

Section B

Answer three questions.

Answer question 5 and any two from question 6, question 7 or question 8.

Question 5

The crowd can affect elite performers either positively or negatively. At the 2008 Wimbledon Tennis Championships, the British player Andy Murray commented after winning one match:

'You know, the crowd were awesome, they got behind me. I mean, more than they ever have before. I think to finish the set like that really got the crowd going. It shifted the momentum of the match hugely.'

Explain the concept of 'social facilitation' and how it can affect performance. Outline the possible strategies which the performer and coach may use to limit any negative effects that may occur. (14 marks)

Question 6

Elite tennis players have to devote large amounts of time to develop their skills, requiring a positive attitude and high levels of motivation.

Name and explain the components of attitudes, giving an example of how a tennis player would display a positive 'attitude'. (3 marks)

How would a coach use 'attribution theory' to maintain motivation following a defeat? (4 marks)

Question 7

During a tennis match, a player may display signs of anxiety and become over-aroused.

Using the 'catastrophe theory', describe how over-arousal may affect a player's performance. (4 marks)

Name a 'cognitive stress management technique' and describe how a player could use this technique to control their arousal level. (3 marks)

Question 8

A coach will often try to pair players with compatible personalities to form a successful doubles partnership.

What do you understand by the term 'profile of mood states'? (3 marks)

Explain the term 'task cohesion' and why it is vital for success in any game. (4 marks)

Turn over ►

- 07** Candidate knowledge of periodisation on the whole was very good. Many were able to name and explain the various terms linked to the different phases of a periodised year, giving relevant examples. Marks were most often lost because stages were simply named or the description lacked sufficient detail, for example no time scales were mentioned. Only the better students were able to access the full marks available by either explaining both macro, meso and micro cycles as well as preparation, competition or transition phases.

Section B
Question 5

- 08** The question required students to explain the concept of social facilitation, its impact on performance and strategies to reduce any negative impact. There was evidence of a full range of marks, but the majority of answers were not as good as the extended question in Section A, with many failing to name Drive Theory or explain others who might impact on performance. Those who did understand the concept scored well, often using the correct technical terminology and applying it succinctly to the given situation.

The strategies to overcome the effects of a crowd allowed students to demonstrate their applied knowledge and it was pleasing to see many were able to provide a wide range of techniques. Many gave in-depth answers naming a range of stress management techniques as well as attribution retraining and varying the preparation prior to an event. However, marks were lost by often being too vague, for example, blocking out the crowd rather than saying improve selective attention.

Question 6

- 09** Candidates were asked to explain the components of an attitude and give a suitable positive example. Responses varied considerably, ranging from those who gave detailed explanations of the Triadic Model with excellent examples, to those which merely gave very general comments about how a player may be seen to have a positive outlook. The least well known component was the affective element and many students gave examples of negative attitudes, which were not credited.

- 10** The question focused on the use of attributions following defeat. It was pleasing to see a large number of candidates displaying an excellent knowledge of this area of the specification, often exceeding the marks available on the paper. Many were correctly able to identify the use of specific attributions to maintain motivation and use terms such as self-serving bias and attribution re-training in the correct context. However, answers were not credited if they simply stated external factors or internal factors as this was too vague. Also, many students explained the theory correctly but did not then apply the knowledge as requested, and as a result gained no marks.

Question 7

- 11** The question explored the relationship between arousal and performance with specific reference to the Catastrophe Theory. There was a surprising lack of understanding concerning this area. Whilst many were able to link optimal arousal to peak performance (few correctly identified this occurred at 'moderate' levels of arousal) and a subsequent decline in performance caused by over-arousal, there was a clear lack of awareness that performers could recover or continue to deteriorate. Many seemed to think this was the inverted U Theory. Very few were able to link the state of arousal to the different types of anxiety a performer would experience.

- 12** This section focused on the cognitive stress management techniques a performer could employ to reduce levels of anxiety. The majority of candidates were able to correctly identify cognitive techniques rather than somatic method and most were able to name and explain the basic procedures involved. However, many students failed to give sufficient depth to be awarded the final mark. Those who gave a number of techniques were only credited for the first one that was named. The most common answer was imagery or visualisation with very few mentioning attentional control.

