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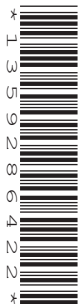
Wednesday 4 June 2025 – Morning

A Level Physical Education

H555/02 Psychological factors affecting performance

Time allowed: 1 hour

No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

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 (*).
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

2
SECTION A

1 Indicate whether each of the following statements is true or false by putting a tick (✓) in the relevant box.

(a) A type A personality is likely to be patient. Tick (✓) **one** box.

True ☐

False ☐

[1]

(b) An introvert personality lacks concentration. Tick (✓) **one** box.

True ☐

False ☐

[1]

2 Give **two** somatic stress management techniques.

1:

2:

[2]

3 Define intrinsic feedback and give **one** advantage of this type of feedback.

Definition:

.....

Advantage:

.....

[2]

- 4 Identify the stage of learning being described in the following examples.

A rugby player can consistently perform a dummy dodge to outwit an opponent.

Stage of learning:

An ice skater can perform a jump but often wobbles when landing.

Stage of learning:

[2]

- 5 Give **two** examples of somatic responses to anxiety.

1:

2:

[2]

4
SECTION B

6

(a) Skills are classified in different ways.

(i) Explain the following terms:

Simple skill:

.....

Closed skill:

.....

High organisation skill:

.....

[3]

(ii) Define the terms bilateral transfer and negative transfer.

Bilateral transfer:

.....

Negative transfer:

.....

[2]

(b)

(i) According to Atkinson and Shiffrin's multi-store memory model a hockey player receiving a pass will use selective attention to filter relevant from irrelevant information.

Give **one** example of information that the hockey player should filter as relevant and **one** example that should be filtered as irrelevant.

Relevant information:

Irrelevant information:

[2]

(ii) Explain Craik and Lockhart's levels of processing memory model.

..... [3]

(c) Explain how an individual learns a new skill according to operant conditioning.

[4]

(d) Evaluate the use of verbal and manual guidance for an expert performer.

Verbal:

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Manual:

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[6]

7

(a)

- (i) Weiner's model of attribution categorises the reasons performers give for their success or failure.

Using your knowledge of Weiner's model, give a **sporting** example of an attribution for each of the categories below.

Internal, stable:

External, stable:

Internal, unstable

External, unstable

[4]

- (ii) Attributing externally could have both positive and negative effects on a performer.

Discuss why this could be the case.

..... [2]

[2]

(b)

(i) Describe the terms emergent leader and prescribed leader.

Emergent leader:

.....

Prescribed leader:

.....

[2]

(ii) A young player may develop leadership skills by watching their coach.

Using knowledge of theories of leadership discuss if this alone is enough to make the young player become a good leader.

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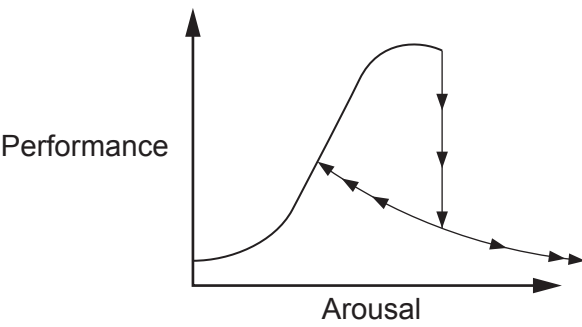
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[3]

(c) The graph shows catastrophe theory.



Use the graph to explain catastrophe theory.

[5]

- (d) A sports team has better players than their opposition but is losing the match.

Use Steiner's model to explain why the team might be under-performing in the match.

[4]

- Analyse how a coach might raise a performer's level of self-efficacy according to Bandura's theory.

[10]

[illegible]

END OF QUESTION PAPER

This image shows a blank sheet of white paper designed for writing. It features a series of evenly spaced horizontal blue lines across its entire width. A single vertical red line runs down the left side, creating a narrow margin. The paper is otherwise completely empty, with no text or markings.

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