

**UNIT 4
SECTION B
PSYCHOLOGY OF SPORT PERFORMANCE**

Question Four.

(a) Influences on the Formation of a Positive Attitude

3 marks for 3 of:

1. (High status) role models/significant others/strong leader/parents/coach/peers/vicarious experiences.....
2. Positive past experiences/previous wins/played well before/belief in own ability/self efficacy.....
3. Enjoyment of activity/physical challenge/enjoy the physicality.....
4. Education regarding benefits/believe that attitude object has health/fitness benefits.....
5. Sharing values/motives with other players.....
6. Environmental setting is favourable/good facilities.....
7. Social norms/cultural/religious influences.....

3 marks

(b) Changing Negative Attitudes into Positive Ones

Five marks for five of:

(must use practical examples)

1. Persuasion/verbal encouragement.....
2. More likely if high status.....
3. Cognitive dissonance/changing an element of the attitudinal triadic model.....
4. Change the beliefs/educate the performer/change the cognitive element
5. /explain early failure/contribution re-training.....
6. Change the effective component/seek to change the emotional response/
7. make the activity fun/increase self esteem/build confidence.....
8. Make the activity safe/perceived to be safe/familiarity with activity.....
9. Give success/make the tasks easier.....
10. Give role models.....
11. Give rewards/praise/positive feedback/positive reinforcement.....
12. Change the behavioural component.

5 marks

(c) Factors Affecting Interaction

Four marks for four of:

1. If individuals share group goals/goal sharing/motivation/task cohesion.....
2. Whether individuals get on socially/social cohesion/communication on and off the field.....
3. Whether the group is winning/past success/good reputation.....
4. Leadership influences/whether leader encourages too much internal competition.....
5. Rewards may be perceived as unequal for different players.....
6. High extrinsic rewards.....
7. Coach tactics/strategies are successful.....
8. Positive feedback to team/reinforcing importance of team work.....
9. member/follower characteristics/personalities/attitudes.....

4 marks

(d)(i) Evaluation Apprehension

1 mark for definition, 2 for cause and examples:

(Must use examples from sport)

1. Perceived judgement from others/audience/coactors or equivalent.
2. More likely if others are of high status /team selectors/perceived evaluator of opposite sex.
3. More likely if low self confidence/low self efficacy/high Naf (need to avoid failure.
4. If ability level is low.
5. If crowd are openly/verbally critical.
6. More likely if the event is important/the result is critical. NOT apprehension.

3 marks

(ii) **The Relationship Between Arousal Level and Performance**

Six marks of six for:

1. Drive theory states that relationship is linear/(graph showing).....
2. Learned behaviour is more likely to occur with high arousal/presence of audience/ $P=f(H \times D)$
3. If dominant response/habit is correct, performance will be better/better for good performers/high arousal.....
4. If dominant response/habit is incorrect, performance will be suffer/worse for good performers/high arousal.....
5. The inverted U theory states that as arousal level increases, so does performance, but only to an optimum level.....
6. Performance decreases past moderate arousal levels/(or graph).....
7. If activity is fine/complex arousal level should be low/if activity is gross/simple arousal level should be high.....
8. If skill level of performer is high then arousal should be high/if skill level is low then arousal should be low.....
9. Extroverts like high arousal levels/have low reticular activating systems /introverts like low arousal levels/have high reticular activating systems.....

6 marks

21 marks in total