

SPORT PSYCHOLOGY
PAST PAPER QUESTIONS

3.2.3 Sport Psychology

Aspects of personality

Understanding of the nature vs nurture debate in the development of personality

1. Explain, in terms of personality, what is meant by interactionist theories. [2 marks]

Interactionist perspective.

How knowledge of interactionist perspective can improve performance

2. Explain how the *interactionist* theories of personality enable us to predict the behaviour of performers. [3 marks]
3. Describe Hollander's theory of personality. [3 marks]
4. Describe social learning theory of personality. [3 marks]

Attitudes

Triadic model.

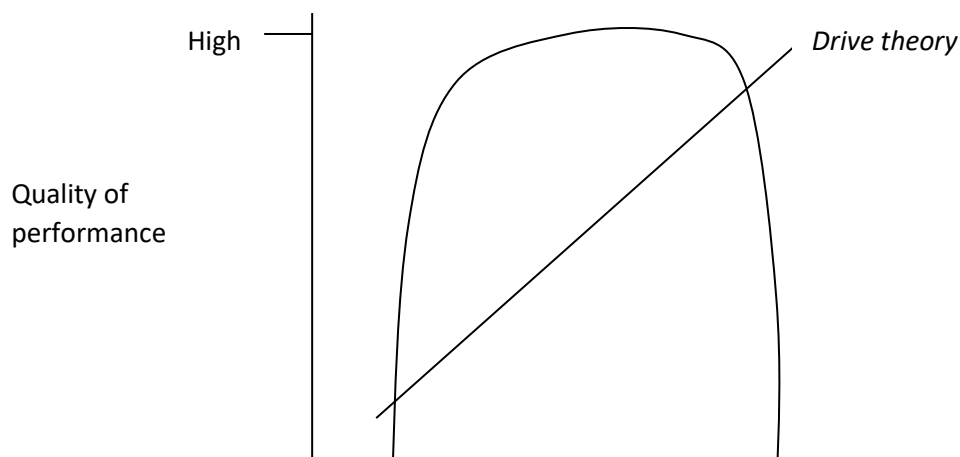
5. State what you understand by the term attitude and how could an athlete's attitude be measured? [2 marks]
6. Describe what is meant by attitudes and explain how they are formed. [4 marks]
7. Discuss whether attitudes enable us to predict behaviour. [3 marks]
8. Elite athletes must have a positive attitude to their training. Identify what do you understand by the term *attitude and explain* how attitudes may influence behaviour. [5 marks]

Arousal

Theories of arousal.

Practical applications of theories of arousal and their impact on performance

9. The diagram below shows a relationship between the degree of arousal and the quality of performance, using the drive and inverted U theories.



