



Oxford Cambridge and RSA

Monday 12 October 2020 – Afternoon

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 **12** pages.

ADVICE

- Read each question carefully before you start your answer.

2

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.

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..... [2]

- 3 Give **two** sporting examples of attributions that would be classed as uncontrollable.

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..... [2]

- 4 Good leaders have strong communication skills.

Identify **two** other characteristics of an effective leader.

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..... [2]

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

Give **two** sporting examples of aggressive cues.

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..... [2]

3

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.

Simple ←—— X —————→ Complex

Skill:

Reason:

.....

Open ←—— X —————→ Closed

Skill:

Reason:

.....

Fine ←—— X —————→ Gross

Skill:

Reason:

.....

[6]

5

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

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..... [3]

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

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..... [2]

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

Negative Feedback

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Knowledge of Performance

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[4]

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

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..... [1]

(ii) Describe the behaviour of a stable extrovert.

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..... [2]

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

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..... [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.

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..... [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	<i>8 cm</i>
Target sit and reach score	<i>30 cm</i>
Timescale	<i>1 month</i>

Assess the effectiveness of this goal.

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..... [3]

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graph LR; A[Performance accomplishments] --> E((Self-efficacy judgements)); B[Vicarious experiences] --> E; C[Verbal persuasion] --> E; D[Emotional arousal] --> E; E --> F((Behaviour/ performance))
```

The diagram illustrates the components of Bandura's Social Cognitive Theory. On the left, four rectangular boxes are stacked vertically, representing sources of self-efficacy: 'Performance accomplishments', 'Vicarious experiences', 'Verbal persuasion', and 'Emotional arousal'. Arrows from each of these boxes point towards a central oval labeled 'Self-efficacy judgements'. From this central oval, an arrow points to a final oval on the right labeled 'Behaviour/ performance'.

A performer has low self-efficacy. Use the model above 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]**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

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END OF QUESTION PAPER

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