



Oxford Cambridge and RSA

**Wednesday 5 June 2019 – Afternoon****A Level Physical Education****H555/02** Psychological factors affecting performance**Time allowed: 1 hour**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.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

**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 the question marked with an asterisk (\*).
- This document consists of **12** pages.

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## Section A

Answer **all** the questions.

- 1 Define 'fixed practice' and give an example of a skill for which it would be suitable.

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..... [2]

- 2 In relation to Weiner's model of attribution explain the term 'locus of control'.

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..... [2]

- 3 Using practical examples give **two** ways in which a sports coach could optimise positive transfer.

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..... [2]

- 4 Define what is meant by a 'complex skill'. Give a practical example of a complex skill in sport.

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..... [2]

3

5 Define the terms intrinsic and extrinsic motivation.

Intrinsic motivation: .....

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Extrinsic motivation: .....

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[2]

4

**Section B**Answer **all** the questions.

6 (a) Selective attention is one aspect of the short-term sensory store.

(i) Identify the capacity and duration of the short-term sensory store.

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..... [2]

(ii) Explain the term 'selective attention'.

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..... [1]

(iii) Provide a sporting example of a performer using selective attention.

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..... [1]

(b) Apply your knowledge of the stages of learning to complete the passage below using appropriate words from those provided in the table.

Each word chosen can only be used once:

erratic	returns	imagery	errors
negative	fluent	deliberate	inconsistent
automatic	extrinsic	reactions	intrinsic

The movements of a badminton player in the autonomous stage of learning will be

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The player's ..... will be slower in the associative stage of learning.

In the autonomous stage of learning, the badminton player will rely more on

..... feedback to correct errors.

In the associative stage of learning, the player still relates what they are doing back to

mental images rather than performance being .....

**[4]**

**(c)** Evaluate the use of verbal guidance and visual guidance in the learning of movement skills.

[6]

- (d) (i) Using a sporting example, describe how a coach would teach a performer according to the cognitive theory of learning.

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..... [2]

- (ii) Some performers learn a new skill by following the cognitive theory of learning. Analyse how following this approach may affect their learning.

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..... [4]

- 7 (a) (i) Define the term 'stress'.

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..... [1]

- (ii) Identify **three** methods that could be used to manage stress.

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.....  
..... [3]

- (b) Forming is the first stage of group development. In this stage a sports team depends on the leader for direction and the team members start to get to know one another.

Using the example of a sports team, describe the next **two** stages of development that the group would go through.

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..... [4]

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graph TD; A[Sporting context] --> B[Trait sports confidence]; A --> C[Competitive orientation]; B --> D[State sports confidence]; C --> D; D --> E[Behavioural response]; E --> F[Subjective perceptions of outcomes]; F --> B; F --> C;
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The flowchart illustrates the conceptual model of the relationship between trait sports confidence and competitive orientation. It shows the following components and relationships:

- Sporting context** (top box) influences both **Trait sports confidence** (left box) and **Competitive orientation** (right box).
- Trait sports confidence** and **Competitive orientation** both influence **State sports confidence** (center box).
- State sports confidence** leads to **Behavioural response** (box below center).
- Behavioural response** leads to **Subjective perceptions of outcomes** (bottom box).
- Subjective perceptions of outcomes** have feedback loops to both **Trait sports confidence** and **Competitive orientation**.

Explain Vealey's model of sports confidence.

[6]



- (d)** Performers use attributions to explain reasons for success and failure in sport.

Discuss the impact of an individual's attributions following a failure in sport.

..... [6]

## Section C

**8\*** Explain the different styles of leadership that a sports coach may use.

Using practical examples, evaluate the different types of feedback that a coach or leader might use to help improve the performance of sports performers. **[10]**

**[10]**

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This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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**END OF QUESTION PAPER**