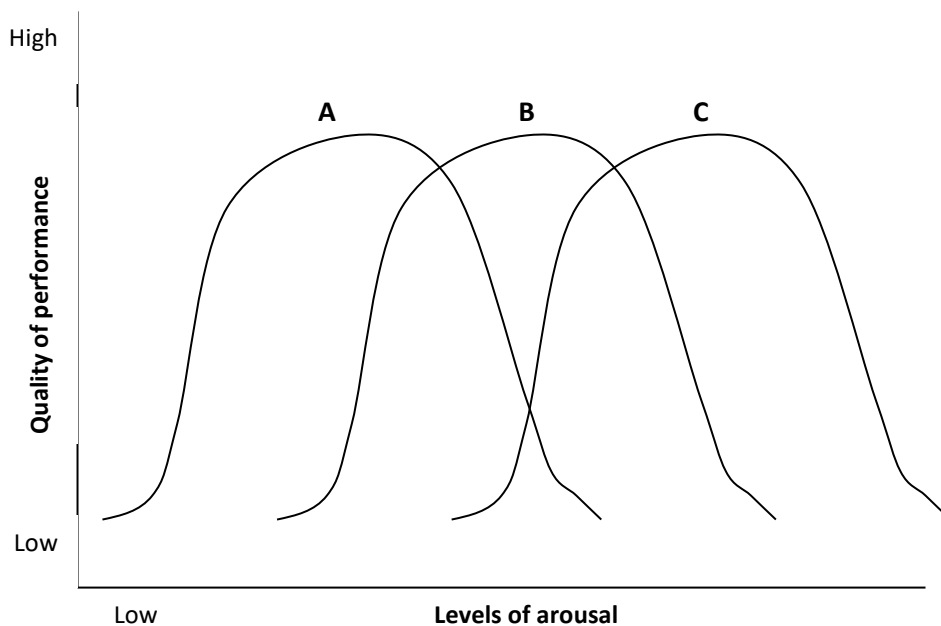


Briefly explain the two theories shown above and compare their effectiveness in describing the relationship between arousal and sporting performance in differing tasks. [7 marks]

10. The inverted U theory may be used to explain how arousal may affect sports performance. Name two other theories of arousal. [2 marks]

11. The diagram shows the arousal-performance relationship for:

- passing in hockey;
- putting in golf; and
- tackling in rugby.



Using the diagram, match each of the curves A, B and C to one of these activities, justifying your choice. [4 marks]

12. Explain why the levels of arousal required by performers may vary between novice and elite performers. [2 marks]

13. Define the term arousal [2 marks]

14. Explain, using both inverted U and catastrophe theories, how differing levels of arousal may affect the performance of games players. [5 marks]

Characteristics of peak flow experience

15. Identify three characteristics of the peak flow experience. [3 marks]

Anxiety

Types of anxiety.

16. Describe how inverted U theory may be used to explain the effects of anxiety on sports performance. [2 marks]

17. Describe the main effects of increasing anxiety on sports performance. [2 marks]

18. Describe the use of mental rehearsal to control anxiety. [3 marks]

19. Comment on the levels of somatic state anxiety and cognitive state anxiety that an athlete might experience leading up to and during a major competition. [4 marks]

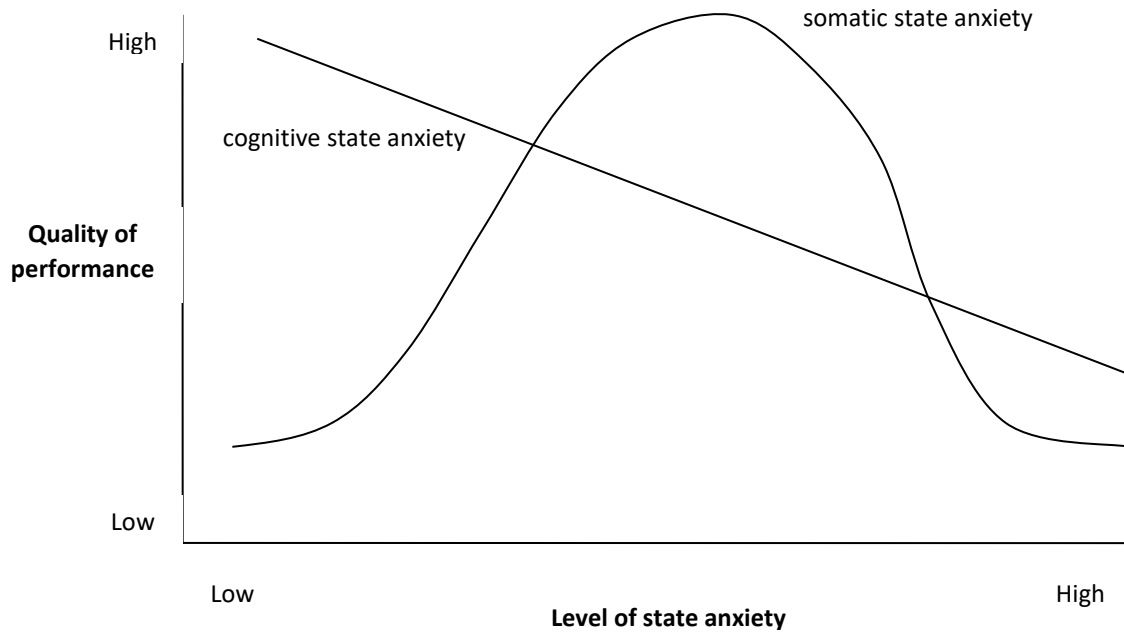
20. Explain, using appropriate examples, how an athlete can control cognitive anxiety. [4 marks]

