



PE

AS Level | OCR | H155



Practice Papers

for OCR AS Level Paper 2

Psychological and Sociological Themes in Physical Education

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POD
7649

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Teacher's Introduction

This resource contains four practice exam papers to support your teaching and revision of **H155/02 – OCR AS Level Physical Education; Paper 2: Psychological and sociocultural themes in physical education**. Each paper has been written to match the structure and style of the real AS Level exams and broadly covers the content of the specification.

Each paper is intended to be completed in 1 hour 15 minutes, reflecting the time allowed for the real exam and covers 70 marks in total. Mark schemes are included for easy marking and show a clear breakdown of the assessment objectives matched to each individual question. A guidance column is also given to provide guidance to allocation of marks for some questions where allocation isn't straightforward.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

The following table shows the breakdown of marks linked to each of the assessment objectives for each individual paper.

		AO1 Marks	AO2 Marks	AO3 Marks	Total Marks	Total Time (mins)
Paper	Paper A	25	25	20	70	75
	Paper B	26	26	18	70	75
	Paper C	25	24	21	70	75
	Paper D	25	24	21	70	75

May 2017

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Register your email address to receive any future free updates* made to this resource or other PE resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

Specification Reference

This table shows you how many questions are included in each paper covering the specification. This table compares this against OCR's sample assessment material. You can use this table to help you choose which paper to use, in order to focus more on specific topic areas.

Subject Content	OCR Sample Assessment	ZigZag Education	
	AS Paper 2	Paper A	Paper B
2.1 – Skill Acquisition			
Classification of skills	1	1	0
Types and methods of practice	1	3	0
Transfer of skills	2	2	0
Principles and theories of learning movement skills	0	2	0
Stages of learning	0	0	2
Guidance	3	0	2
Feedback	0	0	2
2.2 – Sports Psychology			
Individual differences: personality	0	2	0
Individual differences: attitudes	1	2	0
Individual differences: motivation	1	0	3
Individual differences: arousal	2	3	1
Individual differences: anxiety	0	1	0
Individual differences: aggression	1	0	4
Individual differences: social facilitation	1	0	1
Group and team dynamics in sport	0	0	0
Goal setting in sports performance	0	0	0
3.1 – Sport and Society			
Emergence and evolution of modern sport	3	2	2
Global sporting events	1	1	0

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ZigZag Practice Exam
Supporting OCR AS Level Physics

H155/02

Psychological and sociocultural themes in physics education

Practice Paper A

Name	
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Time allowed

1 hour 15 minutes

Instructions

Answer **all** of the questions and use the space provided.

Information

The total marks available for this paper is **70**. The number of marks available for each question is shown in brackets.

Questions marked with a * will be assessed for quality of your written answer.

You should answer this question in continuous prose.

Use of an electronic calculator is permitted.

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Section A

1. a. Classify the skills in the table below on the pacing continuum.

Golf putt	Hockey tackle	100 m sprint

b. i) Describe progressive/part practice using a sporting example.

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ii) What method of practice would be the most appropriate for developing understanding of simple skills?

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iii) Why might varied practice be used when coaching a hockey team?

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c. i) Suggest one way that a coach can ensure observational learning is effective.

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ii) Describe operant conditioning theory of learning using practical examples.

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- d. i) Learning a new skill can have a positive or negative impact on the or the performance of previously learnt skills.

What impact could learning to shoot with your right foot have on left foot?

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- ii) Justify two methods a coach could use to aid the learning of a new

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- 2. a. Describe cognitive and somatic anxiety and give a practical example of

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- b. i) Define the term 'attitude' in relation to physical activity and sport

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ii) Explain how attitudes towards physical activity and sport can be

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c. i) One trait theory of personality suggests there are two contrasting Type B.

Using practical examples in sport, describe the characteristics of

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ii) Sally is an unstable extrovert who competes for a basketball team. Explain how Sally's personality might impact on her performance

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d. i) Describe arousal using a practical sporting example.

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ii) Describe the effect of arousal on performance according to the theory.