Question 8

- 13** Most students were able to explain the Profile of Mood States, with many answers being supported by clearly annotated diagrams. Occasionally students lost marks by not using the correct terminology for the ice berg profile and numerous students stated a performer needed high levels of aggression and vigour, which was incorrect. Again some students provided answers that were in excess of the marks available, and whilst this is to be commended, it may hinder their ability to provide sufficiently detailed answers in other sections of the paper due to a lack of time.

- 14** The question required students to show their understanding of task cohesion and discuss its relevance to success. Very few students accessed the higher marks, and the majority were only credited with an explanation of the term and possibly one other for elaborating on the need for effective communication or understanding their roles. The majority did not mention social cohesion, which was a logical aspect to include in the response and make a comparison between the two.

Section C

Question 9

- 15** This was the weakest of all the compulsory questions with students producing an average mark of 4.7 out of 14. Many of the answers were well structured referring to performers, the governing body and society. However, there was considerable repetition within the answers, especially when referring to increased funding, participation and support. The command word in the question was discuss, which should have directed students to consider both the positive and negative impacts of this statements. The main reason for the marks being so low was that the majority of candidates only provided the positive side of the discussion. Whilst this fundamental point of examination technique was missed by many in this question it was not evident in question 10 (16) as in this instance many students did approach the discussion from both perspectives.

Section B

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Question 5

Figure 3 shows the England Women's Cricket Team celebrating, having won the 2009 World Cup. To win they demonstrated excellent teamwork, leadership and the ability to perform under pressure.

Figure 3



0 7

Explain the importance of cohesion to group productivity and outline possible strategies that can be used to reduce the negative impact of faulty processes on performance. (14 marks)

Question 6

The coach and captain of a team must motivate players to perform in competitive situations and encourage them to believe in their own ability.

0 8

Explain the factors that contribute to a performer's level of 'achievement motivation'. (3 marks)

0 9

Explain how 'approach behaviour' can be developed within the team. (4 marks)

Question 7

All players within a team are likely to experience 'anxiety' at some point during their performance.

1 0

Identify and explain the different types of anxiety that may affect a performer. (3 marks)

1 1

Discuss the suggestion that 'home field advantage' will always improve the performance of the home team. (4 marks)

Question 8

The captain of a team should be respected and should ensure that all players have a positive attitude.

1 2

Identify three characteristics of a good leader and explain the difference between an emergent leader and a prescribed leader. (3 marks)

1 3

Using one named psychological theory, outline how the negative attitude of an individual or of a team can be changed. (4 marks)

Turn over for the next section

Turn over ▶

Section B

Question 07

The second extended answer question explored student knowledge of the concept of group cohesion and strategies to improve performance. The vast majority of students displayed a good understanding of 'cohesion' and were able to differentiate between 'task' and 'social' cohesion. However, many failed to develop the discussion into which was the most relevant and why. There was also an awareness of Steiner's Model of Group Productivity, but many answers gave incorrect terms and did not identify the 'faulty process' involving 'co-ordination and motivation' as the main causes.

As with the Question 1, marks were lost by not explaining key terms, for example social loafing and the Ringelmann Effect. Numerous answers also included Tuckman's Model of Group Formation, which was irrelevant. The extended questions are a challenge but students

can waste a considerable amount of time if they attempt to write down everything they know

about a topic area; they must attempt to develop the skill of recognising the focus of the question and the relevant theories linked to it.

The strategies to improve cohesion were generally well answered, although some responses were not creditworthy. For example, a significant number of answers merely included last year's mark scheme, which was linked to stress management techniques. Students have to consider the question carefully. Whilst some of the answers may appear to be similar to previous questions, there are very often changes in the wording or the context. Therefore, discussions should take place in preparation for the examination, which include question analysis and developing an understanding of the command words rather than simply practising past papers and learning mark schemes.

Question 08

This question was about achievement motivation. It was not a question that many students chose to answer, with those who attempted it gaining few, if any marks. Apart from naming 'personality' with 'need to achieve', or 'need to avoid failure' as an alternative, the understanding of the concept being linked to the situation, taking into account the incentive value and probability of success, was evident in very few answers.

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Question 09

As this question was linked to Question 8, it was also answered by a small number of students. Once again, the concept of 'approach behaviour' appeared to be poorly understood. It is disappointing to note the lack of understanding of a topic that has been questioned frequently on legacy question papers but still fails to produce many good quality responses. It appears that many students are unable to progress beyond Nach or Naif personality types and develop their knowledge into an applied situation to improve performance. Students should be encouraged to apply their theoretical knowledge to practical situations in order to access higher marks.