21. Explain the difference between *state* and *trait anxiety*. [3 marks]

A.

22. Describe, using examples, what do you understand by the terms cognitive state anxiety and somatic state anxiety. [2 marks]

23. Explain, using the diagram, the differing effects of cognitive and somatic state anxiety on performance. [2 marks]



24. Identify and explain the different forms of *anxiety* that a performer may experience. [4 marks]
25. Explain how *trait anxiety* affects a performer. [4 marks]
26. Golfers have to remain calm when putting but may suffer from *anxiety*. Explain the different forms of anxiety that may affect performers in similarly demanding situations. [4 marks]
27. Many elite performers use various stress management techniques. Describe the general principles that make such techniques effective. [3 marks]

Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety

28. Describe the disadvantages of using observation as a method to assess anxiety? [3 marks]
29. Describe the advantages of using questionnaires as a method to assess anxiety? [3 marks]

Aggression

Difference between aggression and assertive behaviour

30. Distinguish between the terms aggression and assertion in relation to sporting performance. [2 marks]

- A.
31. What are the similarities and differences between aggressive behaviour and assertive behaviour in sport? [3 marks]

Theories of aggression.

32. Explain, using an example from sport, what you understand by the term aggression. [3 marks]
33. Explain, using appropriate theories, why aggressive behaviour may occur in sport. [5 marks]
34. Suggest why playing competitive games can often lead to aggressive behaviour. [4 marks]
35. Discuss the social learning theory of aggression. [5 marks]
36. Describe how trait theory may be used to explain aggression in sport. [2 marks]

Strategies to control aggression

37. Suggest what a referee can do to control aggression during a sporting competition. [3 marks]
38. Suggest how a coach might try to reduce the aggressive tendencies of one of their players. [3 marks]

Motivation

39. Describe what do you understand by the term intrinsic motivation. [2 marks]
40. Explain, using examples, the advantages of using intrinsic motivation and the disadvantages of using extrinsic motivation to motivate an individual. [4marks]
41. Suggest how could a coach motivate a group of runners of differing abilities who regularly train together. [4 marks]

Achievement motivation theory

Atkinson's Model of achievement motivation.

Characteristics of personality components of achievement motivation

Impact of situational component of achievement motivation.

42. Two footballers are asked to take part in a penalty shoot-out. One accepts the invitation, the other refuses. Explain, in terms of achievement motivation, the decision of each player. [3 marks]

43. Suggest how the two footballers would view the next penalty shoot-out against a goalkeeper of a higher standard. [3 marks]

44. A performer's response to competition varies according to the situation and their personality.
Describe the characteristics of a performer with a motive (need) to achieve (*n.Ach*)? [4 marks]

Achievement goal theory.

45. Describe Achievement Goal Theory. [3 marks]

Strategies to develop approach behaviours leading to improvements in performance.

46. Explain how approach behaviours can be developed within a team. [4 marks]

Social facilitation

Social facilitation and inhibition

47. Explain, using social facilitation theory, the idea of choking under pressure. [6 marks]

48. Some athletes are excellent performers in training, but underperform in competitions.
Explain this discrepancy in terms of social facilitation theory. [4 marks]

49. Suggest how competing at home affects performance. [3 marks]

50. Explain, using drive theory, why performers such as golfers might hit some bad shots due to their level of *arousal*. [3 marks]

Evaluation apprehension.

