

SPORT PSYCHOLOGY

PAST PAPER QUESTIONS

3.2.3 Sport Psychology

Aspects of personality

Understanding of the nature vs nurture debate in the development of personality

1. Explain, in terms of personality, what is meant by interactionist theories. [2 marks]

Two marks for 2 of:

- A. *Interactionist - concerned with traits;*
- B. *And interaction with the situation;*
- C. *$B = f(P.E)$;*

Interactionist perspective.

How knowledge of interactionist perspective can improve performance

2. Explain how the *interactionist* theories of personality enable us to predict the behaviour of performers. [3 marks]

Three marks for 3 of:

- A. *Behaviour is a function of personality and environment/ $B = f(P.E)$*
- B. *Leads to stable behaviour in a certain situation*
- C. *Hence able to predict behaviour when performing (swimming)*
- D. *Change environment change behaviour*

3. Describe Hollander's theory of personality. [3 marks]

Three marks for 3 of:

- A. *Interactionist theory*
- B. *Inner core of typical responses*
- C. *Values and beliefs of individual*
- D. *Role related behaviour Specific behaviour when situation demands it*
- E. *Environmental influences*

4. Describe social learning theory of personality. [3 marks]

Three marks for 3 of:

- A. *Learn personality / traits developed*
- B. *From significant others / role models, friends and parents*
- C. *Process = socialisation*
- D. *More likely to learn reinforced behaviour / seen as successful and powerful*
- E. *Learn by observation and copying*

Attitudes

Triadic model.

5. State what you understand by the term attitude and how could an athlete's attitude be measured? [2 marks]

Two marks for:

- A. *Subjective evaluation / beliefs / feelings / actions by individual of someone / something / some event;*
- B. *Measured by interview / observation / questionnaire / suitable example. 2 marks*

6. Explain how a person's commitment to sport may be affected by their attitudes, and suggest ways that a coach could help a performer improve their attitudes towards involvement with a team. [4 marks]

Four marks for 4 of:

- A. *Attitudes are a reflection of our values / expression of worth*
- B. *Positive attitude will tend to promote commitment / if we think its important*
- C. *we will take part*
- D. *Negative attitudes will tend to diminish commitment / think its unimportant – not bother*
- E. *Emphasising / rewarding the success elements of involvement with team*
- F. *Goal-setting / setting targets / extrinsic motivation*
- G. *Assigning appropriate role / responsibility within team*
- H. *Change attitudes through use of cognitive dissonance*
- I. *Persuasive communication*
- J. *Positive role models*

7. Describe what is meant by attitudes and explain how they are formed. [4 marks]

Four marks for 4 of:

- A. *Thoughts/cognitive*
- B. *Emotional response/feelings/affective*
- C. *Producing behaviour*
- D. *To a specific object/situation*
- E. *Not global*
- F. *Learned*
- G. *From experiences*
- H. *Significant others/parents/peers/role models*

8. Discuss whether attitudes enable us to predict behaviour. [3 marks]

Three marks for 3 of:

- A. *No - Behaviour doesn't always follow thinking/feelings*
- B. *Other factors/conflicts/available time/social interactions affect behaviour*
- C. *Yes - Specific attitudes predict specific behaviours*
- D. *Best predictor of behaviour is behavioural intention*
- E. *Especially if situational factors are also favourable*

9. Elite athletes must have a positive attitude to their training. Identify what do you understand by the term *attitude* and explain how attitudes may influence behaviour. [5 marks]

Five marks for 5 of:

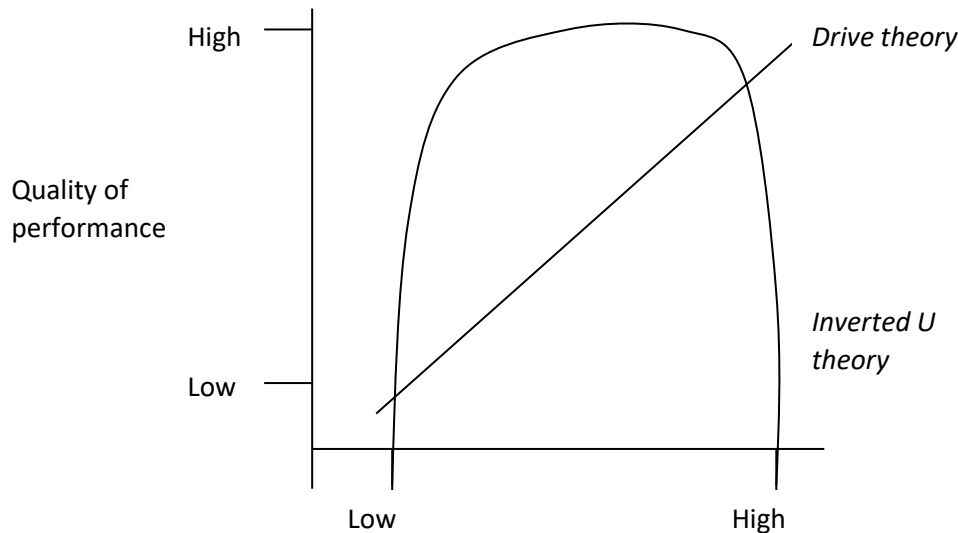
- A. *Thoughts/cognitive/emotional response/feelings/affective;*
- B. *Producing behaviour;*
- C. *To a specific object/situation;*
- D. *Learned/part of culture;*
- E. *From significant others/parents/peers/role models;* Sub max 3 marks
- F. *Attitudes often predict behaviours;*
- G. *But not always because of other factors;*
- H. *E.g. conflicts/available time/social interactions affect behaviour;*
- I. *Best predictor of behaviour is behavioural intention;*
- J. *Especially if situational factors are also favourable; Sub max 3 marks*

Arousal

Theories of arousal.

Practical applications of theories of arousal and their impact on performance

10. The diagram below shows a relationship between the degree of arousal and the quality of performance, using the drive and inverted U theories.



Briefly explain the two theories shown above and compare their effectiveness in describing the relationship between arousal and sporting performance in differing tasks. [7 marks]

Seven marks for 7 of:

- A. Drive theory — sub max 4 marks
- B. As arousal increases performance improves/linear relationship
- C. Increases likelihood of dominant response occurring
- D. Only if task is simple or well-learned
- E. In complex/unlearned skills increasing arousal damages performance
- F. Difficult to define 'well-learned task'
- G. Even well-learned skills deteriorate if performer over-aroused
- H. Inverted U – sub max 4 marks
- I. Increase in arousal causes increase in performance up to optimal point
- J. Beyond that point performance deteriorates
- K. Different levels of arousal for different tasks
- L. Lower optimal arousal for complex/higher arousal for less complex/fitness-related skills
- M. Lower arousal for open skills because of cognitive nature

11. The inverted U theory may be used to explain how arousal may affect sports performance. Name two other theories of arousal. [2 marks]