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iii) Analyse how accurate each theory of arousal is for explaining the relationship between arousal and performance in sporting situations.

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3. a. Explain how globalisation has impacted on sport in the twenty-first century.

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b. Discuss how the modern Olympic Games have been used to promote globalisation and what impact this has had.

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ZigZag Practice Exam
Supporting OCR AS Level Physics

H155/02

Psychological and sociocultural themes in physics education

Practice Paper B

Name	
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Time allowed

1 hour 15 minutes

Instructions

Answer **all** of the questions and use the space provided.

Information

The total marks available for this paper is **70**. The number of marks available for each question is shown in brackets.

Questions marked with a * will be assessed for quality of your written answer.

You should answer this question in continuous prose.

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Section A

1. a. i) Describe intrinsic and extrinsic motivation.

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ii) Classify the following into the two categories of motivation in the table below.

- Displaying dominance over an opponent
- Beating the world record
- Improving a personal best time
- Improving your pass accuracy

Extrinsic	

iii) Explain which form of motivation a coach should promote in order to improve the performance of their athletes.

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b. Suggest how an athlete could optimise their performance when performing under conditions that cause high levels of arousal.

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c. i) Define the term 'aggression'.

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ii) Describe channelled and hostile aggression using sporting examples.

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iii) Susana is an elite football player who often performs in front of her team's fans.

Explain how the theories of aggression can lead to Susana displaying aggression in front of a large hostile crowd.

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d. Explain how the presence of an audience can impact on different individuals.

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2. a. i) At which one stage of learning would an athlete most benefit from *positive* and *terminal*?

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ii) Describe the changes that occur between the associative and autonomous stages.

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b. i) Describe intrinsic feedback and knowledge of results using sport

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ii) Explain why positive extrinsic feedback and knowledge of performance are important for beginner athletes.

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c. i) A coach may use many different types of guidance in their sessions. Explain how a coach could ensure that the guidance they provide is appropriate for the cognitive stage of learning.

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ii) Discuss how appropriate mechanical guidance is for novice swim

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3. a. Describe five influences of public schools on sport and physical activity

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b. Describe the social changes in twentieth-century Britain in relation to

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ZigZag Practice Exam
Supporting OCR AS Level Physics

H155/02

Psychological and sociocultural themes in physics education

Practice Paper C

Name	
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Time allowed

1 hour 15 minutes

Instructions

Answer **all** of the questions and use the space provided.

Information

The total marks available for this paper is **70**. The number of marks available for each question is shown in brackets.

Questions marked with a * will be assessed for quality of your written answer.

You should answer this question in continuous prose.

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Section A

1. a. i) Describe two types of skill transfer.

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ii) How can a coach increase positive transfer and limit negative transfer?

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b. i) Describe two components of operant conditioning which strengthen the coach-athlete bond.

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ii) Explain how athletes can learn behaviours according to the cognitive theory of learning.

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c. At which stage of learning do performers dedicate the most amount of practice time to the skill?

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2. a. i) Describe the three components of the triadic model of attitude for

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ii) Explain two factors which affect the formation of an attitude.

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iii) Jacob is interested in becoming healthier but thinks that he will fail. Explain how a physical activity instructor could change Jacob's attitude.

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b. i) Define the term 'personality'.

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ii) Apply social learning theory and interactionist theory of personality to explain why some people act aggressively during competition.

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c. i) Describe somatic and cognitive anxiety and provide examples of how they affect sporting performance.

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ii) Describe 'zone of optimal functioning' and explain, using practical athletes can use to reach this zone.

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iii) Explain why different athletes within a team will experience different seasons.

