

AS Level Physical Education

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

Tuesday 22 May 2018 - Morning

Time allowed: 1 hour 15 minutes

No additional material is required for this Question Paper



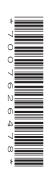
First name	
Last name	
Centre number	Candidate number

INSTRUCTIONS

- Use black ink. HB pencil may be used for graphs and diagrams only. Please write clearly and in capital letters.
- Complete the boxes above with your name, centre number and candidate number.
- 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 barcodes.

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 asterisk (*).
- · This document consists of 16 pages.



Section A

Answer all the questions.

1	(a)	Using practical examples from sport, explain how operant conditioning affects the learning of motor skills.					
			[4]				
	(b)	(i)	Define the terms 'positive transfer' and 'negative transfer' in relation to the learning of skills.				
			Positive transfer				
			Negative transfer				
			[2]				
		(ii)	Using practical examples from sport, explain ways a coach could optimise the effects of positive transfer.				
			[3]				

(c)	(i)	State two ways in which a coach could help a performer who is in the cognitive stage of learning move on to the associative stage of learning.
		[2]
	(ii)	Using practical examples from sport, explain how a performer might know that they have moved on from the associative stage to the autonomous stage of learning.
		[3]

(d)	Discuss the advantages and disadvantages of using intrinsic and extrinsic feedback wher performing skills in sport.
	[6]

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(a)	Usi	ng an example from sport or physical activity, describe the three components of attitude
(b)	(i)	What is meant by 'social inhibition' during sports performance?
	(ii)	Describe three strategies a sports performer could use to minimise social inhibition.

		7
(c)	Eva	lluate trait and social learning theories of personality formation.
	•••••	
		[4]
(d)	(i)	Identify three reasons why a sports performer may set goals.
		[3]
	(ii)	Successful goal setting includes goals that are specific and recorded.
		Using a sporting example, explain the three other elements of the SMART principle of
		goal setting.
		[3]

3	(a)	(i)	19 th century public schools are said to have influenced the development of sport through the 'cult' of athleticism.
			What is meant by 'cult' of athleticism?
			[1]
		(ii)	Describe three ways in which former public school boys exported and spread sports from the public schools at home and abroad.
			[3]

(b) Sport England has measured the changes in participation in sport and physical activity over a ten year period.

Fig. 1 shows the percentage of men and women aged 16 years and over participating in sport and physical activity once a week.

Year	% participation by men	% participation by women
2005/6	39.4	30.1
2008/9	41.8	31.5
2012/13	41.4	31.9
2015/16	40.5	31.9

Fig. 1

Referring to the data shown in Fig. 1, analyse possible reasons for the changes in participation rates over this time period.

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(c)	Describe how law and order has shaped the characteristics of sport in the 21st century.
	[4]
(d)	Explain how the Olympic Games of 1936 in Berlin and 1968 in Mexico City were exploited for political reasons.
	[6]

Section B

Evaluate t	he use of extrins	sic and intrinsion	c motivation v	vhen learning	motor skills.	

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).		
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