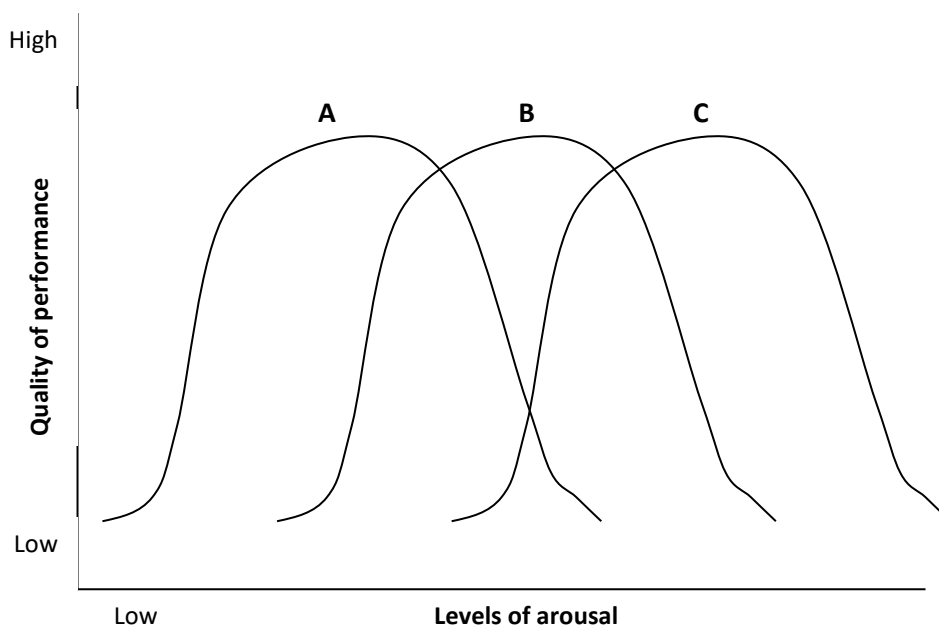
Two marks for 2 of:

- A. Drive theory;
- B. Catastrophe theory;
- C. Barron's distraction conflict theory;

12. The diagram shows the arousal-performance relationship for:

- passing in hockey;
- putting in golf; and

- tackling in rugby.



Using the diagram, match each of the curves A, B and C to one of these activities, justifying your choice. [4 marks]

Four marks for 4 of:

- A. A = golf/putting, B = passing/hockey, C = tackling/rugby; 2 marks for all 3 correct, 1 mark for 1 correct
Sub max 2 marks
- B. Complex skills require lower optimal levels of arousal/less complex skills require higher optimal levels of arousal
- C. Golf/putting complex/rugby/tackling less complex
- D. Too much arousal interferes with co-ordination, cognition/decision-making
- E. Gross skills – rugby - require higher optimal levels of arousal

13. Explain why the levels of arousal required by performers may vary between novice and elite performers. [2 marks]

- A. Low optimal levels of arousal for novice performers/high levels for elite performers
- B. Decision-making requires low optimal levels of arousal – needed for new skills/elite – automatic decision-making

14. Define the term arousal [2 marks]

Two marks for 2 of:

- A. Arousal – state of activation/excitement/preparedness
- B. Continuum – varies from deep sleep/coma to intense excitement
- C. Physiological/somatic and psychological/cognitive

15. Explain, using both inverted U and catastrophe theories, how differing levels of arousal may affect the performance of games players. [5 marks]

Five marks for 5 of:

- A. *Inverted U and/or catastrophe - Under aroused – increase in performance as arousal increases;*
- B. *Moderate/optimal arousal – highest level of performance;*
- C. *Inverted U - Over-aroused – decrease in performance as arousal increases*
- D. *Catastrophe theory – increase in performance as arousal increases to moderate/optimal arousal – highest level of performance/same as inverted-U*
- E. *Over-aroused – catastrophic decrease in performance as arousal increases*
- F. *Then if capable of arousal control/relaxation can return to lower levels of arousal and higher levels of performance*
- G. *Otherwise/if not performance continues to decline*

Characteristics of peak flow experience

16. Identify three characteristics of the peak flow experience. [3 marks]

Three marks for 3 of:

- A. *Highly focussed on the task/good selective attention/ fully absorbed/ involved in activity*
- B. *Movement or skill feels effortless/physical and mental harmony*
- C. *Clear goals*
- D. *High levels of confidence/self-efficacy /sense of well-being*
- E. *Sub-conscious feelings of control/being on autopilot / automatic/optimal levels of arousal/zone of optimal functioning/ZOF*

Anxiety

Types of anxiety.

17. Describe how inverted U theory may be used to explain the effects of anxiety on sports performance. [2 marks]

Any 2 for 2 marks

- A. *Anxiety is a negative emotional feeling / belief / thoughts resulting from arousal or stress;*
- B. *Inverted-U – idea that performance varies as anxiety / arousal levels alter;*
- C. *Optimal level of anxiety / arousal for optimal performance; (2 marks)*
- D. *Expect diagram – mark for shape and axes (performance / anxiety).*

18. Describe the main effects of increasing anxiety on sports performance. [2 marks]

Performance decreases because of:

Any 2 for 2 marks

- A. *Negative thoughts*
- B. *Loss of concentration / attentional / perceptual narrowing*
- C. *Not feeling in control / worry*
- D. *Muscle tension / sweaty palms / increased heart rate*

19. Describe the use of mental rehearsal to control anxiety. [3 marks]

Any 3 for 3 marks

- B. *Mental rehearsal / imagery is a cognitive technique*
- C. *Uses visualisation to lock in on 'perfect performance'*
- D. *As a means of focussing on 'control' of personal performance*
- E. *Reduces anxiety by diverting attention from (cause of) anxiety / blocking anxious thoughts*
- F. *thoughts*
- G. *Depends on previous learning of visualised sequences of perfect performance*

20. Comment on the levels of somatic state anxiety and cognitive state anxiety that an athlete might experience leading up to and during a major competition. [4 marks]

Four marks for 4 of:

A. *Definition - somatic physiological effects and cognitive is psychological effects/accept e.g's.*

Somatic state anxiety - sub max 2 marks

B. *Starts off low but rises quickly a few hours before the event*

C. *Decreases during the competition*

Cognitive state anxiety- sub max 2 marks

D. *Increases during the days before competition*

E. *But does not increase just before competition*

F. *Fluctuates during competition due to success or failure*

G. *Athletes that are experienced/positive/confident may experience lower levels of these anxieties*

21. Explain, using appropriate examples, how an athlete can control cognitive anxiety. [4 marks]

Four marks for 4 of:

A. *Performers interpretation of performance reduces importance of task*

B. *Helps maintain attention / focus on task in hand*

C. *Optimism - aids motivation and self esteem*

D. *Aids concentration levels*

E. *Ensure high self-efficacy / previous success / more confident through training / preparation / goalsetting*

F. *Self talk needs to be positive in order to break bad habits*

G. *Mental imagery / rehearsal / visualisation / selective attention*

H. *Breathing control / meditation*

I. *Thought stopping.*

22. Explain the difference between *state* and *trait anxiety*. [3 marks]

Three marks for 3 of:

A. *Trait – enduring personality trait concerning anxiety in any situation*

B. *State – temporary anxiety response to a situation*

C. *Depends on perceptions of own ability to cope*

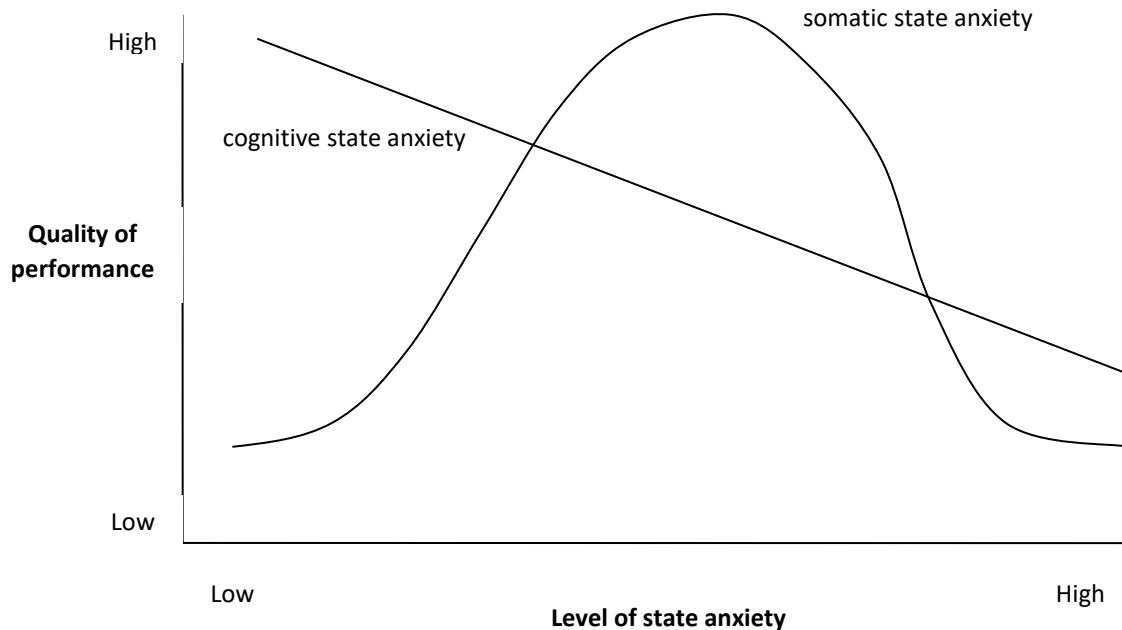
D. *Trait affects state*

23. Describe, using examples, what do you understand by the terms cognitive state anxiety and somatic state anxiety. [2 marks]

