

**Modified Enlarged 24pt  
OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Monday 11 October 2021 – Afternoon**

**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**



## **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 Give an example of mechanical guidance and an example of manual guidance for a swimmer.

Mechanical guidance \_\_\_\_\_

\_\_\_\_\_

Manual guidance \_\_\_\_\_

\_\_\_\_\_

[2]

- 2 Define stress and identify ONE cause of stress.

Definition \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cause \_\_\_\_\_

[2]

- 3 Give an example of extrinsic feedback and an example of intrinsic feedback for a tennis player.**

**Extrinsic feedback** \_\_\_\_\_

\_\_\_\_\_

**Intrinsic feedback** \_\_\_\_\_

\_\_\_\_\_

**[2]**

- 4 Use sporting examples to describe how an emergent leader and a prescribed leader could be selected.**

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**[2]**

**5 (a) Use a practical example from sport to show an internal, stable attribution for failure.**

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[1]

**(b) Use a practical example from sport to show an external, unstable attribution for success.**

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[1]

## **SECTION B**

**Answer ALL the questions.**

- 6 (a) (i) A table tennis player in the cognitive stage of learning would make a lot of mistakes when hitting the ball.**

**Using the example of the table tennis player, describe THREE other characteristics of their performance.**

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[3]

**(ii) Suggest TWO reasons why visual guidance alone may not allow a performer to move to the associative stage of learning.**

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[2]

**(b) (i) Give an example of bilateral transfer in sport.**

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**[1]**

**(ii) Give an example of negative transfer in sport.**

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**[1]**

**(iii) Identify TWO ways of limiting the effect of negative transfer.**

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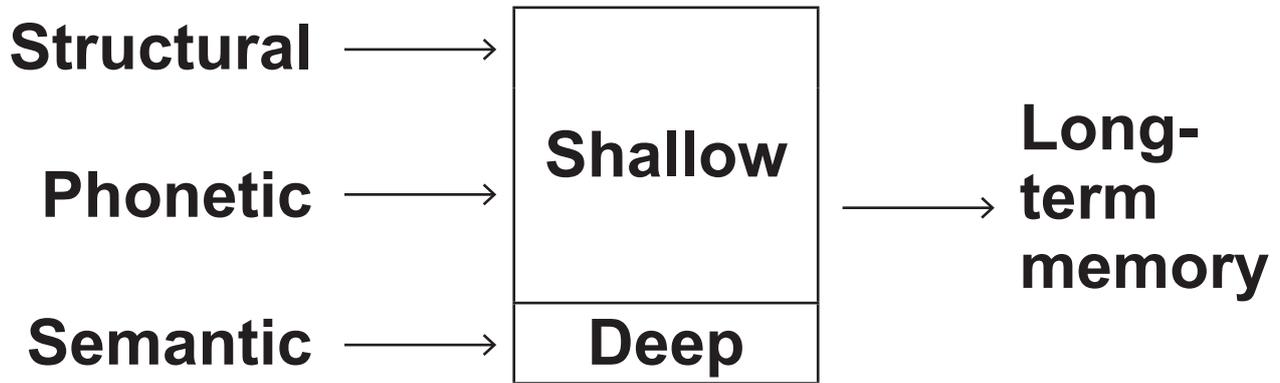
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**[2]**

(c) FIG. 6.1 shows an adapted version of Craik and Lockhart's levels of processing model.

**FIG. 6.1**





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[5]

- (d) (i) Give an example of whole practice and an example of varied practice.

Whole practice \_\_\_\_\_

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Varied practice \_\_\_\_\_

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[2]

**(ii) Evaluate the use of whole practice and varied practice in sport.**

**Whole practice** \_\_\_\_\_

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## Varied practice \_\_\_\_\_

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[4]



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[4]





**(c) (i) Define the term anxiety.**

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**[1]**

**(ii) Describe trait anxiety.**

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**[2]**

- (iii) Give an example of how the body responds to cognitive anxiety and to somatic anxiety.**

**Cognitive anxiety** \_\_\_\_\_

\_\_\_\_\_

**Somatic anxiety** \_\_\_\_\_

\_\_\_\_\_

**[2]**



**(ii) Identify a strength and a weakness of this hypothesis.**

**Strength** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Weakness** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**[2]**





