Question 10

The question focused on different types of anxiety that may occur. This was answered well by the vast majority of students, with many understanding the command words of 'identify and explain', both of which were required to achieve one mark. Most were able to give accurate descriptions of the type of anxiety. One area in which students often lost marks related to just stating that 'trait anxiety' was inherited or genetic, which did not explain how it affected the performer.

Question 11

This was the first time that 'home field advantage' has been directly questioned as it is a new

topic on the specification. As a result the quality of the responses was mixed. Whilst many students attempted to include both perspectives in their answers, there was limited evidence of a clear understanding of the topic. Most answers included the idea that the number of home fans helped with confidence and support but the pressure or expectation to succeed could be a hindrance.

Numerous responses again included evidence from last year's mark scheme, outlining the concept of social facilitation. Whilst this was worth credit, an in-depth answer discussing the comparison between elite and novice performers was irrelevant. Many answers included comments about 'not having to travel' and 'not being tired because of travel', which again were irrelevant. At times, it was difficult to determine whether the comments were referring to the home team or the away team.

Question 12

The concept of leadership formed the basis for this question. Students were required to provide a three part answer, for which many obtained maximum marks.

However, at times there appeared to be a limited understanding of the term 'characteristics', with many students stating 'respected' and 'role model' rather than points such as 'confident', 'inspirational' and 'approachable'.

Generally students were correct in their description of a prescribed leader, although there was some confusion at times, as some indicated this was a new leader to the group who

brought in to sort out problems and improve the performance of the group. The common mistake for the emergent leader involved students merely stating the leader came from within

the group rather than making the distinction that they would be elected by the group. This is

quite an important difference because a prescribed leader could also come from within the group.

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Question 13

The question explored student understanding of the theories relating to changing attitudes. The vast majority of students attempted to name a theory, indicating the advice from previous Examiner Reports has been implemented. Those students who knew the theories of

either 'persuasive communication' or 'cognitive dissonance' did well, often obtaining full marks.

However, there are still a significant number of students who are unable to apply the correct theories to the relevant topic area. Many quoted the 'social learning theory', 'attribution theory' or 'attribution retraining', all of which were not credit worthy.

Section B

Answer three questions.

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Question 5

Figure 3 shows captain Colin Montgomerie and the European golf team celebrating victory against the USA team, having won the 2010 Ryder Cup.

Figure 3



0 7

Using appropriate psychological theories, explain why performers may have different levels of optimal arousal and outline various somatic stress management techniques that can be used to control anxiety levels. (14 marks)

Question 6

The creation of a successful team rarely happens by chance.

0 8

Identify and explain Carron's antecedents (factors) that contribute to the cohesiveness of a group. (3 marks)

Fiedler suggested that the preferred style of leadership depends on the favourableness of the situation.

0 9

Outline the characteristics of a favourable situation and name the style of leadership that should be used when this occurs. (4 marks)

Question 7

Different methods of assessment can be used to measure anxiety levels and also to identify potential elite performers.

1 0

What are the disadvantages of using observation as a method to assess anxiety? (3 marks)

1 1

Discuss the suggestion that personality questionnaires can be an effective predictor of performance. (4 marks)

Question 8

Effective captains use a variety of methods to motivate their teams.

1 2

Explain the characteristics of effective goal setting. (3 marks)

1 3

How would a captain use knowledge of self-serving bias to motivate their team? (4 marks)

Turn over for the next section

Examiner feedback from 2012

General

A repeat of the comments for the essay.

It must be noted that the use of a planner or spider-diagram to outline the points to be included in the answer is not marked by examiners. This is due to the requirements of the question to write in full prose and to put responses into the correct context.

General weakness throughout the paper was the lack of application of specific theories to applied situations. Too often answers did not supply sufficient detail to gain marks and many were unable to link the relevant theory to the topic area. Students should be reminded that if the question states 'use appropriate theories', and none are named, the answer will gain no marks. However, it is obvious that the students have been well prepared this year and staff have explained the requirements of the paper to them.

However, it must be pointed out that students must focus on ensuring their handwriting is legible. On numerous occasions examiners attempted to read the student's answer and were unable to credit marks because the writing was illegible.

Section B Question 5

07. The question required students to show their knowledge of arousal theories and the use of somatic stress management techniques. The responses produced a full range of marks with the majority answering both aspects of the question.