A. *Cognitive - feelings of nervousness, apprehension and worry;*

B. *Somatic – awareness of arousal – heart increased rate/sweaty palms, butterflies/etc*

24. Explain, using the diagram, the differing effects of cognitive and somatic state anxiety on performance. [2 marks]



- A. *Cognitive – negative linear relationship – as cognitive anxiety increases performance decreases;*
- B. *Somatic – inverted U – optimal level of performance when anxiety at moderate level and low performance at low and high anxiety;*

25. Identify and explain the different forms of *anxiety* that a performer may experience. [4 marks]

- A. *Trait anxiety - enduring/innate personality trait/ a pre disposition/ all situations perceived as threatening*
- B. *State anxiety - temporary emotional response to a situation/situation specific*
- C. *Cognitive (state anxiety) – psychological/feelings of nervousness, apprehension and worry*
- D. *Somatic (state anxiety)– physiological/n of arousal – sweaty palms high heart rate, etc.*

26. Explain how *trait anxiety* affects a performer. [4 marks]

Four marks for 4 of:

- A. *Tendency to become anxious in most situations*
- B. *Affects state anxiety/Higher competitive state anxiety*
- C. *Competition seen as threatening/higher (evaluation) apprehension*
- D. *Increased cognitive/somatic anxiety*
- E. *Fear of failure/worries about performance/making mistakes/loss of*
- F. *concentration/nervous/HR/sweaty palms/butterflies/nausea/worries about*
- G. *performance*
- H. *Increases arousal*
- I. *Arousal can have a positive or negative effect on performance*

27. Golfers have to remain calm when putting but may suffer from *anxiety*. Explain the different forms of anxiety that may affect performers in similarly demanding situations. [4 marks]

- A. *Trait anxiety – enduring/innate personality trait/ a pre disposition/ all situations perceived as threatening*
- B. *State anxiety – temporary emotional response to a situation/situation specific*
- C. *Cognitive (state anxiety) – psychological/feelings of nervousness, apprehension and worry*
- D. *Somatic (state anxiety) – physiological / signs of arousal – sweaty palms, high heart rate, etc*

28. Many elite performers use various stress management techniques. Describe the general principles that make such techniques effective. [3 marks]

Three marks for 3 of:

- A. *Stress is perception of inability to cope with situation*
- B. *Cognitive and somatic methods/effects*
- C. *Distract performer from cause of stress/ situation*
- D. *By occupying mind with alternative/ calm thoughts*
- E. *Need to be learned*
- F. *EG visualisation, thought stopping/ biofeedback, self-talk, progressive muscle relaxation, meditation, stress inoculation*

Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety

29. Describe the disadvantages of using observation as a method to assess anxiety? [3 marks]

Three marks for 3 of:

- A. *Subjective/not objective*
- B. *Reliant on skill of the observer*
- C. *Time consuming/expensive/needs to be completed several times*
- D. *Observer needs to know normal behaviour patterns of performer for comparison*
- E. *May need several observers (at the same time)*
- F. *If performer knows observation is occurring they may behave differently / become more anxious / increased state anxiety / experience evaluation apprehension / social inhibition*

30. Describe the advantages of using questionnaires as a method to assess anxiety? [3 marks]

Three marks for 3 of:

- A. *Easy / cheap*
- B. *Objective / data collection*
- C. *High number of respondents*
- D. *Field-based*

Aggression

Difference between aggression and assertive behaviour

31. Distinguish between the terms aggression and assertion in relation to sporting performance. [2 marks]

- A. *Aggression – deliberate physical/verbal behaviour having intent to injure and outside of rules*
- B. *Assertion – robust/vigorous behaviour with no intention to injure and within rules*

32. What are the similarities and differences between aggressive behaviour and assertive behaviour in sport? [3 marks]

<i>Assertive behaviour</i>	<i>Aggressive behaviour</i>
<i>A. Overt physical/verbal act</i>	<i>Overt physical/verbal act</i>
<i>B. suitable examples</i>	<i>Suitable examples</i>
<i>C. Within laws of game</i>	<i>outside laws of game</i>
<i>D. no intent to harm/injure opponent</i>	<i>Intent to harm/injure opponent</i>

Theories of aggression.

33. Explain, using an example from sport, what you understand by the term aggression. [3 marks]

- A. Intent to injure/harm*
- B. Through physical or verbal behaviour*
- C. Outside rules/laws of sport/game*

34. Explain, using appropriate theories, why aggressive behaviour may occur in sport. [5 marks]

Five marks for 5 of:

- A. Frustration-aggression hypothesis suggests that increases in frustration will lead to aggression/blocking of goals*
- B. aggression/blocking of goals*
- C. In attempting to defend, opponents behaviour is 'frustrating'*
- D. Social learning theory suggests aggression is learned*
- E. Through observation/imitation/modelling/copying behaviour of significant others*
- F. Through rewards/reinforcement*
- G. E.g. getting away with it or praise from significant others*
- H. Instinct theory/innate/people reacting same in different situations*
- I. Cathartic release of aggressive drive*
- J. Situational cues make you aggressive*
- K. Suitable example, e.g. known opponent*

35. Suggest why playing competitive games can often lead to aggressive behaviour. [4 marks]

- A. Four marks for 4 of:*
- B. Instinct theory – innate aggression*
- C. Games for release of aggressive tendencies/catharsis*
- D. Games have opponents who try to stop/defend performers*
- E. Therefore frustrating*
- F. Hypothesis that frustrations leads to aggression*
- G. Social learning – copying others/role models behaviour*
- H. Reinforcement by significant others*
- I. Idea of non-catharsis leading to increase in aggression outside of sport*

36. Discuss the social learning theory of aggression. [5 marks]

Five marks for 5 of:

- A. aggressive behaviours are learned*
- B. non-aggressive behaviours can also be learned*
- C. through observation/copying/modelling*
- D. observation of realistic events more likely to affect learning*

- E. observation of more 'high status'/role models /performer significant others
- F. imitation more likely if learner thinks behaviour will be reinforced
- G. or thinks it will not be punished
- H. e.g. - approved by team mates/coach/audience/behaviour goes unpunished

37. Describe how trait theory may be used to explain aggression in sport. [2 marks]

Two marks for 3 of:

- A. Instinct / drive to be aggressive / build up
- B. Shown as release of aggressive tendencies through sport
- C. Catharsis

Strategies to control aggression

38. Suggest what a referee can do to control aggression during a sporting competition. [3 marks]

Three marks for 3 of:

- A. Apply rules properly / correctly / fairly
- B. Punish aggressive behaviour / e.g's penalties / cards / etc.
- C. Immediate sanctions
- D. Be consistent in judgements / sanctions
- E. Talking to / pre-warning players

