Modified Enlarged 24pt

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Wednesday 3 June 2020 – Morning

A Level Physical Education

H555/02 Psychological factors affecting performance

Time allowed: 1 hour
plus your additional time allowance

No extra materials are needed.

Please write clearly in black ink.

Centre number | | | | | |

Candidate number | | | | |

First name(s) _____

Last name _____

READ INSTRUCTIONS OVERLEAF

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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 60.

The marks for each question are shown in brackets [ ].

Quality of extended response will be assessed in questions marked with an asterisk (*).

ADVICE

Read each question carefully before you start your answer.

SECTION A

Answer ALL the questions.

1 Massed and distributed are two practice types. Give a sporting example of each.

Massed practice: _____

_____

Distributed practice: _____

_____

[2]

2 Outline how the drive theory of arousal would explain the performance of an expert in sport.

_____

_____

_____

_____ **[2]**

3 Give TWO sporting examples of attributions that would be classed as uncontrollable.

_____

_____

_____

_____ [2]

4 Good leaders have strong communication skills.

Identify TWO other characteristics of an effective leader.

_____

_____ [2]

5 **Aggressive cue hypothesis is one theory that explains aggression.**

Give TWO sporting examples of aggressive cues.

_____

_____

_____

_____ **[2]**

SECTION B

Answer ALL the questions.

6 (a) Identify a skill that would fit each classification shown by the cross below and give a reason for each of your answers. [6]

Simple ⟵ X ⟶ Complex

Skill: _____

Reason: _____

_____

Open ⟵ X ⟶ Closed

Skill: _____

Reason: _____

_____

Fine ⟵ X ⟶ Gross

Skill: _____

Reason: _____

_____

(b) **Positive reinforcement can help a performer to learn a skill in sport. For example, a coach could reward a badminton player with praise when her serve lands in the service box.**

(i) **Using sporting examples, explain other ways that operant conditioning can be used to learn skills. [3]**

(ii) **Evaluate the use of rewards in operant conditioning.**

[2]

(c) (i) Identify the three memory stores in Atkinson and Shiffren's multi-store memory model and state the capacity of each.

_____

_____

_____ [3]

(ii) Identify TWO strategies for helping a performer to retain more information in the memory.

_____

_____ [2]

(d) Analyse the effectiveness of negative feedback and knowledge of performance when used by expert performers. [4]

Negative Feedback

_____

_____

Knowledge of Performance

7 (a) (i) **Define the term personality.**

_____

_____ **[1]**

(ii) **Describe the behaviour of a stable extrovert.**

_____

_____

_____ **[2]**

(iii) **Give TWO strengths of the interactionist theory of personality.**

_____

_____

_____

_____

_____

_____ **[2]**

(b) (i) **Identify ONE cognitive method of stress management and give a sporting example of how it could be used.**

Cognitive method: _____

Example: _____

_____

_____

[2]

(ii) **Identify ONE somatic method of stress management and give a sporting example of how it could be used.**

Somatic method: _____

Example: _____

_____

_____

[2]

(c) (i) **Goals can be set to measure progress. Identify THREE other benefits of goal setting.**

_____

_____

_____ **[3]**

(ii) **A gymnast with poor lower back and hip flexibility was given the following target score in the sit and reach test as a goal by her coach. The coach provided her with a log book to keep track of her progress.**

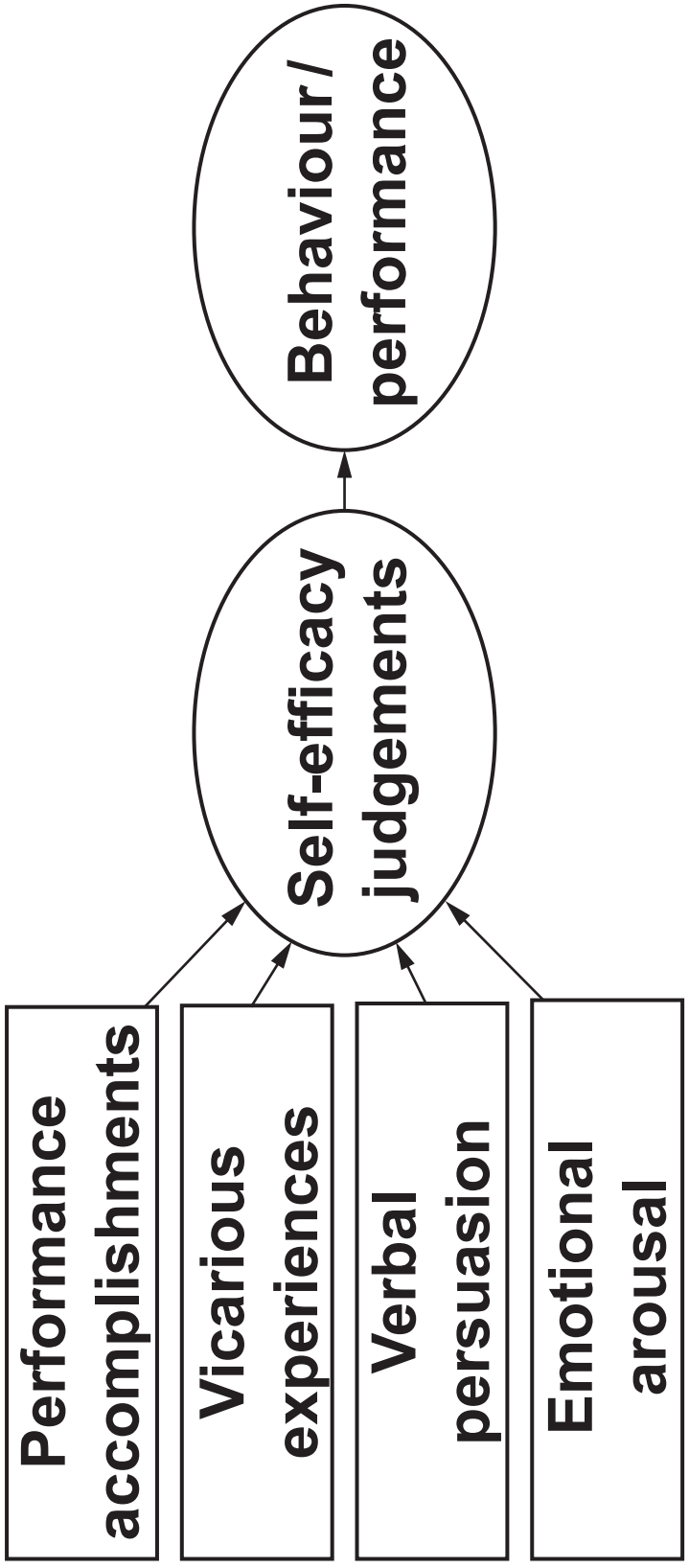
Current sit and reach score	***8 cm***
Target sit and reach score	***30 cm***
Timescale	***1 month***

Assess the effectiveness of this goal.

[3]

(d) Fig. 7.1 shows Bandura's model of self-efficacy.

FIG. 7.1



A performer has low self-efficacy. Use the model opposite to analyse what may have caused this. [5]

SECTION C

8* **‘Leaders are born, not made.’**

Discuss this statement with reference to the THREE theories of leadership.

Using sporting examples, outline the types of guidance a leader could use to help their performers improve. [10]

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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