51. Explain the difference between the terms social inhibition and evaluation apprehension [2 marks]

Strategies to eliminate the adverse effects of social facilitation and social inhibition

52. Suggest how a coach could help a performer in the later stages of learning overcome their failings in front of an audience. [4 marks]

53. Suggest how a coach could prepare a novice tennis player who is about to play in front of spectators for the first time. [4 marks]

Group dynamics

Group formation

54. Describe the stages of development that a basketball team may go through to enable the transition from a group of individuals to a cohesive unit. [4 marks]

Cohesion

55. The coach of a basketball team believes that for the team to be successful, he needs to encourage cohesion. Discuss how valid this statement is in terms of both task cohesion and social cohesion. [4 marks]

56. Explain what is meant by the term *group cohesion*. [2 marks]

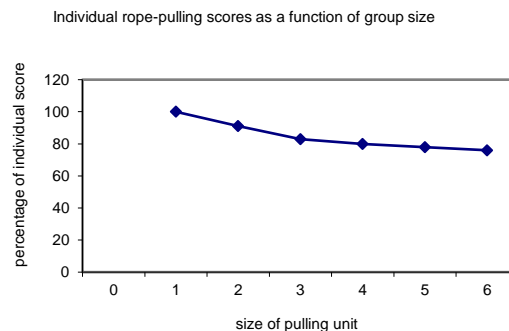
57. Explain **three** factors that are associated with group cohesion. [3 marks]

58. Discuss whether cohesive groups are always more successful. [3 marks]

60. Explain how the size of **and** structure of a group may affect its cohesiveness. [4 marks]

Steiner's model of potential and actual productivity, faulty group processes Ringelmann effect and social loafing

61. The results of a rope-pulling task involving two, three, four five and six persons the experiment are shown below



- Describe the effects shown, and suggest two possible causes. [3 marks]

62. A team's performance may be expressed as:
Actual productivity = potential productivity – losses due to faulty group processes

Suggest factors may affect potential productivity. [2 marks]

63. Suggest how losses due to faulty group processes may affect a team's performance. [4 marks]

Strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance

64. Suggest ways that a coach of a team sport could employ to reduce losses due to faulty processes [3 marks]

65. Describe what do you understand by the term social loafing and the factors that may cause it [5 marks]

Importance of goal setting

Benefits of types of goal setting.

Principles of effective goal setting

66. Explain why goal setting may lead to improved performance. [3 marks]

67. Explain the main principles behind goal-setting. [5 marks]

68. Suggest how goal setting might enhance the performance of a marathon runner. [5 marks]

Attribution theory

Attribution process

69. Explain, using your knowledge of attribution theory, why some elite performers will tend to blame things outside of their control when asked to explain the reasons why they failed to win. [4 marks]

70. Suggest the role that attributions play in the development of learned helplessness. [5 marks]

Weiner's Model and its application to sporting situations

71. The table contains Weiner's dimensions of attribution which are used to help explain success or failure.

	Internal attribution	External attribution
Stable attribution	A	B
Unstable attribution	C	D

Suggest an example of each of the categories, represented by the Letters A, B, C and D, for a sprinter who regularly loses when competing at an opponent's home venue. [4 marks]

72. The same sprinter will have another race at the same venue in a month's time. Describe which attributions can be changed in order to bring about a successful result. Justify your answer in terms of the dimensions of attribution. [3 marks]

73. Weiner (1972) classified the explanations given for success or failure into four groups, and split the groups into two dimensions. Identify the two dimensions of attributions. [2 marks]

74. Identify the **four** main groups of attributions. [2 marks]

75. Describe what do you understand by the term *learned helplessness* and suggest strategies a coach may use to prevent this happening. [3 marks]

A.

76. Describe what you understand by the term *attributions* and suggest how the result of a competition may affect a performer's attributions. [3 marks]

Link between attribution, task persistence and motivation.