39. Suggest how a coach might try to reduce the aggressive tendencies of one of their players. [3 marks]

Three marks for 3 of:

- A. Praise/reinforce assertive behaviour;
- B. Remove cues causing aggression;
- C. Remove/penalise aggressive player;
- D. Teach stress management techniques to reduce arousal/relaxation;
- E. Teach cognitive techniques/imagery/self-talk;
- F. Encourage performance-related rather than outcome related goals;
- G. Stop encouraging/reinforcing aggressive behaviour;

Motivation

40. Describe what do you understand by the term intrinsic motivation. [2 marks]

- A. The will/desire to win/achieve success/equiv
- B. That occurs within the performer/internal/equiv

41. Explain, using examples, the advantages of using intrinsic motivation and the disadvantages of using extrinsic motivation to motivate an individual. [4marks]

Four marks for 4 of:

Intrinsic motivation

Advantages: -sub max 2 marks

- A. Usually better/ more effective
- B. Gain self-satisfaction/pride/desire to challenge oneself
- C. Gives performer a sense of control over performance

Extrinsic motivation

Disadvantages: - sub max 2 marks

- D. Excessive extrinsic may damage / lead to loss of (intrinsic) motivation / love of the game / self satisfaction*
- E. Too much pressure, leading to cheating*
- F. Removal / failure to achieve of extrinsic reward may lead to loss of motivation*

42. Suggest how could a coach motivate a group of runners of differing abilities who regularly train together. [4 marks]

Four marks for 4 of:

- A. Allow success/ handicap races/ competitions/group similar abilities together*
- B. Use of external rewards/prizes/certificates*
- C. Make it fun/enjoyable*
- D. Use of role models*
- E. Use praise/smile/verbal encouragement/positive reinforcement*
- F. Emphasise personal improvement/set personal goals*
- G. For the more able runners make more targets/goals more demanding*
- H. Avoid punishment*
- I. Immediate reinforcement for the weaker runners*
- J. Attribute success internally*

Achievement motivation theory

Atkinson's Model of achievement motivation.

Characteristics of personality components of achievement motivation

Impact of situational component of achievement motivation.

43. Two footballers are asked to take part in a penalty shoot-out. One accepts the invitation, the other refuses. Explain, in terms of achievement motivation, the decision of each player. [3 marks]

Four marks for 4 of:

- A. One has motive to achieve success (NACH) and other to avoid failure (NAF)*
- B. View the penalty in terms of task difficulty and / or*
- C. Incentive value of success / importance of task to the individual*
- D. One who accepts would enjoy the challenge / not afraid of failure / 50-50 chance of success/equiv*
- E. Use feedback to improve performance*
- F. One who declines would be preoccupied with failure/ dislike others evaluating, possibly bringing shame / 50-50 / too high a risk / equiv.*

44. Suggest how the two footballers would view the next penalty shoot-out against a goalkeeper of a higher standard. [3 marks]

A. Three marks for 3 of:

- B. Person who accepts (NACH) would not afraid of failure / put failure to internal factors*
- C. Person who declines (NAF) would be preoccupied with failure / avoid the challenge if at all possible / failure was because goalkeeper was too good;*
- D. But the person who declines (NAF) could readily accept as he was destined to fail*
- E. Learned helplessness*
- F. Person who accepts (NACH) would also relish the challenge to see if they meet the challenge.*

45. A performer's response to competition varies according to the situation and their personality.

Describe the characteristics of a performer with a motive (need) to achieve (*n.Ach*)?
[4 marks]

Four marks for 4 of:

- A. Approach behaviours
- B. Enjoys competition/evaluative situations
- C. Wanting to improve/be the best
- D. Task persistence
- E. Welcomes feedback
- F. High self-efficacy/confidence
- G. Attribute performance to internal factors
- H. Take risks/enjoy challenges
- I. Unafraid of failure

Achievement goal theory.

46. Describe Achievement Goal Theory. [3 marks]

Three marks for 3 of:

- A. Task / mastery goals
- B. Learning to master skill / activity / improvement
- C. Has high intrinsic motivation / positive attitudes
- D. Ego / performance goals
- E. Comparison to others
- F. Easily discouraged / selects easier tasks

Strategies to develop approach behaviours leading to improvements in performance.

47. Explain how approach behaviours can be developed within a team. [4 marks]

Four marks for 4 of:

- A. Give success / positive experiences / avoid negative feelings
- B. Gradually increase task difficulty
- C. Goal setting
- D. Use positive feedback and praise / support from significant others
- E. Reduce punishment
- F. Encourage risk taking
- G. Use attributions correctly
- H. Develop high levels of self-efficacy / avoid learned helplessness

Social facilitation

Social facilitation and inhibition

48. Explain, using social facilitation theory, the idea of choking under pressure. [6 marks]

Six marks for 6 of:

- A. Presence of audience increases arousal
- B. Tends to make performer try harder
- C. Beginner / novice / early stages of learning – performance negatively affected
- D. by increase in arousal / social inhibition
- E. Because performer has not fully developed appropriate responses to demands of
- F. performance
- G. Hence dominant response tends to be a weak / unsuccessful one
- H. Negative effects made more so by attempting complex task
- I. Evaluation apprehension / extra arousal if audience is seen as evaluative

- J. Reference to inverted U hypothesis and idea of over-arousal and decreased performance
- K. Later stages of learning / expert – arousal tends to enhance performance
- L. Especially with simple task
- M. Performer has developed skilled responses to a high level
- N. Dominant response tends to be a good / successful one.

49. Some athletes are excellent performers in training, but underperform in competitions. Explain this discrepancy in terms of social facilitation theory. [4 marks]

Four marks for 4 of:

- A. Competitions / audiences increase arousal
- B. Over arousal / anxiety detrimental effect on performance/ social inhibition
- C. Judgement of performance by other competitors / coaches / crowd / evaluation apprehension
- D. Suggests lacking in confidence with activity
- E. Distraction theory (distracted by others, unable to concentrate on task)
- F. Dominant response given when under pressure
- G. Novices dominant response is incorrect / unsuccessful generally / elite performer dominant response is usually correct / successful.

50. Suggest how competing at home affects performance. [3 marks]

Three marks for 3 of:

- A. Home field advantage
- B. Especially in early rounds of competition
- C. Can have a negative effect on performance/ high expectancy of crowd
- D. Intimacy of the crowd/equiv.;
- E. Supportive crowd may have +ve or –ve effect on performance.

51. Explain, using drive theory, why performers such as golfers might hit some bad shots due to their level of arousal. [3 marks]

Three marks for 3 of:

- A. Increased drive/arousal means performer tries harder
- B. Elicits dominant response
- C. Beginner/cognitive stage – negative effects because of low skill levels
- D. Performer not fully developed appropriate response to demands
- E. Impairment effect more likely because complex task
- F. Negative effect enhanced if thought to be judged/evaluation apprehension

Evaluation apprehension.