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d. Justify why a coach might promote different types of motivation to the

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3. a. i) Explain the 'SMART' principles of goal setting, using sporting examples

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ii) Describe the effect that goal setting can have on the performance

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Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Mark Scheme

Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
1 a i	2			2	Two marks from the following: <ul style="list-style-type: none"> • Positive – previously learnt skill aids the learning of a new skill • Negative – previously learnt skill hinders the learning of a new skill • Proactive – a previously learnt skill impacting upon the learning of a new skill • Retroactive – the impact of learning a new skill on a previously learnt skill • Bilateral – the impact of learning a skill on one side of the body on the other side of the body
1 a ii			2	2	Two marks from: <ul style="list-style-type: none"> • Highlight similarities between the two skills • Highlight differences between the two skills • Make sure the basics of the skill are taught first • Ensure athletes have the required motor skills for the skill
1 b i	2			2	Two marks for: <ul style="list-style-type: none"> • Positive reinforcement – the delivery of a positive stimulus • Negative reinforcement – the removal of a negative stimulus
1 b ii	4			4	Four marks from: <ul style="list-style-type: none"> • The athlete develops an understanding for the movement • Problem-solving is required in order to develop an understanding of the skill • Perception is required in order to interpret information • Provides a full understanding of the skill • Understanding of the skill may be through perception • Understanding of the skill may be through a sudden insight • The two skills may be linked together (Insight theory)
1 c			1	1	Cognitive stage
2 a i	3			3	Three marks for: <ul style="list-style-type: none"> • Affective – the emotional feeling towards the attitude object • Behavioural – actions when faced with an attitude object • Cognitive – thoughts towards an attitude object

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Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
2 a ii	2	2		4	<p>Four marks from:</p> <p>Personality type (AO1) Extroverts are more likely to develop positive attitudes to</p> <p>Social influence (AO1) Individuals usually develop attitudes similar to their peers</p> <p>Personal experience (AO1) Positive experiences of a situation increase the chances of the future (AO2)</p> <p>Conditioning (AO1) Receiving reinforcement for positive behaviour in a situation positive attitude (AO2)</p>
2 a iii			5	5	<p>Five marks for:</p> <ul style="list-style-type: none"> • Persuasive communication – e.g. inform Jacob about physical activity • Cognitive dissonance (affective) – e.g. show Jacob excited by observing others performing • Cognitive dissonance (behavioural) – e.g. Jacob could find enjoyable • Cognitive dissonance (cognitive) – e.g. teaching Jacob to increase alertness and awareness, e.g. increases in his feeling of excitement • Ensuring that Jacob has a social support structure which
2 b i	1			1	A collection of characteristics which influence how a person

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Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
2 c iii			5	5	<p>Five marks for:</p> <ul style="list-style-type: none"> • Trait anxiety – different athletes will have different levels of anxiety • State anxiety – state anxiety is influenced by an athlete's situation that they are in • Situation – the situation can have an effect, e.g. anxiety is higher and lower during a group stage match than a knockout match • General/specific – the athletes will not experience the same level of anxiety. An athlete with high trait anxiety might be fine during less important matches • Competition process – the personality of the athlete and the situation will interact to determine the level of anxiety that the athlete experiences
2 d	2	4		6	<p>Five marks from:</p> <ul style="list-style-type: none"> • Intrinsic motivation (AO1) • Intrinsic motivation is generally the most effective for long-term participation (AO2) • Intrinsic motivation will have the longest effect as the athlete is motivated by the activity itself rather than external motivators • The coach should put more emphasis on intrinsic motivation to encourage long-term participation (AO2) • Extrinsic motivation (AO1) • The coach should put less emphasis on extrinsic motivation as it can lead to burnout and a loss of interest in the sport (AO2) • Intangible forms of extrinsic motivation are considered less effective (AO2) • Extrinsic motivation can be important for developing short-term goals (AO2)
3 a i		5		5	<p>Five marks for:</p> <ul style="list-style-type: none"> • Specific – it should be clear what the goal is, e.g. improve attacking performance • Measureable – it should be possible to measure progress. It can easily be measured by counting the number of shots on target • Achievable – it should be within the reach of the athlete. It is not achievable if the athlete only improved by 2% the season • Recorded – progress towards the goal should be tracked and recorded in a season into a graph • Time phased – there should be a time limit in which the goal should be achieved with an accuracy by 5% within the next six months

