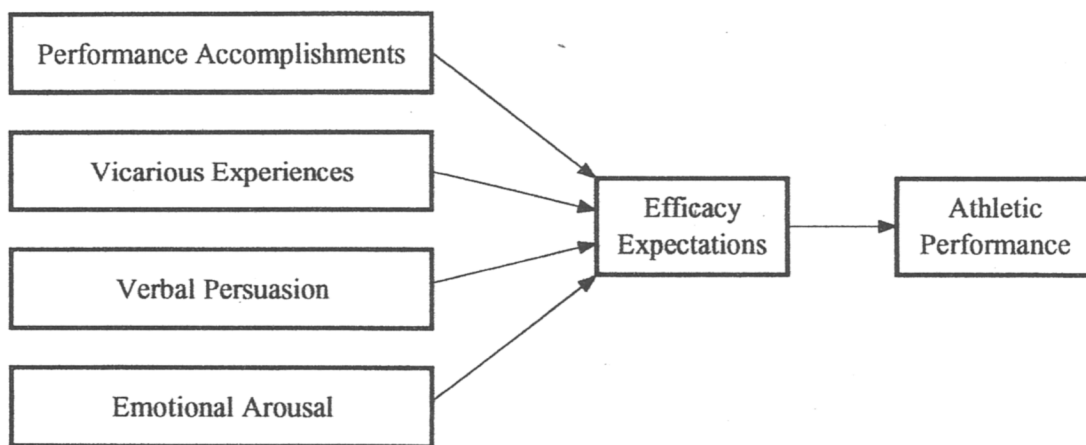


6. (a) If young people are to participate fully in Physical Education and sport, then it is essential that they hold positive attitudes towards physical activity.
- What features would reflect a *positive attitude* to Physical Education? (3 marks)
  - Explain the factors which could have *influenced* the formation of this positive attitude. (4 marks)
  - Use practical examples to explain how you might *change* a young person's negative attitude to Physical Education. (4 marks)
- (b) Certain participants in sport have very little self confidence in a specific situation. Bandura (1977) identified this as low *self-efficacy*.

**Figure 7** illustrates the relationships between factors affecting self-efficacy and athletic performance.



Source: adapted from GILL, D.L. *Psychological Dynamics of Sport* (Human Kinetics US) 1986

**Figure 7**

Using examples from sport, explain the factors which *influence* self-efficacy in **Figure 7**. (8 marks)

- (c) Setting goals is one way to help motivate a sports performer.
- Use an example of a sport of your choice and identify **two** short term goals and **two** long term goals. (2 marks)
  - Discuss the factors which should be taken into consideration when setting these goals. (4 marks)

**TURN OVER FOR SECTION D**

Question 6

(a) (attitudes)

(i) (positive attitude)

3 marks for 3 of:

(cognitive) - belief that PE is a worthwhile activity/knowing it's good for them/<sup>want</sup> feedback. ✓

(affective/emotional) - enthusiasm/enjoyment/likeing/eagerness etc.. ✓

(behavioural) - regularly be involved/participation/persistence etc. ✓

(3)

(ii) (influences)

4 marks for 4 of:

Education/being taught by others. ✓

peer group/<sup>want</sup> to be accepted by group/fear of rejection/fashionable. ✓ *media/role models ✓*

parental influence. ✓

having experienced success/reached personal goals. ✓

having <sup>interested</sup> enjoyed P.E. ✓

understanding the need for a healthy lifestyle. ✓

Or Eq...

(4)

(iii) (changing attitudes)

4 marks for 4 of:

(must use a relevant practical example to illustrate each point made)

helping to attribute early failure to factors that are

changeable/controllable/explain early failure. e.g. teacher tells you

that you are capable of improving. ✓

give successful/worthwhile experiences. ✓

give variety to maintain interest/motivation. ✓

show health benefits e.g. fitness testing etc... ✓

make it enjoyable e.g. coach/teacher makes sessions lighthearted. ✓

praise when success is achieved/awards/badges etc.. ✓

emphasise personal improvement rather than competing against others. ✓

give high status role models. ✓

(4)

Or Eq.

(b) (self-efficacy)

1 mark for explanation of each + 1 mark for practical example.

8 marks total.

(Performance Accomplishments) - prior success in the activity. ✓

(practical example) - e.g. tried a forward roll before and could do it. ✓

(Vicarious Experiences) - observing others successfully doing the activity. ✓

(practical example) - e.g. seen someone of equal ability clear the bar./ demonstration by coach. ✓

(Verbal Persuasion) - encouragement verbally by coach/positive motivation. ✓

(practical example) - coach saying 'come on you can do it' etc.. ✓

(Emotional Arousal) - level of anxiety/intrinsic motivation/fear/determination/physiological effects. ✓

(practical example) - performer perceives anxiety just before competition/shaking before start of match/inability to concentrate etc. ✓

Or Eq...

(8)

(c) (goals)

(i)

1 mark for 2 of:

(must use sporting examples)

(short term goals)- process goals improving any aspect of performance.

e.g. straighten drive in golf/improve kicking football with left foot/keeping legs straight in handstand etc... ✓

1 mark for 2 of:

(must use sporting examples)

(long term goals) - product goals specifying an end product.

e.g. to beat a rival/to get a P.B./to win a medal/to reach a standard. ✓

Or Eq...

(2)

(11) (factors affecting goals)

4 marks for 4 of :

must be realistic/within reach/attainable. ✓ *take into a/c ability. ✓*

must set target dates. ✓

set positive rather than negative goals/emphasise what you should do. ✓

must be demanding/stretch the individual/worthwhile. ✓ *personality/nach/naf/anxiety. ✓*

make sure the goals are measureable. ✓

don't set too ~~many~~ <sup>many</sup> too soon. ✓

performer sets goals with the coach/ownership of goals/participation by athlete in decisions regarding goals. ✓

put the goals in writing. ✓

goals must allow for effort as well as performance. ✓

(4)

TOTAL OF 25 MARKS FOR QUESTION 6.