52. Explain the difference between the terms social inhibition and evaluation apprehension [2 marks]

- A. (social inhibition) the negative influence of others/audience on performance who are present at the time
- B. (evaluation apprehension) the negative influence of others if the performer feels they are being judged

Strategies to eliminate the adverse effects of social facilitation and social inhibition

53. Suggest how a coach could help a performer in the later stages of learning overcome their failings in front of an audience. [4 marks]

Four marks for 4 of:

- A. *Encourage demonstration of skills in front of audience / lots of practice*
- B. *Begin with small audience and gradually increase complexity / demand of audience*
- C. *Maintain audience presence as complexity of learned skills develop*
- D. *Provide positive reinforcement / praise / feedback during / following performance*
- E. *Maintain focus / ignore others / selective attention / attentional narrowing*
- F. *Develop performance goals rather than outcome goals*
- G. *Develop various stress management techniques / relaxation techniques / e.g.'s.*

54. Suggest how a coach could prepare a novice tennis player who is about to play in front of spectators for the first time. [4 marks]

Four marks for 4 of:

- A. *Use of relaxation techniques / e.g.'s mental rehearsal / imagery / self talk / block out audience / selective attention*
- B. *Learn in presence of others / similar situation / introduce / practice with audience*
- C. *Increase the size of the audience early*
- D. *Guarantee success / weaker opposition / achievable goals*
- E. *Gradually introduce evaluation*

Group dynamics

Group formation

55. Describe the stages of development that a basketball team may go through to enable the transition from a group of individuals to a cohesive unit. [4 marks]

- A. *Forming - get to know how each work;*
 - B. *Storming - establish roles within the team;*
 - C. *Norming - co-operation, working towards common goals;*
 - D. *Performing- roles and relationships established.*
- (N.B Must qualify to gain mark)*

Cohesion

56. The coach of a basketball team believes that for the team to be successful, he needs to encourage cohesion. Discuss how valid this statement is in terms of both task cohesion and social cohesion. [4 marks]

Four marks for 4 of:

- A. *Task cohesion – How well a group works together to complete a task and social cohesion - How well they interact and support each other*
- B. *Social cohesion may improve working together*
- C. *Successful teams display high levels of task cohesion*
- D. *Performance success will often lead to social cohesion*
- E. *High social cohesion can affect the competitive nature of the group and affect task cohesion*
- F. *Value of social cohesion is debatable*
- G. *Successful teams do not need to have high levels of social cohesion if there is a high commitment to the common goal/high task cohesion*

57. Explain what is meant by the term *group cohesion*. [2 marks]

- A. Two marks for 2 of:
- B. Set of forces tending to keep group together
- C. Resists disruption
- D. Commitment to group goals

58. Explain **three** factors that are associated with group cohesion. [3 marks]

- A. Three marks for 3 of:
- B. Type of sport – cohesion facilitates in interactive sports
- C. Stability – more stable gives more time for cohesion to develop
- D. Group size – smaller groups have greater cohesion because of more interaction
- E. External threats – increase cohesion by forcing members to ignore internal divisions
- F. Status – similarity of status/age/ability aids cohesion
- G. Satisfaction with rest of group aids cohesion
- H. Group success increases cohesiveness

59. Discuss whether cohesive groups are always more successful. [3 marks]

Three marks for 3 Of:

- A. Depends on - Task cohesion- working for common goals
- B. Social cohesion – group members liking/trusting/supporting each other
- C. Generally cohesion brings success when both task and social cohesion are high
- D. But exceptions when task cohesion over-rides social cohesion
- E. Usually success leads to cohesion rather than cohesion leading to success

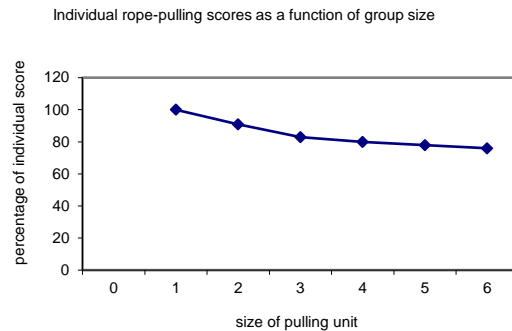
60. Explain how the size of **and** structure of a group may affect its cohesiveness. [4 marks]

Four marks for 4 of;

- A. Generally, the larger the group the greater the productivity
- B. But group can get too large
- C. Leading to formation of sub-groups or cliques
- D. And loss of productivity
- E. Breakdown in co-ordination / strategies / Ringlemann effect
- F. Poorly-led or disorganised groups/no roles may perform worse than smaller groups
- G. Social loafing
- H. Reduction in commitment/motivation
- I. Reduced cohesiveness if obvious/known participants
- J. Cohesion is better if they have similar status

Steiner's model of potential and actual productivity, faulty group processes
Ringelmann effect and social loafing

61. The results of a rope-pulling task involving two, three, four five and six persons the experiment are shown below



Describe the effects shown, and suggest two possible causes. [3 marks]

Three marks for 3 of:

- A. Decrease in individual performance with increase in group size/or opposite
- B. Ringlemann effect / social loafing
- C. Motivational effects / individual hidden in group / feeling unwanted / need to avoid failure
- D. Co-ordination effects / lack of clarity in role / lack of interaction / isolated / cliques / poor cohesion

62. A team's performance may be expressed as:

Actual productivity = potential productivity – losses due to faulty group processes
Suggest factors may affect potential productivity. [2 marks]

- A. In general, the better the players the better the team;
- B. But, the more interactive the sport the less this applies;

63. Suggest how losses due to faulty group processes may affect a team's performance. [4 marks]

- A. Four marks for 4 of:
- B. Co-ordination losses
- C. Player's skills are interwoven into unity
- D. More interactive the sports the more difficult co-ordination of skills become
- E. Ringlemann effect
- F. Less interactive / co-active sports suffer less from co-ordination losses
- G. Motivational losses
- H. Less effort develops in group situations
- I. Social loafing

Strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance

64. Suggest ways that a coach of a team sport could employ to reduce losses due to faulty processes [3 marks]

Three marks for 3 of:

- A. Identify and promote individual contributions to team performance / set goals / targets / rewards
- B. Team encouragement / teambuilding / notice assists
- C. Select individuals with interactive skills
- D. Develop interactive skills / small team games / develop units through games
- E. Clearly defined roles
- F. Appropriate levels of fitness

65. Describe what do you understand by the term social loafing and the factors that may cause it [5 marks]

Five marks for 5 of:

sub max 1 mark

- A. *Individuals put in less than 100% effort/lack of motivation/can't be bothered*
- B. *Individual's output not measured effectively/able to hide/shirk responsibility;*
- C. *Task/goal lacks meaning for the individual*
- D. *Individuals' personal involvement is low/role conflict/not understanding the role/lack of assigned role/disagree with role*
- E. *Individual's efforts cannot be compared to group standards/lack of fitness*
- F. *Some of the group are not known to other individuals/sub groups/cliques/ limited cohesion*
- G. *Individual expects other co-workers to do well/relying on others*
- H. *Individual believes his efforts will go unnoticed/undervalued/unappreciated*
- I. *Easier to loaf with more people*

Importance of goal setting

Benefits of types of goal setting.

Principles of effective goal setting

66. Explain why goal setting may lead to improved performance. [3 marks]

Four marks for 4 of:

- A. *Task persistence*
- B. *Focuses learning/directs attention to certain skill*
- C. *Motivates performer /mobilises effort through feedback*
- D. *Reduces stress/increases self-efficacy/confidence;*

67. Explain the main principles behind goal-setting. [5 marks]

Five marks for 5 of:

(Sub max 1 mark)

- A. *Use of appropriate mnemonic – SMARTER, SCAMP, SMART*
- B. *(Specific) not generalised – to the athlete/the event so that the athlete knows what they are working towards and when they have reached the goal;*
- C. *(Controllable) – within the athlete's control and not influenced by the performance of others;*
- D. *(Challenging/Exciting)) – to provide an incentive and the satisfaction of achievements/to motivate;*
- E. *(Attainable/Realistic) – within the athlete's capabilities so that the performer does not become disheartened by being unable to reach the goal;*
- F. *(Measurable) – use times/distances/objective measures;*
- G. *(Personal/Agreed) – set jointly between athlete and coach;*
- H. *(Written down and recordable) and available to performer/formalised;*
- I. *(Short and long-term/Times) so that feedback on progress can be provided and adjustments made/evaluation;*
- J. *Set goals for both practice and competition;*
- K. *Performance/individual goals used;*
- L. *Outcome/team goals more effective.*