Self-serving bias

77. In terms of attribution theory, explain what is meant by self-serving bias and learned helplessness. [4 marks]

Attribution retraining

Strategies to avoid learned helplessness leading to improvements in performance

78. Sufferers of learned helplessness may require attribution retraining. Explain what attribution retraining is and suggest why it is effective. [3 marks]

Self-efficacy and confidence

Characteristics of self-efficacy, self-confidence and self-esteem

Bandura's Model of self-efficacy.

79. Explain how high levels of *self-efficacy* may enhance performance. [3 marks]

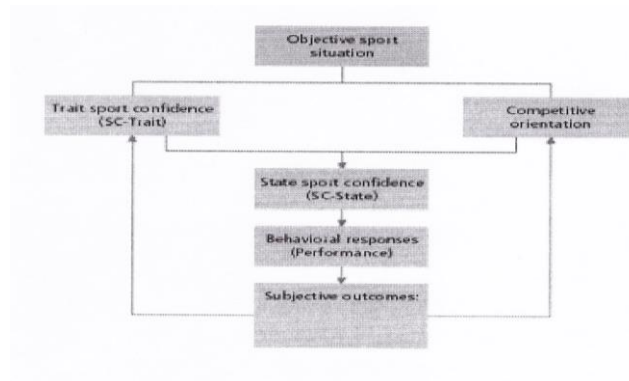
80. Explain what you understand by the term self-efficacy. [2 marks]

81. Describe how a coach could make *vicarious experiences* a suitable method for improving self-efficacy. [2 marks]

82. Explain how high self-efficacy helps a performer to produce better performances. [3 marks]

Vealey's Model of self-confidence.

83. The diagram shows Vealey's model of self-confidence. Using an example from sport, explain Vealey's model of sports confidence. [5 marks]



Effects of home field advantage

84. Discuss the suggestion that 'home field advantage' will always improve the performance of the home team. [5 marks]

Strategies to develop high levels of self-efficacy leading to improvements in performance.

85. Explain how a coach could help improve a performer's self-confidence. [5 marks]

86. Suggest strategies that a coach could employ to improve the self-efficacy of a performer. [6 marks]

87. Describe the methods that might be used to raise self-efficacy in sports performance. [4 marks]

Leadership

Characteristics of effective leaders

88. Chelladurai suggested additional factors, other than the leader's characteristics and different situations, which must be taken into account when assessing the effectiveness of leadership. Identify and explain one of these factors. [2 marks]

Styles of leadership.

89. Fiedler (1967) suggested that the effectiveness of a leader depended upon the extent to which the leader's style fitted the situation the team were in. Name the two styles of leader that Fiedler identified and describe the different situations where each style is most effective. [5 marks]

Evaluation of leadership styles for different sporting situations

90. Explain how leadership styles should be adapted depending on the different characteristics such as size, age, gender and skill level, of a team. [4 marks]

91. Fiedler (1967) suggested that the effectiveness of leaders depended on the situation and the style of leadership. Identify the factors that determine the 'favourableness' of the situation. [3 marks]

A.

