

## Section II: The Sport Performer

Answer one question from this section.

### Sport Psychology

2. (a) (i) Briefly define *self-confidence* in a sports performer. (3 marks)
- (ii) Contrast the ways in which *high* and *low* levels of confidence might affect a sports person's performance. (5 marks)
- (b) A sport participant's performance has deteriorated because of a loss of confidence.
- (i) Explain possible sport-related causes for the loss in confidence. (6 marks)
- (ii) How might the coach attempt to *improve* the self-confidence of the performer? (6 marks)
3. (a) (i) Define *trait anxiety* and *state anxiety*. (3 marks)
- (ii) Explain the implications of high *trait* and high *state* anxiety for performance in a competitive sport situation. (5 marks)
- (b) Briefly describe Martens' Sport Competition Anxiety Test (SCAT) and Spielberger's State Trait Anxiety Inventory (STAI). (5 marks)
- (c) A national squad gymnast, who has been performing very well, develops high state anxiety in the competitive situation.
- (i) Sketch a graph to illustrate the kind of results you would expect from an appropriate schedule of use of Spielberger's STAI with this gymnast, over a one month period prior to a competition. (3 marks)
- (ii) Suggest procedures the coach might use to help the gymnast reduce high levels of state anxiety. (4 marks)

TURN OVER FOR THE NEXT QUESTION

2. (a) i) Self-confidence might be defined as:  
 a state of mind /equiv; (1 mark)  
 in which a person believes s/he has the necessary ability / skill / talent /  
 equiv; (1 mark)  
 to meet the demands / challenges of the situation / equiv; (1 mark)

ii)

High level of self-confidence tends to:	Low level of self-confidence tends to:	Comparison
increase positive attitude	decrease positive attitude / increase negative attitude	; (1 mark)
reduce fear of failure	increase fear of failure	; (1 mark)
enhance feeling of being in control	reduce feeling of being in control	; (1 mark)
<b>which:</b>	<b>which:</b>	
leads to good performance	leads to poor performance	; (1 mark)
achievement of goal	goals not achieved	; (1 mark)
and boosts self-confidence further	reduces self-confidence further	; (1 mark)
which will maintain / improve performance further	which will maintain poor performance / depress it still further	; (1 mark)

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

- (b) i) **Identification of causes:**  
 a particular incident may have triggered the loss of confidence; (1 mark)  
 eg: injury, a specific poor competitive performance / equiv; (1 mark)  
  
 alternatively, the causal factor may be longer term / equiv; (1 mark)  
 eg: lack of 'preparation' / loss of form / loss of fitness / equiv; (1 mark)  
  
 the performer's perception of own ability may have been negatively  
 influenced by the adverse responses of significant others; (1 mark)  
 leading to continued poor performance arising from a 'self-fulfilling'  
 prophecy on the part of the performer / equiv; (1 mark)

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the explanations given should demonstrate that the suggestion is true: ie, it is only in the gymnastic category of sport that movement per se is assessed; (1 mark)  
whereas in the athletic category, the quality of technical skill leads to other outcomes upon which the winner is decided / equiv; (1 mark)  
better candidates may comment that all / the whole of the technical movement / skill is open to direct assessment in gymnastic events / would 'count'; (1 mark)  
whereas in athletic events the performer can afford to make technical mistakes at some point in the series / equiv; (1 mark)  
but that in both categories the quality of technical skill will ultimately influence the results of the competition in some way / equiv. (1 mark)

**(mark to a maximum of 3 marks for this section of the answer)**

**(mark to a maximum of 11 marks for factual content)**

Balance and cover demonstrated	3 marks
Comprehension / understanding	3 marks
Style, expression & grammar	3 marks

3. (a) i) *Trait anxiety* refers to a person's underlying predisposition to feel anxious in almost any situation / equiv; (1 mark)

*State anxiety* refers to a person's level of anxiety within / associated with a particular situation / equiv; (1 mark)

arising from his/her perception of own ability to cope / equiv; (1 mark)

(3 marks available)

ii) high anxiety levels tend to cause over-arousal; (1 mark)

and therefore reduced performance levels / equiv; (1 mark)

a person high in **trait anxiety** would be likely to experience high levels of **state anxiety** / equiv; (1 mark)

hence they would find the demands of competitive sport stressful / equiv; (1 mark)

high **state anxiety** can result from specific stressors / equiv; (1 mark)

even in people with low **trait anxiety**; (1 mark)

**state anxiety** can be reduced to acceptable levels / equiv; (1 mark)

by the use of stress reduction techniques / equiv; (1 mark)

of which there are 'cognitive' and 'somatic' forms; (1 mark)

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

(b) **Marten's SCAT:**

this is a test of a person's **state anxiety** arising from involvement in the sport competition situation; (1 mark)

it is given in the form of a single questionnaire; (1 mark)

immediately before / as close as possible to the time of the competition; (1 mark)

**Spielberger's STAI:**

this is a test of both **trait and state anxiety**; (1 mark)

hence it is given in the form of **two** different questionnaires; (1 mark)

the trait questionnaire should be given well in advance of a competition (typically 1 month); (1 mark)

to ensure the person's responses are not affected by state anxiety; (1 mark)

the state questionnaire can be delivered on a number of occasions leading up to, and including, the competition itself equiv; (1 mark)

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

candidate may make reference to Weiner's classification of 'attribution' on the 2 x 2 axes of internal-external and stable-unstable; (1 mark)  
which could be used to ascertain how the performer has 'attributed' the results of recent performances; (1 mark)

eg, to own ability / lack of ability;  
difficulty of the performance task / situation;  
effort expended;  
'luck'; (2 marks for any two relevant examples)

if analysis showed stable attributions to poor performance, the performer would probably be expecting further poor performances in the future; (1 mark)

**(mark to a maximum of 6 marks for section b i.)**

**ii) Procedures for improving self-confidence:**

key point is that coach would have to **plan**; (1 mark)  
for improvement in **both self-confidence and in performance**; (2 marks)  
and work with the performer to achieve them; (1 mark)

by:  
appropriate goal-setting; (1 mark)  
both short and medium / longer term; (1 mark)  
precise nature of goals set would depend on the results of the analysis; (1 mark)

but could relate to fitness, specific skill training, or changes in attitude / equiv; (1 mark for any two relevant examples)

mental rehearsal could be used EITHER to improve approach to given skills / situations OR to rehearse previous occurrence of a high level of skill / resolve etc. / equiv; (up to 2 marks)

coach should monitor changes / improvements / equiv; (1 mark)  
and give feedback / assurance / equiv; (1 mark)

re performer's perceptions of being in control, being of value to team, general demeanour, level of performance, achieving 'new' targets / equiv; (1 mark for any two relevant examples)

**(mark to a maximum of 6 marks for section b ii.)**