68. Suggest how goal setting might enhance the performance of a marathon runner. [5 marks]

Five marks for 5 of:

- A. *Leads to task persistence/perseverance*
- B. *Focuses learning/directs attention to certain skill*
- C. *Motivates performer/mobilises effort through feedback*
- D. *Reduces stress*
- E. *Increases self-efficacy/confidence*
- F. *Must be specific to performer and their technique/performances*
- G. *Must be measurable in terms of objectivity/units*
- H. *Must be agreed between performer and coach*
- I. *Must be realistic/achievable/ challenging to maintain motivation*
- J. *Must include short and long-term goals/ targets*
- K. *Should be written down and reviewed/ evaluated so that they can be amended*
- L. *Performance goals better than outcome goals*

Attribution theory

Attribution process

69. Explain, using your knowledge of attribution theory, why some elite performers will tend to blame things outside of their control when asked to explain the reasons why they failed to win. [4 marks]

- A. *Four marks for 4 of:*
- B. *Tendency to attribute failure externally suitable e.g.*
- C. *Because it makes us feel better about ourselves / motivates if defeat is beyond our control*
- D. *our control*
- E. *Also people tend to only be responsible for positive events rather than negative*
- F. *Known as self-serving bias*
- G. *Such external attributions tend to reduce intensity of emotional reactions / negative response*
- H. *response*
- I. *But depends on importance of event*
- J. *More likely to continue with activity.*

70. Suggest the role that attributions play in the development of learned helplessness. [5 marks]

Five marks for 5 of:

Sub max 2 marks

- A. *Learned helplessness is a strong reaction to / expectation of failure*
- B. *Leads to 'giving up' in face of repeated failure even if success is possible*
- C. *Can be specific to a sport or global to all*
- D. *Attributions assist / lead to development of learned helplessness*
- E. *Because it is thoughts concerning failure that affect subsequent efforts to change*
- F. *Attributing failure to lack of ability is particularly damaging*
- G. *Internal attributions reflect self-blame*
- H. *Stable attributions are unchanging*
- I. *Therefore failure remains predicted for the future*
- J. *Hence 'give up' as unable to do anything about failure.*

Weiner's Model and its application to sporting situations

71. The table contains Weiner's dimensions of attribution which are used to help explain success or failure.

	Internal attribution	External attribution
Stable attribution	A	B
Unstable attribution	C	D

Suggest an example of each of the categories, represented by the Letters A, B, C and D, for a sprinter who regularly loses when competing at an opponent's home venue. [4 marks]

- A. *lack of talent / ability*
- B. *environment / task difficulty / level of coaching/equiv*
- C. *lack of concentration / effort / practice / form / relates to the person*
- D. *bad luck / delayed in traffic / false started / stumble / weather /equiv.*

72. The same sprinter will have another race at the same venue in a month's time. Describe which attributions can be changed in order to bring about a successful result. Justify your answer in terms of the dimensions of attribution. [3 marks]

- A. *difficult to change in a short period of time*
- B. *same venue the same level of task difficulty*
- C. *can change in training / competition*
- D. *Changed by planning before and trying to avoid traffic jams / example of application*
- E. *Can change C & D.*

73. Weiner (1972) classified the explanations given for success or failure into four groups, and split the groups into two dimensions. Identify the two dimensions of attributions. [2 marks]

- A. *Internal/external/causality*
- B. *Stable/unstable/stability*

74. Identify the **four** main groups of attributions. [2 marks]

Luck / Effort / Task difficulty / Ability.
 4 correct - 2 marks; 3 correct – 1 mark

75. Describe what do you understand by the term *learned helplessness* and suggest strategies a coach may use to prevent this happening. [3 marks]

Three marks for 3 of:

- A. *Learned helplessness – idea that failure is inevitable/examples;*
- B. *Possibly leading to idea of giving up even when success is possible/examples;*
- C. *Coach to enable player to achieve success/play weaker opposition/examples;*
- D. *Encourage view that success due to stable/internal factors – ability/examples;*
- E. *That failure due to unstable/external factors – effort or luck/examples.*
- F. *Learned helplessness can be global and/or specific*

76. Describe what you understand by the term *attributions* and suggest how the result of a competition may affect a performer's attributions. [3 marks]

Three marks for 3 of:

- A. *Attributions are perceived reasons for winning/losing*
- B. *Tend to blame defeat on factors outside of your control/external/luck/task difficulty*

- C. Tend to credit success to factors within your control/internal factors/ability/effort
- D. Called self-serving bias
- E. Maintains self-esteem/feel better about yourself/increased self-efficacy/confidence
- F. Develop learned helplessness through continued defeats

Link between attribution, task persistence and motivation.

Self-serving bias

77. In terms of attribution theory, explain what is meant by self-serving bias and learned helplessness. [4 marks]

Four marks for 4 of:

- A. Self-serving bias - blaming success on internal factors/failure on external factors
- B. Maintains self-esteem/feel better about themselves;
- C. Learned helplessness – failure is inevitable
- D. Eventually give up/stop trying
- E. Attributed failure to internal factors/success to external factors
- F. Specific or global;

Attribution retraining

Strategies to avoid learned helplessness leading to improvements in performance

78. Sufferers of learned helplessness may require attribution retraining. Explain what attribution retraining is and suggest why it is effective. [3 marks]

A. Three marks for 3 of:

- B. Idea of realising that failure is not inevitable/teaching appropriate attributions
- C. Sub max 1 mark
- D. Allow performer to achieve success
- E. Attribute success to stable / internal / ability / controllable factors
- F. Attribute failure to unstable / external factors / luck / task difficulty / effort
- G. Improve self-esteem/confidence/feel/good/motivation

Self-efficacy and confidence

Characteristics of self-efficacy, self-confidence and self-esteem

Bandura's Model of self-efficacy.

79. Explain how high levels of self-efficacy may enhance performance. [3 marks]

Three marks for 3 of:

- A. Increases positive attitude
- B. Reduces fear of failure (Naf) / increases Nach
- C. Enhances feeling of well-being
- D. Which leads to good performance
- E. Achievement of goal
- F. Which in turn further boosts self-confidence

80. Explain what you understand by the term self-efficacy. [2 marks]

- A. Situation-specific confidence;
- B. Perception/belief of ability to cope with demands.

81. Describe how a coach could make vicarious experiences a suitable method for improving self-efficacy. [2 marks]

Two marks for 2 of:

- A. Idea of watching another achieving task;
- B. Model of similar ability;
- C. Immediately followed by practice;

82. Explain how high self-efficacy helps a performer to produce better performances.

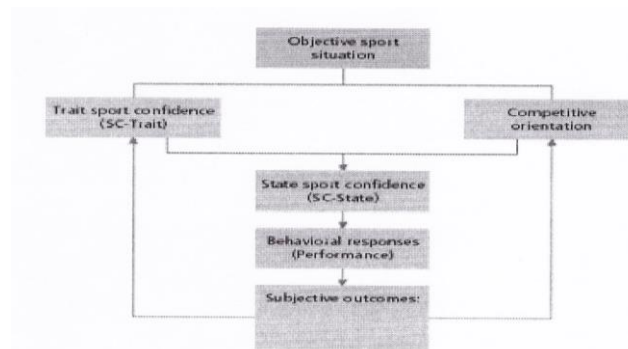
[3 marks]

Three marks for 3 of:

- A. Increases positive attitude/increases motivation
- B. Reduces fear of failure (Naf)
- C. Reduces anxiety
- D. Enhances feeling of well-being
- E. Optimal level of arousal;

Vealey's Model of self-confidence.

