

Wednesday 5 June 2024 - Morning

A Level Physical Education

H555/02 Psychological factors affecting performance

H555/02 Psychological factors affect	120 310# "Ringgo 910" a 310028 a "V20 alagge" .c28 3186a. "IReac
318628 318628 318628 318628 318628 318628 318628 318628 318628 318628 318628 318628 318628 318628 318628 318628	318628 31
No extra materials are needed.	18628 318
Please write clearly in black ink. Do not wri t	te in the barcodes.
Centre number	Candidate number
First name(s)	

INSTRUCTIONS

Last name

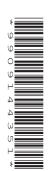
- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

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 (*).
- This document has 12 pages.

ADVICE

· Read each question carefully before you start your answer.



SECTION A

1	Skills may be classified in different ways. Explain the following classifications:			
	Fine skill:			
	Complex skill:			
		[2]		
2	Identify what the letters M and A stand for in the SMART principle of goal setting.			
	M:			
	A:	[2]		
3 (a)	Performing for prize money is an example of what type of motivation?	F41		
(b)	Suggest one disadvantage of this type of motivation.			
4	Define the term selective attention and identify at which stage of Atkinson and Shiffren's			
4	multi-store memory model this takes place.			
	Definition:			
	Stage of model:			
		[2]		

	1	21	
	A fine skill:		
	An introvert:		
5	State the most likely effect that the presence of an audience would have on the performance of:		

© OCR 2024 Turn over

SECTION B

6 (a)	A basketball coach is teaching a beginner how to perform a layup shot.
	Identify, and give a reason for, three different practice types the coach may use.
	Practice type 1:
	Reason:
	Practice type 2:
	Reason:
	Practice type 3:
	Reason:
	[e1
/ b \	[6]
(b) (i)	Define positive transfer and give a sporting example of when it might occur.
	Definition:
	Example:
	[2]

(ii)	Give two ways in which a coach could help positive transfer to occur.		
	First way:		
	Second way:		
	[2]		
(c)	Discuss the factors that could affect how successful the process of social/observational learning is.		
	[5]		

			0			
(d) (i)	A table tennis player plays a smash shot and wins the point. This is knowledge of performance.			ce.		
	Circ	cle whether this is true or	false.			
			True	False		[1]
(ii)		pach tells a hockey player yed the push pass.	that their stick and	feet were	in a really good position when the	y
	Plac	ce one tick (🗸) in the box r	next to which types	of feedba	ack this is.	
	Α	Extrinsic and negative				
	В	Intrinsic and positive				
	С	Positive and knowledge of	of performance			
	D	Positive and knowledge of	of result			
(iii) A squash player returns a serve but sees that they have hit the ball over the out-of-bounds so they lose the point.Draw a circle around the three types of feedback that are relevant to this example.			[1] ne,			
	Ex	trinsic	Positive		Knowledge of results	
	Kn	owledge of performance	Intrinsic		Negative	

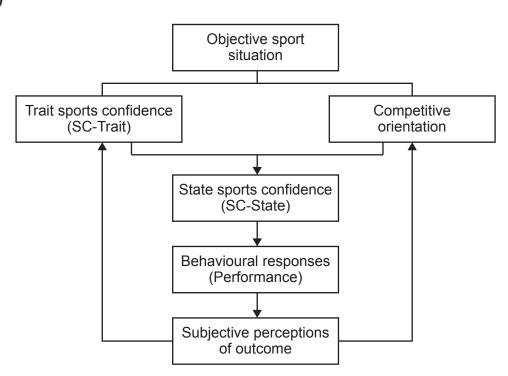
[3]

	•
7 (a)	The term personality refers to the way in which we interact with our environment and other people and makes us unique.
	Discuss the theories of how an individual's personality may be formed.

......[6]

	Ö	
(b) (i)	Define the term stress.	
		[1]
(ii)	Explain three somatic stress management techniques that a performer could use to help them control their stress levels.	
	Technique 1:	
		••••
		••••
	Technique 2:	
		••••
	Technique 3:	

(c)



Adapted from Vealey's model of sports confidence

Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	Li has a low level of trait sports confidence (SC-Trait). Use Vealey's model to discuss how this could affect Li's performance in a current sporting event and future sporting events.
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Define the term group. Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Using an example from a sports team of your choice, explain what is happening within a team at the following stages: Forming: Performing:	
Using an example from a sports team of your choice, explain what is happening within a team a the following stages: Forming: Performing:	Define the term group.
Using an example from a sports team of your choice, explain what is happening within a team a the following stages: Forming: Performing:	
the following stages: Forming: Performing:	
Performing:	Using an example from a sports team of your choice, explain what is happening within a team a the following stages:
Performing:	Forming:
Performing:	
Performing:	
	Performing:

10

SECTION C

Coaches can use different styles of leadership and may switch between different styles at different times. Analyse when different leadership styles would be most effective. Using examples, explain the different types of guidance a coach may use when leading their sessions. [10]

EXTRA ANSWER SPACE

If you need the margin.	extra space use this lined page. You must write the question numbers clearly in



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 Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.