Large numbers were able to name and explain the various theories. The most common mistake occurred when the theory was not named and, as a result, students missed out on marks. Staff should be reminded of this point and reinforce it to students. The most popular answers were Drive Theory and Inverted U Theory, with very few including the Zone of Optimal Functioning as a separate theory. Large numbers discussed, in detail, the Catastrophe Theory, although no marks were awarded for this as it was not relevant in the context of the question. There were excellent examples and detailed knowledge of the Drive and Inverted U Theories, with the better answers discussing the impact of experience, skill level, nature of the task and personality.

Many students were able to access the somatic stress management section of the question. Good answers named the technique and gave clear descriptions concerning the methodology. Marks were not given if the technique was not named and a significant number of answers outlined a mixture of cognitive and somatic techniques. There was no credit for cognitive techniques as the question specifically stated 'somatic' methods.

Question 6

The question required students to show their knowledge of Carron's antecedents with reference to cohesion within a group. Answers fell into two broad categories; those that knew the topic and those that did not. Good responses named the factor and gave a clear explanation. However, many answers failed to name a factor and

simply provided vague descriptions.

This section explored the nature of a favourable situation according to Fiedler. Whilst some students gained the higher marks, the majority only gained 1 or 2 marks, usually for naming the correct leadership style and stating favourable factors, including high ability performers, well-motivated or access to good resources. As with other parts of this paper, students often failed to be selective in their use of facts and simply wrote answers that included everything they could think of linked to the topic.

Question 7

This question required students to discuss the disadvantages of the observation technique for assessing anxiety. It produced a very mixed set of answers, with the majority only achieving one mark and very few achieving full marks. This was somewhat surprising as there were a wide range of answers which were accessible on the mark scheme. The most common answers being 'subjective' and 'performer may behave differently if they know they are being watched'.

This section focused on the use of personality questionnaires as a predictor of performance. It was poorly answered by the majority of students, who often misinterpreted the question and focused their answer on the validity of questionnaires in general rather than their results being used to predict performers who possess the traits or moods to be successful. Very few were able to structure their answer in the form of a discussion, outlining the view that personality forms part of a successful performer and the counter argument that there is no definitive proof either way. Most candidates failed to achieve any marks for this question.

Question 8

The topic of goal setting has been asked in previous papers and the majority of students had a good understanding of this aspect of the specification, with many gaining maximum marks and often giving additional detail which could have been credited if the maximum had not already been reached. Those that failed to score well often listed the characteristics linked to SMARTER goals without providing an explanation. Students should be reminded that the command word 'explain' should direct them to give full descriptions and not just list key terms.

The final psychology question required students to apply their knowledge of self-serving bias to motivation. As with previous questions answers fell into two broad categories; those that knew the topic and gained credit compared to those that received no marks. The weaker answers tended to focus anecdotal responses, such as the captain giving motivational speeches, rather than making a link to the correct use of attributions.

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Question 5

Sporting contests require the performer's full commitment, both physically and psychologically. The performance of some individuals can be hindered by over-arousal.

0 9 Explain, using appropriate psychological theories, the possible causes of aggressive behaviour during sporting contests and suggest strategies that a coach could use to develop the assertive behaviour of a performer. (14 marks)

Question 6

Elite performers have to develop high levels of self-confidence to optimise their performance.

1 0 What do you understand by the term learned helplessness? (3 marks)

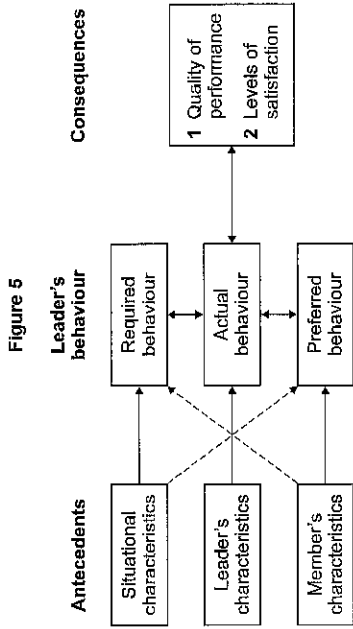
1 1 Explain how the self-efficacy of a performer may be improved. (4 marks)

Question 7

The performer and the coach must work together so that the performer can control their arousal levels during a competition.

