

**Topic 6: Psychology of Sport**

- 5 (a) For a team to be effective, all members of the team must share the same goals.
- (i) What other factors are important for a team to be successful? [4]
  - (ii) Social loafing is a negative aspect of team performance. How would you limit this effect? [5]
- (b) (i) Draw a graph showing how different levels of arousal can affect performance of a complex skill by a novice. [4]
- (ii) Spectators often influence the performance of a skill. Outline the positive and negative effects of social facilitation. [6]
- (c) One way of controlling anxiety is to set goals: State what factors must be taken into consideration when setting goals and then apply a goal setting strategy to a practical situation of your choice. [6]
- 6 (a) The personality of a performer is often crucial when deciding upon coaching styles.
- (i) What is meant by the terms *extroversion*, *introversion*, *stable*, *neurotic* when applied to personality traits? [2]
  - (ii) What is the main problem with the trait perspective of personality research? [2]
- (b) Having what is known as 'a positive attitude' is important if performers in sport are to be successful.
- (i) How is such an attitude formed? [3]
  - (ii) What is meant by the term *cognitive dissonance*? [3]
  - (iii) If the performer that you coached had a negative attitude to training, how would you seek to change it? [5]
- (c) If your role was coach to a sports team, you would have to decide on your leadership strategies. Outline the different styles which you may adopt and explain why you would adopt certain styles in certain situations. [10]

### Topic 6: Psychology of Sport

- 5 (a) (i) **4 marks: one for each of:**  
 effective leadership  
 must interact/co-operate  
 co-ordination of responses  
 have similar values  
 individuals must be motivated  
 have reliable strategies  
 physiological/psychological fitness
- (ii) **5 marks: one for each of:**  
 give individual positive reinforcement  
 give individual goals/targets  
 increase self efficacy/confidence  
 give success  
 help in control of arousal  
 help to cope with crowds/enhance social facilitation
- (b) (i) **4 marks: one for each of:**  
**1 mark** for correctly labelled axes  
**2 marks** for shape  
**1 mark** for optimum performance at moderate arousal level
- (ii) **1 mark for:**  
 social facilitation carries high arousal levels  
**5 marks: one for each of (not more than 3 marks for either section):**  
*Positive*  
 for simple gross skills can enhance performance  
 can give sense of support/belonging  
 sense of belonging to a group  
 if highly skilled can enhance dominant response – Hull's drive reduction theory  
*Negative*  
 for complex fine skills can hinder – inverted U-theory  
 can interfere with fine perceptive judgements  
 could cause displaced aggression if crowd hostile  
 if crowd hostile can cause isolation/hinder performance
- (c) **5 marks: one for each of:**  
 make goals attainable  
 but challenging  
 use progressive goal-setting  
 use of long term goals (candidate to give relevant example)  
 use of short term goals (candidate to give relevant example)
- 1 mark for** general application to practical situation and how realistic the strategy used

- 6 (a) (i) **2 marks: one for each of:**  
 extro/intro – how sociable/affiliation to others  
 stable/neurotic – how consistent/controlled is the behaviour
- (ii) **2 marks: one for each of:**  
 trait is innate theory  
 but performers/people react differently to the same situation  
 individuals act differently to similar situations  
 often behaviour is inconsistent  
 often our personalities are similar to those we are close to/social learning  
 perspective  
 we interact with our environment
- (b) (i) **3 marks: one for each of:**  
 past experiences  
 copied from significant others  
 beliefs formed  
 emotional feelings formed  
 actions reinforced as a child  
 vicarious processes
- (ii) **3 marks: one for each of:**  
 we have three components of an attitude (cognitive/affective and behavioural)  
 all three should agree for self satisfaction/harmony  
 disharmony/dissonance created if one component changes  
 creates a need to change the other components
- (iii) **5 marks: one for each of:**  
 change beliefs – give information re. benefits  
 change feelings – make enjoyable  
 reward  
 give achievable goals  
 show role models  
 encourage  
 enhance social facilitation/coaction  
 make competitive/or less competitive depending on personality
- (c) **10 marks: one for each of:**  
 autocratic/authoritarian/task  
 laissez faire  
 democratic  
 link with own personality  
 link with nature of group/hostile/friendly group etc.  
 depends on size of group  
 depends on nature of the task  
 depends on the present success rate of the group/winning/losing  
 situational favourableness/situational contingency model  
 depends on clarity of leadership position/how much power you have as leader