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Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
3 a ii		5		5	<p>Five marks for:</p> <ul style="list-style-type: none"> • Attentional focus – e.g. being motivated to achieve a goal through training and competition in order to maximise the benefits of training • Persistence – e.g. an athlete is more likely to carry on with training to achieve a goal • Increased self-confidence – e.g. reaching a goal can increase an athlete's abilities • Control arousal – e.g. having a goal to achieve can reduce anxiety and improve performance as the athlete places more focus on goal achievement • Monitor performance – e.g. having a goal which is measurable allows an athlete to see over time to see how close they are to achieving their goal
4	3	3	4	10	<p>(Stage of team formation)</p> <p>1. Forming</p> <ul style="list-style-type: none"> • Roles of individuals are unclear • Performance can be fragmented • Leadership is required to direct performance • Goals are not shared and, therefore, members are working towards their own goals • Coach should provide high level of instruction • Coach should be setting team goals and delegating responsibilities <p>2. Storming</p> <ul style="list-style-type: none"> • Formation of cliques • Challenges to the role of leaders • Members need to accommodate each other in order to work together • Coach should try to break up cliques which form • Coach should display strong leadership characteristics <p>3. Norming</p> <ul style="list-style-type: none"> • Increased togetherness in pursuit of goals • More social interaction between members • Decisions are made as a group • Less reliance on leaders • Improved performance levels • Coach should provide assistance when required • Coach should outline roles of individuals

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Question Number	Mark Breakdown				Answers
	AO1	AO2	AO3	Total Marks	
4	3	3	4	10	<p>4. Performing</p> <ul style="list-style-type: none"> Highest level of performance All members are working towards clear goals All members know their role within the team Struggles are addressed and solved as a team Coach should assist when personal problems arise <p>5. Steiner's model</p> <ul style="list-style-type: none"> Actual productivity = potential productivity – losses Losses can arise due to coordination issues The coach should provide adequate time for practice The coach should ensure all performers are aware of Losses can arise due to motivation issues The coach should facilitate the setting of team goals Ensure that all members of the team have input into <p>6. Ringlemann effect</p> <ul style="list-style-type: none"> Level of individual performance decreases as the size Ensure that coordination problems are addressed Ensure that motivation problems are addressed Reduce the opportunity for social loafing Social loafing is a reduction in performance of an ind The coach should provide individual feedback to all The coach should focus on the performance of all me The coach should make sure all members are aware

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Question Four Mark Allocation	
Level 3 (8–10 marks)	
<ul style="list-style-type: none"> • Knowledge of group dynamics is accurate and in-depth (AO1) • There is a clear and accurate link between sporting performance and team dynamics • Evaluation of the role that a coach plays in improving the cohesion and performance is detailed (AO3) • Appropriate vocabulary is used throughout • The answer is structured in an effective manner with a clear structure 	
Level 2 (5–7 marks)	
<ul style="list-style-type: none"> • Knowledge of group dynamics is more developed for some points than others • A clear and accurate link between sporting performance and team dynamics • Some evaluation of the role that a coach plays in improving the cohesion and performance explained in most instances (AO3) • Appropriate vocabulary is mostly used throughout • The answer is mostly structured in an effective manner with a clear structure 	
Level 1 (1–4 marks)	
<ul style="list-style-type: none"> • Knowledge of group dynamics is basic (AO1) • There is little or no accurate link between sporting performance and team dynamics • Evaluation of the role that a coach plays in improving the cohesion and performance or not substantiated (AO3) • Appropriate vocabulary is restricted • The answer has little structure and is presented in an unclear manner 	
(0 marks)	
No relevant content	

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Mark Scheme

Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
1 a i	2			2	Two marks for: <ul style="list-style-type: none"> Initially, the whole skill is learnt The skill is then broken down into the discrete components again
1 a ii	2			2	<ul style="list-style-type: none"> Massed practice – continuous exercise with no breaks for Distributed practice – practice which include breaks for in stress management / alternative skill practice
1 a iii			2	2	Two marks from: <ul style="list-style-type: none"> Use fixed practice to develop the skill in a stable environment Ensure there is time for clear instructions to be delivered
1 b i	2	2		4	Four marks for: <ul style="list-style-type: none"> Discrete – skills which have a clear beginning and end point e.g. a golf putt Closed – skills which are not affected by external factors e.g. a gymnastic routine
1 b ii		4		4	Four marks for: <ul style="list-style-type: none"> 400 m running – low organisation Gymnastic routine – high organisation Cricket bowling – high organisation Breaststroke – high organisation
1 c i			1	1	Greater levels of positive reinforcement for the desired behaviour
1 c ii	2	2		4	Four marks for: <ul style="list-style-type: none"> Extrinsic – feedback which comes from external sources e.g. the crowd chanting a player’s name after a successful play Knowledge of performance – feedback relating to how successful they are e.g. A long jumper watching a video replay of their foot placement