83. The diagram shows Vealey's model of self-confidence. Using an example from sport, explain Vealey's model of sports confidence. [5 marks]



Five marks for 5 of:

- A. Objective sport situation is specific skill (not activity) e.g. a penalty kick in football
- B. Trait sport confidence (SC-Trait) is innate / stable / e.g. the football player might have an in-built high level of confidence
- C. SC-Trait affects state sports confidence (SC-State) / self-efficacy / e.g. the football players confidence in taking the kick depends on SC-Trait levels
- D. Competitive orientation - level of competitiveness that performer has / sets themselves challenging goals / e.g. the football player is naturally very competitive and really wants to score the penalty
- E. State sports confidence (SC- State) is confidence in a specific situation or environment / changeable / e.g. the football player has high confidence in scoring the penalty kick.
- F. Behavioural responses - actions or performance outcomes / e.g. the football player kicks the ball at the goal
- G. Subjective outcomes - how t-he performer judges or interprets - outcomes / performance. / E.g. the football player interprets that a good goal has been scored from the penalty and the goalkeeper was well beaten
- H. Subjective outcomes affects future SC-Trait / future competitiveness / e.g. the football/positive subjectivity leads to mastery orientation / Negative subjectivity leads to learned helplessness

Effects of home field advantage

84. Discuss the suggestion that 'home field advantage' will always improve the performance of the home team. [5 marks]

Five marks for 5 of:

Agree - sub max 3 marks

- A. *Home support tends to improve performance / social facilitation effect / boost self-efficacy / lower levels of anxiety*
- B. *More matches won at home than away / during early rounds of competitions / Olympic & World medals by host nation*
- C. *Home teams tend to play more attacking styles / tactics / functional aggressive behaviour (accept reverse answer)*
- D. *Proximity effect/closeness of crowd has negative effect on visiting teams*
- E. *Larger / hostile crowd has a negative effect on visiting teams*
- F. *Away team commit more fouls / can become anxious / over-aroused due to crowd or unfamiliar surroundings*

Disagree - sub max 3 marks

- G. *Increased pressure from the home crowd*
- H. *More important the game the greater the pressure/ choke effect / championship choke*
- I. *Performers become more self-conscious at home causing over-arousal*
- J. *Players place more pressure on themselves at home matches due to expectations*
- K. *Social inhibition for the home team*
- L. *Evaluation apprehension for the home team*

Strategies to develop high levels of self-efficacy leading to improvements in performance.

85. Explain how a coach could help improve a performer's self-confidence. [5 marks]

Five marks for 5 of:

- A. *Plan and work with individual/positive reinforcement*
- B. *Set appropriate goals*
- C. *Both short-term, and long-term*
- D. *In terms of fitness or skill or attitude*
- E. *Attribute failure to things within their control to permit changes*
- F. *Allow them to be successful/reduce level of competition*
- G. *Use verbal persuasion*
- H. *Vicarious experiences*
- I. *Mental rehearsal may be used*
- J. *Teach relaxation/stress management techniques*
- K. *Changes / improvements should be monitored by the coach*
- L. *And should be fed back to performer*
- M. *Any suitable example*

86. Suggest strategies that a coach could employ to improve the self-efficacy of a performer. [6 marks]

Six marks for 6 of:

- A. *Past performances/performers accomplishments*
- B. *Provide opportunities for player to experience success*
- C. *Vicarious experiences*
- D. *Observing others succeed (of similar ability)*
- E. *Verbal persuasion*
- F. *Convince performer they have the ability/skills to succeed*

- G. Emotional arousal
- H. Help performer interpret their optimal arousal in a positive way
- I. Goal setting/targets
- J. Use of performance goals
- K. Internal attributions/ability
- L. Use of positive self-talk
- M. Visualisation / imagery

87. Describe the methods that might be used to raise self-efficacy in sports performance. [4 marks]

Four marks for 4 of:

- A. Encourage attribution of any previous failure or learned helplessness to controllable/internal factors or unstable factors
- B. Give verbal persuasion / encouragement / praise / reward / positive reinforcement
- C. Control arousal / stress management
- D. Vicarious experiences / see others achieve
- E. Performance accomplishments / give early success to raise confidence
- F. Guidance / practice / train hard / learn skills /
- G. Educate or inspire or teach appropriate skills or tactics

Leadership

Characteristics of effective leaders

88. Chelladurai suggested additional factors, other than the leader's characteristics and different situations, which must be taken into account when assessing the effectiveness of leadership. Identify and explain one of these factors. [2 marks]

Two marks for 2 of:

- A. Group members' characteristics
- B. E.g. their experience / knowledge / attitudes / needs / age / ability / gender / personalities

or max 2 marks

- C. Performers expectations / preferred behaviour
- D. What the athlete wants/expects from coach / situation

or- max 2 marks

- E. Performance outcome / satisfaction
- F. Level of satisfaction that leadership gives to members

Styles of leadership.

89. Fiedler (1967) suggested that the effectiveness of a leader depended upon the extent to which the leader's style fitted the situation the team were in. Name the two styles of leader that Fiedler identified and describe the different situations where each style is most effective. [5 marks]

*Five marks for 5 of:
sub max 1 mark*

- A. Task and person orientated/autocratic and democratic

Task/autocratic sub max 2 marks

- B. Better in most and least favourable situations
- C. Better with larger groups/teams

- D. *Better when quick decisions needed*
- E. *Dangerous situations*
- F. *Better when clear/impersonal goals*

Person/democratic – sub max 2 marks

- G. *Better in moderately favourable situations*
- H. *Better with small groups/individuals*
- I. *Better when quick decisions not needed/dangerous situations*

Evaluation of leadership styles for different sporting situations

90. Explain how leadership styles should be adapted depending on the different characteristics such as size, age, gender and skill level, of a team. [4 marks]

Four marks for 4 of:

- A. *Larger group – autocratic*
- B. *Smaller group - democratic*
- C. *Younger teams – relation-orientated preferred;*
- D. *Older teams – autocratic/task-orientated;*
- E. *Female teams – democratic style;*
- F. *Males – autocratic style;*
- G. *Highly skilled prefer relationship-orientated;*
- H. *Weaker players prefer task-orientated;*

91. Fiedler (1967) suggested that the effectiveness of leaders depended on the situation and the style of leadership. Identify the factors that determine the 'favourableness' of the situation. [3 marks]

Three marks for 3 of:

- A. *Quality of leaders relationship with group;*
- B. *Leaders level of authority;*
- C. *Resources available;*
- D. *Demands of task;*

92. Explain, using examples, why a leader, when choosing a leadership style, needs to consider the characteristics of the group they are leading. [2 marks]

Two marks for 2 of:

- A. *Larger group – task – orientated/autocratic or smaller group – relation orientated/ democratic*
- B. *democratic*
- C. *Younger teams – relation-orientated/democratic or older teams – autocratic/task-orientated*
- D. *Female teams – relation-orientated/democratic or males – task orientated/autocratic style*
- E. *Elite/highly skilled prefer relationship-orientated/democratic or novices/weaker players prefer task – orientated/autocratic*

