to win / be successful</p> <ul style="list-style-type: none"> • examples of violence used to achieve success • opposite view – Most can keep a lid on their desire to win. <p>7. participants trained / coached to use violence to achieve success</p> <ul style="list-style-type: none"> • opposite view – coaches have high ethical standards / do not accept violent play. <p>8. violence/aggression is a natural behaviour or a trait so is inevitable</p> <ul style="list-style-type: none"> • opposite view – participants can control their aggressive tendencies. <p>9. competition or importance of winning can raise arousal in participants and this makes violence inevitable</p> <ul style="list-style-type: none"> • opposite view – arousal can be controlled by most participants. <p>10. violence / aggression can become the norm in a sport or participants can use violence to retaliate or use violence because others do</p> <ul style="list-style-type: none"> • most sports violence is not the norm or it is a rare occurrence. 		

Assessment Objectives (AO) grid

Question	AO1		AO2	AO3		(Quantitative skills)	Total
Section A		(Knowledge only)		Analysis	Evaluation		
1a			4				4
1b i			1				1
1b ii	2						2
1b iii				2			2
1c i	2	2	2				4
1c ii	1	1					1
1d	2				4		6
2a	2	2	2				4
2b i	1	1					1
2b ii	2	2	3				5
2c	2		3				5
2d					5		5
3a	5						5
3b			5				5
3c				5		(5)	5
3d	3		2				5
Section B							
4*	3		3		4		10
Total	25	8/10	25	7	13	(5)	70
				20			

* = Assessment of extended response

Specimen