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Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
1 c iii			5	5	<p>Five marks for:</p> <ul style="list-style-type: none"> • Intrinsic – elite athletes will know the requirements for success and are able to provide their own feedback on performance • Extrinsic – can provide the athletes with alternative information by watching their games again from an external view • Negative – elite athletes are confident and experienced and can use this to increase their motivation to improve • Positive – can be used to increase the confidence of the team after three straight defeats • Knowledge of performance – provides information which helps the athletes and as they are in the autonomous stage of learning they can use this information • Knowledge of results – elite sport is results driven and, therefore, they can use feedback based on results as this is a big source of motivation
1 d i	1			1	Physical manipulation of an athlete's body by an external source
1 d ii	2		4	6	<p>Six marks from:</p> <p>Verbal (AO1)</p> <ul style="list-style-type: none"> • Can target areas of weakness which novice athletes have • It can be used to explain what is happening when other factors are present <p>Visual (AO1)</p> <ul style="list-style-type: none"> • Provides novice athletes with a model to replicate (AO3) • Allows the athletes to see how all the components of the skill fit together <p>Manual (AO1)</p> <ul style="list-style-type: none"> • Allows the athlete to practise difficult movements with support • Reduces the risk of injury (AO3) • Allows the athlete to develop an understanding of how the skill is performed • Provides an opportunity for confidence levels to be increased <p>Mechanical (AO1)</p> <ul style="list-style-type: none"> • Reduces the risk of injury when learning dangerous skills (AO3) • Allows the athlete to develop an understanding of how the skill is performed • Can allow certain components of the skill to be focused on when learning the breaststroke

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Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
2 a i	2	2		4	<p>Four marks for:</p> <ul style="list-style-type: none"> • Frustration–aggression – frustration will directly lead to present, e.g. prevention of goal achievement • e.g. an opposition defender pulling a striker’s shirt when • Aggressive cue – individuals can become conditioned to they are highly aroused • e.g. playing at a certain stadium could be a cue for aggression involved in an incident at that stadium
2 a ii	2	3		5	<p>Five marks from:</p> <ul style="list-style-type: none"> • This theory was observed in animals and not humans (AO2) • Some sport leads to increased aggressive tendencies rather than • Not all athletes behave peacefully in their lives away from sport • Aggression is not always spontaneous (AO1) • Humans behave in more complex ways than other animals • Not all athletes participating in the same event behave violently
2 b i			5	5	<p>Five marks from:</p> <ul style="list-style-type: none"> • Evaluation – an athlete will only experience social facilitation if they are being evaluated by others • Skill level – a skilled athlete is more likely to have a correct response than a less skilled athlete who has an incorrect response • Type of skill – if one athlete is performing a simple skill, they are more likely to experience social facilitation than another athlete performing a complex skill • Familiarity – if one athlete has more experience performing a skill, they are more likely to experience social facilitation than an athlete who is new to the skill • Introvert/extrovert – if one athlete is an introvert, they are more likely to experience social inhibition than an extroverted athlete who is more likely to experience social facilitation • Anxiety levels – an athlete with higher anxiety levels is more likely to experience social inhibition than an athlete with low anxiety levels who is more likely to experience social facilitation

