Oxford Cambridge and RSA

Tuesday 21 May 2024 – 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 **16** pages.

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

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SECTION A

1

(a) With reference to skill classification, label the blank end of the following continua.

(i) **Pacing continuum:**

Self-paced ←——————————→ _____

Organisation continuum:

Low organisation ←——————————→ _____

Muscular involvement continuum:

Fine ←——————————→ _____

[3]

(ii) Classify a badminton smash by placing an **X** on the **Muscular involvement continuum** above.

[1]

(iii) Justify your classification.

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

(b) Distributed and fixed are two different practice types.

Describe these practice types and state **one** advantage of using each method.

Distributed practice: .....

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Advantage: .....

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Fixed practice: .....

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Advantage: .....

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[4]

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(c) Evaluate the use of visual and mechanical guidance for a beginner.

Visual guidance .....

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Mechanical guidance .....

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[6]

(d)

(i) Complete the table to indicate what stage of learning the performer is at.

Description of performance	Stage of learning
A table tennis player can concentrate on tactics rather than thinking how to play each shot.	
A rugby player is practising the conversion kick and although they have improved a lot, they are still missing quite often and need some guidance from the coach.	
A trampolinist performs a complicated sequence of moves in a competition with no mistakes.	
A golfer selects the wrong club to perform a putt.	

[4]

(ii) Suggest how the use of intrinsic and extrinsic feedback might change as a performer progresses through the stages of learning.

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

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2

(a) Draw a line to match the key personality term with the most appropriate description.

Key personality term	Description
Extroversion	A person who has inconsistent moods and worries
Stable	Impatient and strives for success
Type A	Predictable and constant in emotional behaviour
Unstable	Seeks social situations and likes excitement

[4]

(b) Alex doesn't like exercising but has recently signed up to a 6 month gym membership. So far Alex has attended the gym at least twice a week for the last 4 weeks.

(i) Suggest **two** reasons why Alex might have initially formed a negative attitude towards exercise.

Reason 1: .....

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Reason 2: .....

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[2]

(ii) Use your knowledge of cognitive dissonance to explain how Alex's negative attitude towards exercise is changing.

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

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(c) A football team who have always finished in the top 3 in the league are currently at the bottom of the league and potentially facing relegation. The coach thinks their poor performance is due to faulty processes.

Apply your knowledge of Steiner's model of group effectiveness and the Ringelmann effect to discuss the performance issues that this team may be facing.

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

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(d) Zac plays rugby for England. The graph below shows Zac's arousal and performance levels during a World Cup game.

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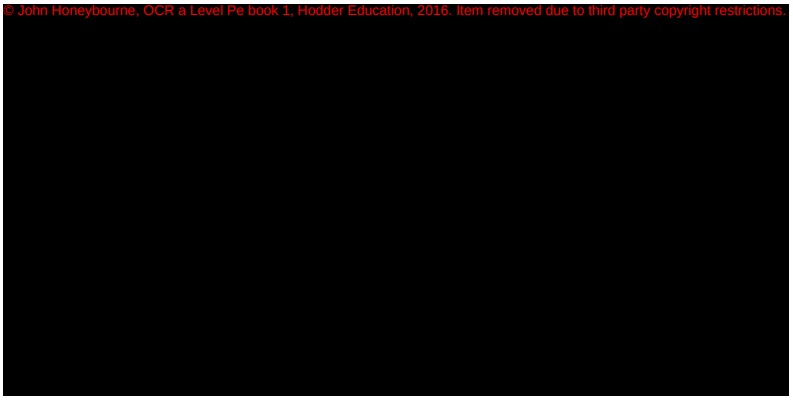

Describe Zac's arousal level at points X and Y on the graph. Explain the impact of these arousal levels on his performance.

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3

(a) Discuss how social class and the availability of time influenced an individual's opportunity to take part in sports and pastimes in pre-industrial Britain.

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(b)

(i) Playing sport, especially participation in team games such as football and cricket, was a big part of 19th century public school life.

Identify the key term that describes the concept that character is developed through sport. Give **two** examples of how participation in team games in 19th century public schools was thought to do this.

Key term: .....

Example 1: .....

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Example 2: .....

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[3]

(ii) Describe **two** ways that the boys who attended public schools went on to spread the games ethic.

1. .....

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2. .....

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[2]

(c)

(i) In the 21st century, most households own a car and the availability of cheap air fares has increased.

How have these factors influenced the characteristics of sport?

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

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(ii) Explain how education in the 21st century impacts on the characteristics of, and participation in, sport.

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

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(d) Over 200 countries compete in the Olympic Games yet, in recent years, very few cities have bid to host them.

Discuss the reasons why so few cities bid to host the Games.

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SECTION B

4* Simone Biles, an Olympic gymnast, withdrew from the Olympic team final saying:

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[redacted]

Using examples from any sports, explain the relationship between anxiety and the quality of performance.

Discuss how the media and the availability of money in sport could have an impact on a performer's anxiety levels. **[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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