

Section C

Psychology of Sport

5. (a) You will have played in a team game and you may have had some players in your team who have been aggressive. They may have displayed aggression frequently and this would have probably been detrimental to the team's performance.

(i) What does the term *aggression* mean when related to sports' psychology? (1 mark)

(ii) Explain the *possible causes* of aggressive behaviour in these team players. (3 marks)

(iii) Briefly discuss the view that aggression is *learned* rather than an *instinctive* response. (4 marks)

(iv) What strategies could be employed by these players to *control* their aggressive tendencies? (3 marks)

- (b) On paper, your team looks good with several outstanding players, but you lose more times than you win.

The formula below has often been used to identify problems associated with team performance.

Actual Productivity of Team = Potential Productivity – Faulty Processes

(i) What is meant by *potential productivity*? (1 mark)

(ii) There may be *motivational* problems which contribute to the faulty processes. What is meant by the *Ringelmann Effect*? (2 marks)

(iii) Latane (1979), identified one motivational problem as *social loafing*. Using your team as an example, briefly explain the concept of social loafing. What strategies could your coach use to stop social loafing occurring? (6 marks)

(c) (i) What **two** main personal qualities do you feel are important in a team captain? (2 marks)

(ii) Using your knowledge of *attribution theory*, what reasons might you encourage your team members to give for losing a game? (3 marks)

SECTION C

PSYCHOLOGY OF SPORT

Question 5

(a) (aggression)

(i) (definition)

1 mark for :

intent to hurt/harm/injure. ✓

(1)

(ii) (causes)

3 marks for 3 of:

physical contact of sport. ✓

competition. ✓

losing. ✓

high level of arousal/anxiety/stress/anger. ✓

retaliation/provocation. ✓

frustration from unfairness/perceived unfairness. ✓

blocking goal. ✓

frustration due to poor individual play/other team members. ✓

used as catharsis/release from frustration. ✓

external influences. ✓

displaced aggression/crowd causing anger- take it out on opponent etc.. ✓

external influences which are brought to game. ✓

~~or eg.~~ expectations/reputation/social learning ✓

personality factors. ✓

(3)

(iii) (nurture v nature)

4 marks for 4 of:

social learning theory identified/observe and copy/modelling ✓

if aggression is seen and reinforced, then more likely to be copied. ✓

if reinforced by high status others/role models, then will be copied. ✓

some are non-aggressive/controlled/channelled in the same situation, therefore cannot be instinctive. ✓

it is instinctive because it's part of our nature/survival instinct. ✓

/born with it/

(4)

PHYSICAL EDUCATION Paper 2 0656/2 Summer Examination 1995

(iv) (strategies)

3 marks for 3 of :

mental/cognitive strategies e.g. telling themselves to calm down etc. ✓ */player contracts/ focus/channel ✓*

physical/somatic strategies e.g. relaxation. ✓

avoid situations which trigger aggression. ✓

copy/model positive non-aggressive role models. ✓

Or Eq...

(3)

(b) (group processes)

(i) (potential productivity)

1 mark for :

the group's best possible performance. /

what a group could do if all resources/needs for task were available. /

if group is fully effective. ✓

Or Eq...

(1)

(ii) (Ringelmann Effect)

2 marks for 2 of :

individual performance decreases, ✓

with increase in group size. ✓

groups did better than individuals (on rope pulling), ✓

but not with as much force as individual forces added together. ✓

8-person groups did not ✓ pull 8 times as hard. ✓

(2)

(iii) (social loafing - concept & strategies)

6 marks for 6 of :

(concept)

loss of motivation in an individual when in a group. ✓

(Latane 1979) expt. on clapping - do not clap as hard in group. ✓

individual efforts lost in the crowd therefore doesn't try as hard. ✓

evaluation potential decreases as group size increases. ✓

(strategies)

highlight individual performance/^{positive reinforcement} decrease team importance. ✓

increase peer pressure/social support. ✓ substitute them. ✓

pick players who have interactive/team skills

develop team/co-ordination skills (set plays etc.). ✓ split into smaller groups. ✓

~~Or Eq.~~ gives more responsibility / set individual roles/targets. ✓

(6)

(c)

(i) (leadership qualities)

2 marks for 2 of :

having a vision/goal directed/clear direction/strong personality. ✓ good organisation ✓

charisma/likeable/human relations personality. ✓

empathy/knows the team/concerned about others. ✓ reliable. ✓

democratic/lets others have a say/will let others share in decisions. ✓

good knowledge/understanding of the game. ✓ confident. ✓

is a very good/skilful player. ✓

good communicator/motivator. ✓

Or Eq....

(2)

(ii) (attribution)

3 marks for 3 of :

external/environmental/pitch/weather/luck ✓

ability of opponents. ✓ task difficulty. ✓

unstable/changeable. ✓

effort/attitudes ✓

team selection ✓

tactics. ✓

controllable i.e. reasons that we can do something about/change. Or Eq.. ✓

(3)

TOTAL OF 25 MARKS FOR QUESTION 5.