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Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
2 b ii	2	3		5	<p>Five marks from:</p> <ul style="list-style-type: none"> • A perception that the audience is judging your performance • Leads to increased levels of arousal (AO1) • Greater effect if those evaluating performance are of a high status • Previous negative experience in an evaluative setting is likely to increase the effect • The level of knowledge that the audience displays can increase the effect (AO2) • The nature of the crowd, e.g. if they are scouts, coaches, etc. whether social facilitation or inhibition is experienced (AO3)
3 a		5		5	<p>Five marks from:</p> <ul style="list-style-type: none"> • Use goal setting to improve motivation • Ensure all players know their role within the team • Make each player feel like an important part of the team • Provide individual feedback for each player • Provide opportunities for social support, e.g. encourage players • Provide lots of opportunity to develop coordination during training • Provide opportunities for social bonds to develop within the team
3 b	5			5	<ul style="list-style-type: none"> • Class – breakdown in clear class distinction within sport • Gender – increasing opportunities for female athletes • Law and order – greater regulation of sport • Education – increasing importance of physical activity within schools • Time – increasing leisure time due to greater holiday time • Money – increasing disposable income due to increased wealth • Transport – greater availability and affordability of transport • Globalisation – nations from all around the world competing

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Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
4	3	3	4	10	<p>Pre-industrial characteristics:</p> <ul style="list-style-type: none"> • Popular recreation • Violent games • Large scale • Played irregularly • Played in rural areas • Often resulted in injury and damage to property • Basic rules <p>Post-industrial characteristics:</p> <ul style="list-style-type: none"> • Development of rational recreation • Participation by emerging middle class • More sophisticated rules • Better organisation • Played more frequently • Played in urban areas <p>Availability of time:</p> <ul style="list-style-type: none"> • Pre-industrial – long working weeks meant sport was restricted • Pre-industrial – lack of time contributed to the local nature of sport • Post-industrial – originally a reduction in leisure time due to the demands of work • Post-industrial – the benefits of physical activity and sport were set up which dedicated time to sport • Post-industrial – half days on Saturday were introduced which allowed for more time for sport <p>Availability of money:</p> <ul style="list-style-type: none"> • Pre-industrial – upper class placed wagers on the lower-class • Pre-industrial – wagering provided an opportunity for lower-class people to win money • Pre-industrial – wagering resulted in clear divisions between the class who spectated • Post-industrial – increased wages made it easier for the poor to afford to watch sport • Post-industrial – increased affordability of transport made it easier for people to watch sport • Post-industrial – paid holidays provided time for participation in sport <p>Transport:</p> <ul style="list-style-type: none"> • Pre-industrial – lack of opportunities to travel contributed to the local nature of sport • Pre-industrial – local events drew large local crowds due to the lack of transport • Post-industrial – development of the railway allowed teams to travel further • Post-industrial – the railway allowed national competitions to be held • Post-industrial – improved transport increased the opportunity for people to watch sport • Post-industrial – spectating was no longer a hobby just for the rich

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Question Four Mark Allocation
Level 3 (8–10 marks)
<ul style="list-style-type: none">• Knowledge of the characteristics of pre-industrial and post-1850 industrial Britain• There is a clear and accurate link between the characteristics of the time and sport and physical activity• Evaluation of the impact of industrialisation on sport and physical activity is present• Appropriate vocabulary is used throughout• The answer is structured in an effective manner with a clear structure
Level 2 (5–7 marks)
<ul style="list-style-type: none">• Knowledge of the characteristics of pre-industrial and post-1850 industrial Britain is present in more than two points than others (AO1)• A clear and accurate link between the characteristics of the time and sport and physical activity is present in most instances (AO2)• Some evaluation of the impact of industrialisation on sport and physical activity is present in some instances (AO3)• Appropriate vocabulary is mostly used throughout• The answer is mostly structured in an effective manner with a clear structure
Level 1 (1–4 marks)
<ul style="list-style-type: none">• Knowledge of the characteristics of pre-industrial and post-1850 industrial Britain is present in one or two points• There is little or no accurate link between the characteristics of the time and sport and physical activity• Evaluation of the impact of industrialisation on sport and physical activity is present in one instance (AO3)• Appropriate vocabulary is restricted• The answer has little structure and is presented in an unclear manner
(0 marks)
No relevant content

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Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.