

Section III: Sport and Society

Answer **one** question from this section.

Social Psychology

8. It has been suggested that aggression in sport is the result of frustration, as shown by the simple model:



- (a) Name the theory represented by this model. (1 mark)
- (b) What are the similarities and differences between *assertive* and *aggressive* behaviours in sport? (5 marks)
- (c) Discuss the theory of *social learning* of aggression. (10 marks)
- (d) State **two** methods, each with a relevant example, that a games coach might use to control aggression in players. (4 marks)

8. (a) Frustration-aggression hypothesis / theory;

(1 mark)

(b)

ASSERTIVE BEHAVIOUR	AGGRESSIVE BEHAVIOUR	(marks)
overt physical / verbal act	overt physical / verbal act	(1 mark for the similarity)
intentional physical / verbal act	intentional physical / verbal act	(1 mark for the similarity)
of a 'robust' nature /equiv	of a 'robust' nature / equiv	(1 mark for the similarity)
within the laws of the game / sport	outside the laws of the game/sport	(1 mark for the difference)
no intent to harm / injure opponent	intent to harm / injure opponent physically or psychologically	(1 mark for the difference)

(mark to a maximum of 5 marks for section b.)

(c) the theory of social learning of aggression suggests / explains that aggressive behaviours are learned / equiv; (1 mark)
 main advocate / equiv is Bandura; (1 mark)
 whose theory states that learning of aggressive AND non-aggressive behaviour; (1 mark)
 occurs through observation / equiv; (1 mark)
 followed by imitation /equiv; (1 mark)
 and that such learning can be affected by BOTH reinforcement and punishment; (1 mark)

Observation of more realistic events is more likely to influence learning than that of less realistic events / equiv; (1 mark)
 eg, real life or video observation is likely to be more powerful than written reports or cartoon images / equiv; (1 mark)

Imitation of aggressive or non-aggressive behaviour is more likely if learner thinks the behaviour will be reinforced / equiv; (1 mark)
 or, thinks it will not be punished /equiv; (1 mark)

If 'approval' of aggressive behaviour; (1 mark)
 is given by team-mates, coach or audience; (1 mark)
 its future occurrence will be reinforced / is more likely / equiv; (1 mark)
 and reverse point for punishment; (1 mark)

(mark to a maximum of 10 marks for section c.)

- (d) punish aggressive behaviour; (1 mark)
eg, by dropping a player from the team for the next match / other relevant
example; (1 mark)
- reinforce non-aggressive / desirable behaviours; (1 mark)
eg, during team talks, match post-mortems, training sessions / other relevant
example; (1 mark)
- reduce observation of aggressive acts where possible; (1 mark)
eg, careful selection of video clips used for post-mortem or training purposes /
other relevant example; (1 mark)
- teaching players to appreciate that frustration is an inevitable part of sport
performance and that they need to come to terms with it rather than react
aggressively / equiv; (1 mark)
as a purpose designed aspect of the training /coaching programme / equiv;
(1 mark)

**(mark to a maximum of 4 marks for any 2 relevant methods plus an appropriate
example for each for section d.)**