



Oxford Cambridge and RSA

**Friday 10 June 2022 – 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  Candidate number

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.

Section A

Answer **all** the questions.

- 1 Performance accomplishments are a component of Bandura’s theory of self-efficacy.

What is meant by performance accomplishments?

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.....

Give a practical example of how they can be used to increase self-efficacy.

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[2]

- 2 Autonomous performers carry out skills accurately and fluently and are able to think of other things such as tactics during a performance.

What happens in the associative stage of learning to enable some performers to move to the autonomous stage?

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[2]

- 3 Below are four examples of sources of motivation to take part in sport or physical activity.

Put a tick (✓) in the **two** boxes next to examples of intrinsic motivation.

A Coach pressure

B Enjoyment

C Self-satisfaction

D Trophy

[2]

4 Vealey's model of sports confidence outlines two types of confidence.

Define trait sports confidence and state sports confidence.

Trait sports confidence .....

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State sports confidence .....

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[2]

5 Describe mindfulness as a method of stress management.

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Suggest **one** disadvantage of using this technique.

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[2]

**Section B**

Answer **all** the questions.

- 6 (a) (i) Give a practical example of a skill that would be classified as high in organisation.  
 ..... [1]
- (ii) Give a practical example of a skill that would be classified as low in organisation.  
 ..... [1]
- (iii) Identify which practice type would be most suited to each of these skills.  
 High organisation skill .....  
 Low organisation skill ..... [2]
- (b) Three theories that seek to explain how a performer learns motor skills are:
- Cognitive theory of learning
  - Operant conditioning
  - Bandura’s theory of social/observational learning.
- (i) Complete **Table 6.1** by writing the name of the learning theory which is shown in each coaching situation. The first one has been done for you.

Coaching situation	Learning theory
<b>Example:</b> A coach makes sure that the gymnast demonstrates a basic routine to the young performers so that they are physically able to copy it.	<b>Example:</b> Social/observational learning
1. The captain of a rugby team demonstrates a set move on a line-out to a younger team member.	
2. Performers play a game of badminton and then discuss why the serve didn’t work very well.	
3. In a netball drill, the performer learns by trial and error to raise their arms to defend the shot.	
4. A swimming coach gives a high five and says ‘Well done’ when the performer uses their arms and legs together in the stroke.	

**Table 6.1**

[4]

(ii) Performers can learn skills using operant conditioning.

Discuss **two** benefits of learning using this approach.

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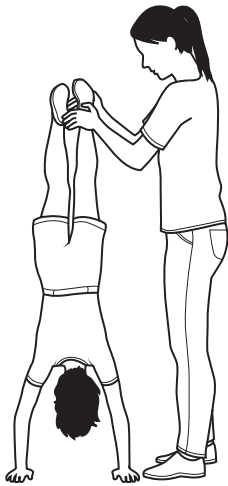
..... [2]



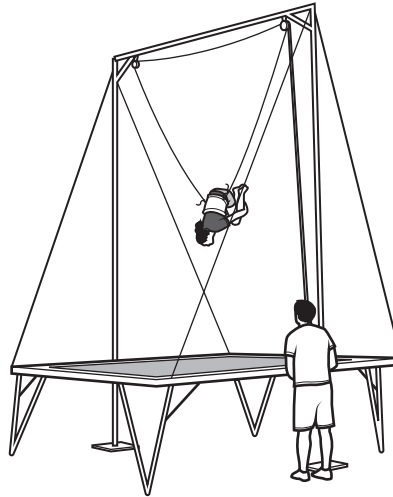
(ii) **Other** than rehearsal, suggest **one** method that a coach could use to help information to be stored in the long-term memory.

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..... [1]

(d) Identify the types of guidance being used in each image shown in **Figs. 6.2** and **6.3**. Describe **two** benefits of using them when learning a new skill.



**Fig. 6.2**



**Fig. 6.3**

Guidance in **Fig. 6.2** .....

Guidance in **Fig. 6.3** .....

Benefits .....

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..... [4]

7 (a) Describe the following terms in relation to personality:

Type A .....

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Type B .....

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Introvert .....

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Extrovert .....

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[4]

(b) Describe the inverted U theory of arousal.  
Outline **one** way in which it differs from drive theory of arousal.

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[4]





- (ii) The coach of a large team tries to increase group productivity by giving the team members individual roles.

Suggest why this might be an effective method of reducing faulty processes.

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..... [2]

- (d) (i) A small group of adults are learning how to play table tennis at an over 50s social club. Identify which leadership style would be most appropriate for them and explain why.

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..... [3]

(ii) Identify another leadership style and use a sporting example to explain when it would be the most appropriate style to use.

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..... [3]

**12**  
**Section C**

**8\*** Below are two attributions made by different performers.

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|--|
| 1. I tried really hard in the tennis match today so I totally deserved my win.                           |
| 2. We lost the basketball match because they are a much better team than us; they are top of the league. |

Evaluate the use of the attributions above in relation to Weiner's model of attribution.

Suggest how a coach could use the types of feedback listed below to help a performer attribute successfully:

- knowledge of results
- knowledge of performance
- positive
- negative.

**[10]**

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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).

A large area of lined paper for writing. It features a vertical solid line on the left side, creating a margin. The rest of the page is filled with horizontal dotted lines, providing space for writing answers.

A blank sheet of lined paper. On the left side, there is a solid vertical line that serves as a margin. The rest of the page is filled with horizontal ruling lines, each consisting of a solid top line and a dashed bottom line, providing a guide for handwriting.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



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