1 2 Identify three characteristics of the peak flow experience. (3 marks)

Figure 5 shows Cheiladurai's multi-dimensional model of leadership.



When quality of performance and levels of satisfaction are high, optimal levels of arousal are more likely.

1 3 Use Figure 5 to explain how a coach can help the performer to reach optimal levels of arousal. (4 marks)

Question 8

Many elite performers complete personality and anxiety tests as part of their preparation for competition.

1 4 Name one self-report questionnaire often used to measure anxiety and outline the disadvantages of using this form of data collection. (3 marks)

1 5 How can knowledge of the interactionist theory of personality help a coach to improve the performance of an individual player? (4 marks)

Turn over for the next section

Turn over ▶

- 05** The biomechanics theme continued as students were required to draw vectors onto a parabolic curve at differing points. A wide range of answers were produced, with many gaining full marks. However, marks were lost most commonly for vector arrows not being attached to the curve and a negative vertical component shown at the highest point of flight.
- 06** The question tested students' knowledge of the energy systems. Most were able to identify the ATP-PC system but few referred to the initial source being 'stored ATP'. Too often marks were lost due to simply writing out the equations for a coupled reaction. The question clearly asks for an explanation. As a result marks could not be awarded. Some students also still confused 'energy systems' and 'energy sources'.

Question 4

- 07** This appeared to be a straightforward question and many students achieved full marks. The most common answers were 'fats, carbohydrates and protein'.

- 08** The focus of the question was thermoregulation of body temperature during exercise. Again the command word in the question required students to 'explain'. As a result marks were often lost because terms such as radiation, conduction, convection and evaporation were simply given with no further detail. Students accessed all parts of the mark scheme, but there was often a lack of clarity for the explanations, especially linked to conduction and convection.

Section B

Question 5

- 09** The extended psychology question tested knowledge of the theories of aggression and strategies to develop assertive behaviour. It was pleasing to see that the vast majority of students named the relevant theories before explaining them. This was a noticeable improvement on previous examinations. However, there were still a significant number who failed to give the correct title and as a result lost marks. It should be noted that to be fair to all students this should be a priority for schools/colleges to encourage the use of correct terms. Many students achieved good marks on the theory section but as in previous years failed to give sufficient depth of answers in the applied strategies section. A common mistake involved too much depth being given to different stress management techniques rather than explain a range of strategies. As with Question 01, there appeared to be a higher number of answers falling into the top marking band, which it is pleasing to see and credit should be given to the schools and colleges in their preparation of students.

Question 6

- 10** This question explored the students' knowledge of 'learned helplessness'. Whilst most were able to give an explanation linked to 'failure is inevitable', large numbers were unable to go beyond this point linking the concept to a lack of perceived ability. The better answers included reference to 'specific' and 'general learned helplessness' but this was limited.
- 11** The applied strategies to develop self-efficacy were generally well answered with many students accessing good marks. Students often lost marks because they did not explain terms or used them in the wrong context. For example, a number of answers approached the question from the perspective of the factors that contributed to self-efficacy and simply named the terms from Bandura's model rather than apply the knowledge to improving confidence.

Question 7

- 12** The question required students to identify the characteristics of the 'peak flow experience'. There were a wide range of answers, many of which failed to be specific enough to gain marks and often merely described the characteristics of a 'skill'. The most common answer was 'effortless' but simply stating 'being in the zone' was too vague to be credited.

- 13**

The focus of the question was on leadership and an explanation of Cheiladurai's Model. This, as in previous years proved to be too difficult for the majority of students. Those who understood the model gained good marks but often the answers tended to be vague and lack specific detail. There appeared to be little understanding of the terminology and the relationship to develop effective performance.

Question 8

- 14** The question explored students' knowledge of self-report questionnaires. Many were unable to name a suitable example and often lost the mark due to inaccurate naming of the specific questionnaire. The most common test to be named was SCAT. However, the majority of students gained maximum marks when explaining the disadvantages of this method of data collection.
- 15** This question tested knowledge of the interactionist theory of personality and how a coach could use it to alter the behaviour of a performer. This was generally poorly answered. Some students were able to provide details on the interactionist theory. Very few were able to suggest how a coach could identify aspects of personality and behaviour to be modified and achieve this via changing the environment during training to cause a change in behaviour. It should be noted that students need to know how to apply knowledge covered during this section of the course to improve performance, rather than simply learn the theoretical content.