



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

--	--	--	--	--

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.

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:
.....
.....

Reason:
.....
.....

[2]

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

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

[2]

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

Advantage:
.....

Disadvantage:
.....

[2]

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

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

[2]

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

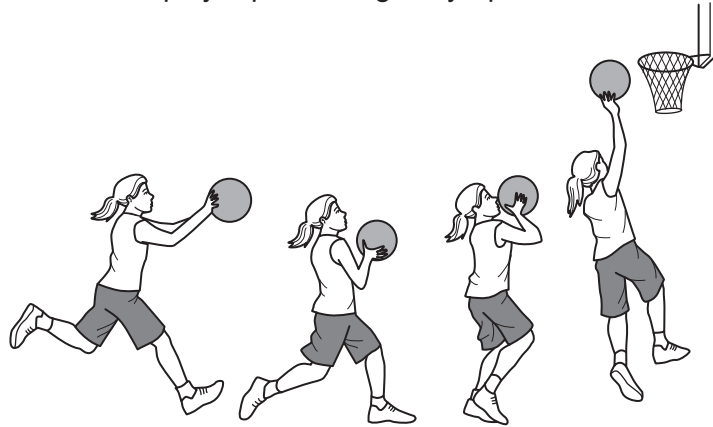


Fig. 1

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

.....
.....
.....
.....
.....
..... [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:

.....

Reason:

.....

..... [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:

.....

Cue:

.....

.....

[2]

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

.....

.....

.....

.....

.....

.....

[2]

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

Proactive:

.....

Retroactive:

.....

[2]

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

.....

.....

.....

.....

.....

.....

[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.

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

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

Trait anxiety:

.....
.....

State anxiety:

.....
.....

[2]

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

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

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

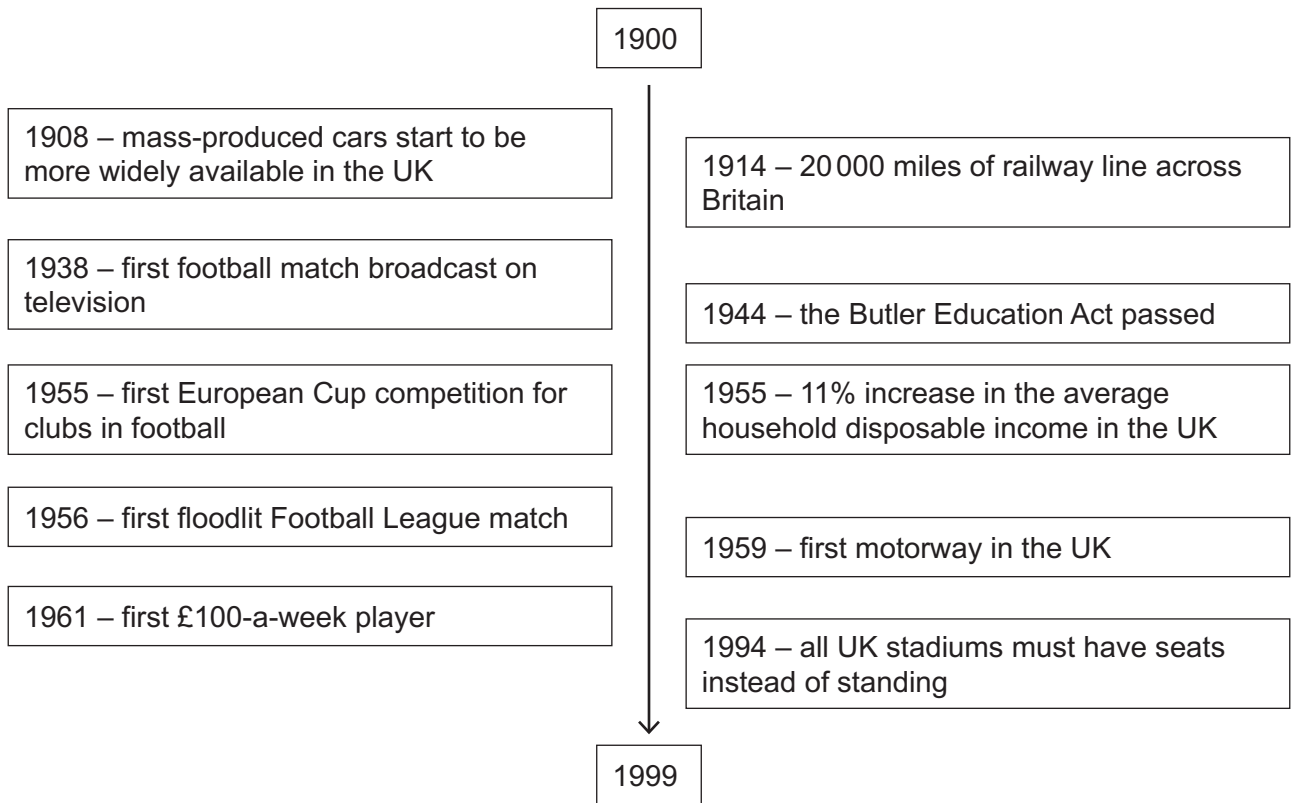


Fig. 3

(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]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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

(d) The UK hosted the London 2012 Olympic Games.

Discuss the social and economic benefits of hosting a global sporting event such as the Olympic Games.

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

[5]

A series of horizontal dotted lines providing a template for handwriting practice or answers.

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 features a vertical solid line on the left side, creating a margin. The rest of the page is filled with horizontal dotted lines, providing space for writing answers.

A blank sheet of lined paper. It features a vertical solid line on the left side, creating a margin. The rest of the page is filled with horizontal dotted lines, providing a guide for handwriting. The lines are evenly spaced and extend across the width of the page.

A large rectangular area for writing, bounded by a solid vertical line on the left and horizontal dotted lines on the top, bottom, and right.



Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series. If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact The OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.