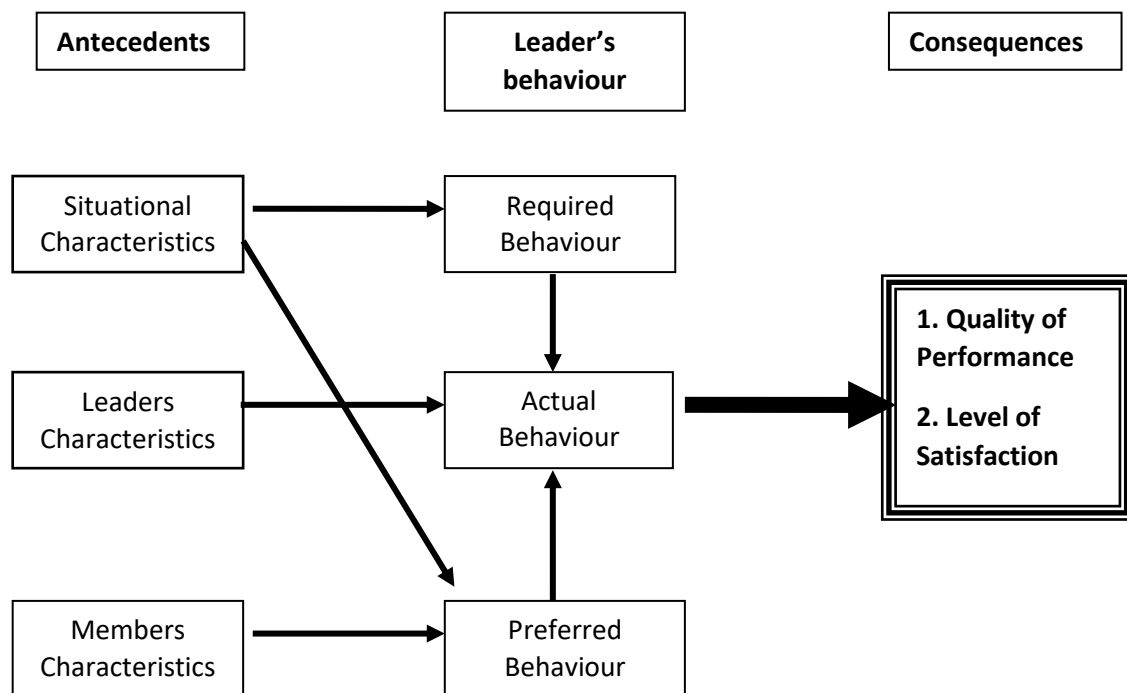
Prescribed and emergent leaders

93. Distinguish between emergent and prescribed leaders. [2 marks]

- A. *Emergent – from within group/elected*
- B. *Prescribed – from outside group/imposed/selected*

Theories of leadership in different sporting situations

94. The diagram shows Chelladurai's multidimensional model of leadership.

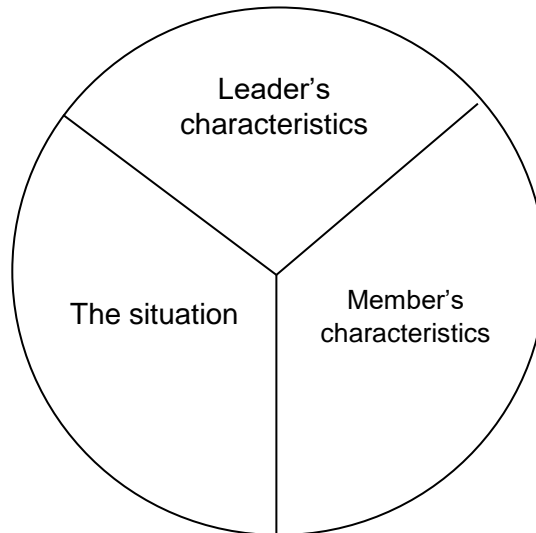


Briefly explain the model and use it to explain the suggestion that leaders need to be adaptable in their approach. [5 marks]

Five marks for 5 of:

- A. Leadership is an interactional process
- B. Performer's satisfaction and performance / outcomes of performance and situation
- C. depend on interaction of three aspects of leaders behaviour
- D. Effective leadership is dependent on both situational and group factors
- E. Required behaviour is the expectations that the management has of the leader
- F. Actual behaviour is way leader goes about role in the specific situation
- G. Preferred behaviour is the way the athletes like their leader to relate to them
- H. Ideal team situation is when all three behaviours are congruent / match
- I. Leader acts in a way that both management and athletes like / leader achieves high
- J. performance levels
- K. What leader does should be appropriate to situation and matches group's
- L. preferences
- M. Hence leader needs to adapt to demands of both the situation and the preferences of
- N. the group to achieve desired outcomes

95. The diagram shows three main factors affecting leadership.



Discuss the idea that leaders need to be adaptable in their approach. [6 marks]

Six marks for 6 of:

- A. Successful leadership dependent on interaction
- B. Leaders characteristics / styles vary
- C. e.g. autocratic / democratic / laissez-faire
- D. Best to adapt style to situation / group
- E. Individuals vary in preferred style of leadership
- F. and in expectations of leadership role
- G. e.g. task orientated preferred in team sports
- H. e.g. person orientated preferred in individual sports
- I. Situation varies in terms of demands it makes of leader
- J. Task orientated preferred when quick decisions needed / short preparation time available

Stress management

Explanation of the terms 'stress' and 'stressor'.

96. Distinguish between the terms stress and stressor. [2 marks]

- A. Stress - response of the individual to a threat
- B. Stressor - the cause of stress

Use of warm up for stress management.

97. Describe how warming up reduces stress. [3 marks]

Three marks for 3 of:

- A. Reduces cognitive stress
- B. Focus on activity
- C. Improves concentration
- D. Reduces somatic stress
- E. Heart rate controlled
- F. Reduces muscle tension

Effects of cognitive and somatic techniques on the performer.

Explanation of cognitive techniques.

98. Identify a 'cognitive stress management technique' **and** describe how a performer could use this technique to control their arousal level. [3 marks]

Three marks for 3 of:

- A. *Thought-stopping*
- B. *Use of cue/action/word*
- C. *Re-directs attention to positive thoughts*
- D. *Example – key word – focus*

- E. *Self-talk/positive self-talk*
- F. *Use when negative thoughts occur*
- G. *Replace with positive statements about performance*
- H. *Example – nerves are good before the race*

- I. *Imagery/visualisation/mental rehearsal*
- J. *Formation of mental pictures of good performance/imagine in a calm place*
- K. *Internal – creating the feeling of the movement/ sensations*
- L. *External – seeing themselves completing the movement*

- M. *Attentional control*
- N. *Changing the focus of attention to detect only relevant cues/improve selective attention/alter perceptual field*
- O. *Broad/external – used during games to detect fast changing situations and identify the best option*
- P. *External/narrow – used to concentrate on specific objects or tasks, possibly with limited number of cues*
- Q. *Narrow/internal – used to mentally rehearse a skill or task*
- R. *Internal/broad – used to analyse performance and plan future strategies and tactics*

- S. *Goal Setting*
- T. *Targets must be SMART/SMARTER*
- U. *Specific – to the sport/performer*
- V. *Measurable – quantitative/objective*
- W. *Accepted/agreed – by performer and coach*
- X. *Realistic/achievable – within performance capability*
- Y. *Time phased – long/short term goals/deadlines*
- Z. *Exciting - challenging*
- AA. *Recorded – written down*

Explanation of somatic techniques

99. Outline various somatic stress management techniques that can be used to control anxiety levels. [3 marks]

Three marks for 3 of:

- A. *Biofeedback*
- B. *Measuring physiological responses*
- C. *E.g. heart / breathing rate / sweat production / skin temperature / muscle tension / blood pressure / galvanic skin response*
- D. *Learn to recognise and control anxiety responses*

- E. *Centring / Breathing control*
- F. *Deep breathing / diaphragmatic breathing*
- G. *Breath in through nose - expand abdomen fully - breath out through mouth*
- H. *May involve repeating key words/mantra*

- I. *(Progressive) Muscle Relaxation*
- J. *Often combined with effective breathing control*
- K. *Focus on specific muscle groups/working inwards from the periphery*
- L. *Contract muscles - hold - relax*

100. Explain how a performer can use biofeedback as a stress management technique to control over-arousal [3 marks]

Three marks for 3 of:

- A. *Somatic stress management technique / used to control physiological effects of anxiety*
- B. *Involves measurement of physiological responses*
- C. *(Examples) heart / breathing rate / sweat production / skin temperature / muscle tension / blood pressure / galvanic skin response or equiv.*
- D. *Performer learns to recognize and control/reduce / lower anxiety response*