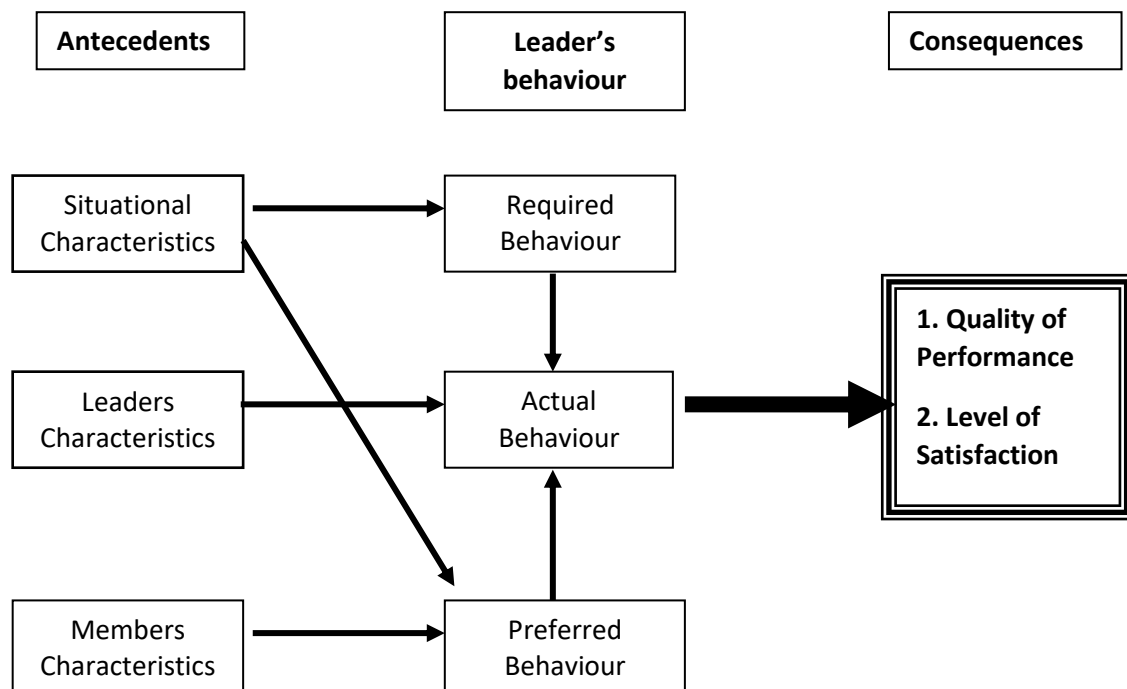
92. Explain, using examples, why a leader, when choosing a leadership style, needs to consider the characteristics of the group they are leading. [2 marks]

Prescribed and emergent leaders

93. Distinguish between emergent and prescribed leaders. [2 marks]

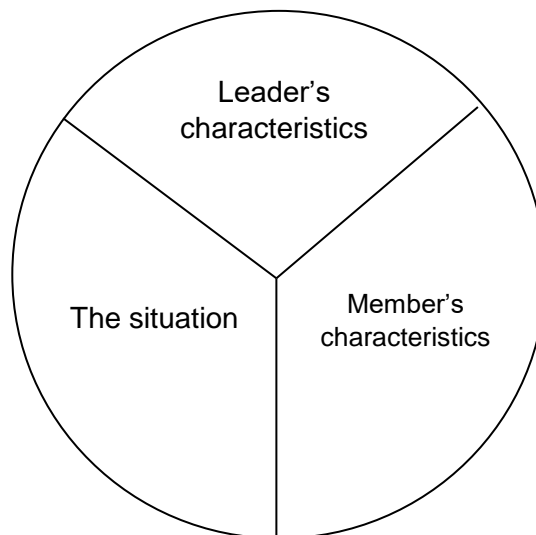
Theories of leadership in different sporting situations

94. The diagram shows Chelladurai's multidimensional model of leadership.



Briefly explain the model and use it to explain the suggestion that leaders need to be adaptable in their approach. [5 marks]

95. The diagram shows three main factors affecting leadership.



Discuss the idea that leaders need to be adaptable in their approach. [6 marks]

Stress management

Explanation of the terms 'stress' and 'stressor'.

96. Distinguish between the terms stress and stressor. [2 marks]

Use of warm up for stress management.

97. Describe how warming up reduces stress. [3 marks]

Effects of cognitive and somatic techniques on the performer.

Explanation of cognitive techniques.

98. Identify a 'cognitive stress management technique' **and** describe how a performer could use this technique to control their arousal level. [3 marks]

Explanation of somatic techniques

99. Outline various somatic stress management techniques that can be used to control anxiety levels. [3 marks]
- 100.** Explain how a performer can use biofeedback as a stress management technique to control over-arousal [3 marks]