Oxford Cambridge and RSA

Tuesday 20 May 2025 – 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 | | | | | | 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 **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 **12** pages.

ADVICE
- Read each question carefully before you start your answer.

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Section A

1 The continuity continuum refers to how well defined the beginning and end of a skill is and has three parts to it: discrete, serial and continuous.

(a)
(i) Give an example of a skill for each of the three following classifications on the continuity continuum:

Discrete example: .....

Serial example: .....

Continuous example: .....
[3]

(ii) Label the two ends of the continuum and explain how skills are classified on it.

..... ⟷ .....

Explanation of continuum: .....

.....
[3]

(b)
(i) Give an example of bilateral and negative transfer in sport.

Bilateral example: .....

.....

Negative example: .....

.....
[2]

(ii) State **two** ways in which a coach could limit the effect of negative transfer in sport.

1. .....

.....

2. .....

.....
[2]

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(c)

(i) Give a sporting example of the following types of guidance:

Verbal: .....

.....

Visual: .....

.....

Manual: .....

.....

Mechanical: .....

.....

[4]

(ii) State **two** disadvantages of using mechanical guidance.

1. .....

.....

2. .....

.....

[2]

(d) Complete the table to outline an advantage and a disadvantage of the following types of feedback:

Feedback type	Advantage	Disadvantage
Positive		
Knowledge of performance		

[4]

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2

(a)

(i) State **three** reasons why a performer might set goals.

1. .....

2. .....

3. .....

[3]

(ii) Identify the principle of goal setting described in each of the following statements.

1. It must be within reach of the performer, it should present a challenge without being too hard.

   Principle: .....

2. There must be a way to calculate if the performer is making progress or if the goal has been reached.

   Principle: .....

[2]

(b)

(i) Define the term 'attitude'.

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

(ii) Explain how persuasive communication can be used to change an attitude.

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

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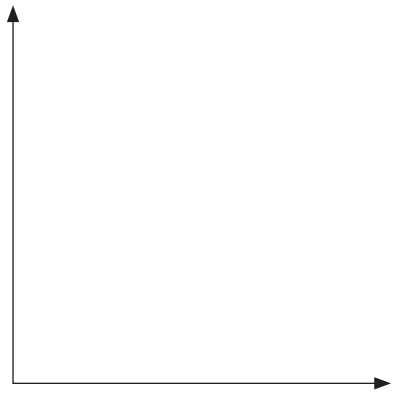
(c)

(i) Sketch a graph showing the inverted U theory of arousal.

Label the axes.



[3]

(ii) Suggest how the optimum level of arousal changes for a gross skill and for an experienced performer.

Gross skill: .....

.....

Experienced performer: .....

.....

[2]

(d)

(i) Describe the terms social facilitation and social inhibition.

Social facilitation: .....

.....

Social inhibition: .....

.....

[2]

(ii) Give **three** ways a coach could minimise social inhibition in their team.

1. .....

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2. .....

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3. .....

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[3]

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3
(a)
(i) Mob football was popular in pre-industrial Britain.

How did a **lack** of law and order, education and money impact mob football?

Law and order: .....

.....

.....

Education: .....

.....

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Money: .....

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[3]

(ii) Give **two** examples of sports or pastimes that were predominantly seen as upper-class activities in pre-industrial Britain.

1. .....

2. .....
[2]

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(b) Discuss the development of professionalism in sport between 1850 and the present day.

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

(c)
(i) State **two** facts that relate to the development of the modern Olympic Games.

1. .....

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2. .....

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[2]

(ii) Describe how the 1980 Moscow Olympic Games were politically exploited.

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

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(d) Analyse the impacts of hosting global sporting events on the host country or city.

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..... **[6]**

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Section B

4* Describe how a young performer may learn new skills according to cognitive theory of learning.

Evaluate the sources of motivation the young performer may have.

Apply examples from sport throughout both parts of your answer. **[10]**

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END OF QUESTION PAPER

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EXTRA ANSWER SPACE

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

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