

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Wednesday 3 June 2020 – Morning**

**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**

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**Candidate number**

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**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 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]

## 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: \_\_\_\_\_

\_\_\_\_\_

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- [3]

**(ii) Evaluate the use of rewards in operant conditioning.**

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**[2]**

**(c) (i) Identify the three memory stores in Atkinson and Shiffren'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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**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.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **[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.

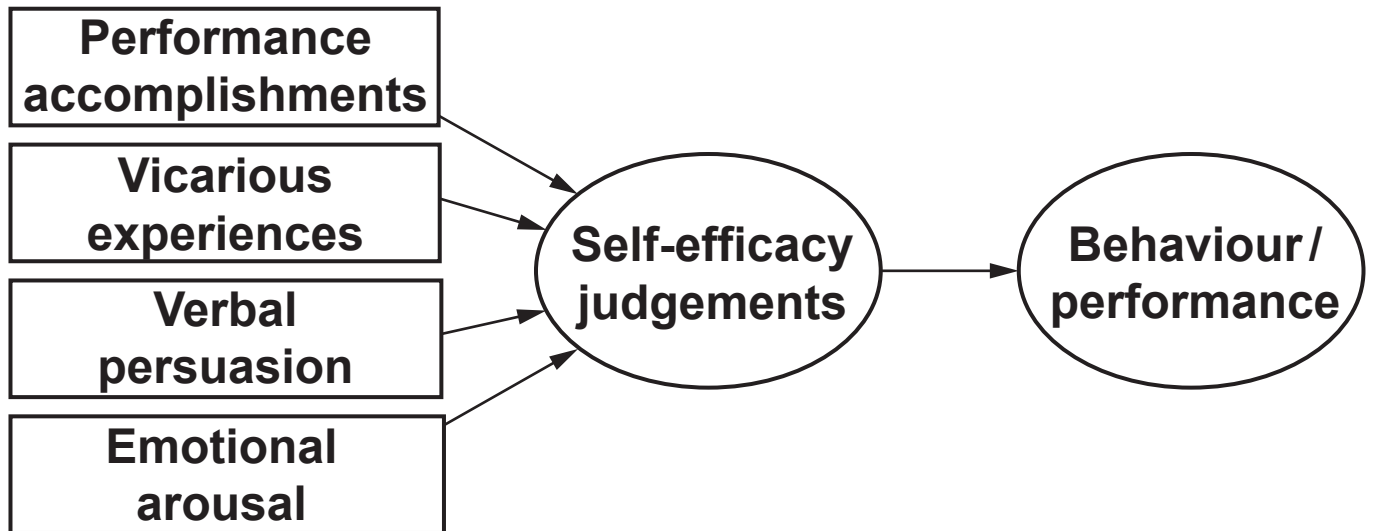
<b>Current sit and reach score</b>	<b><i>8 cm</i></b>
<b>Target sit and reach score</b>	<b><i>30 cm</i></b>
<b>Timescale</b>	<b><i>1 month</i></b>

### Assess the effectiveness of this goal.

[illegible]

(d) Fig. 7.1 shows Bandura's model of self-efficacy.

**FIG. 7.1**



**A performer has low self-efficacy. Use the model above to analyse what may have caused this. [5]**

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## 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]**

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[illegible]

[illegible]



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**END OF QUESTION PAPER**

**ADDITIONAL ANSWER SPACE**

**If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).**


[illegible]







[illegible]

[illegible]

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