



Model Answers

AQA A-Level PE – Sport Psychology

(Revision session on Tuesday 17th May 2022, 5.45–7.15pm)

This document contains:

- Model answers for the Practice Questions answered during the 2022 Revision series
- Questions in AEI order
- Where possible, examples of extended writing
- No one-mark or multiple-choice questions

How should schools use these papers?

This paper has been constructed specifically for use in preparation for and during the live revision shows provided by James Simms in May 2022. I encourage students to attempt the questions in advance of the revision shows.

Please, use these model answers in combination with the mark scheme and the revision session, available in the AQA A-Level PE Revision page (<https://pages.theeverlearner.com/2022-aqa-a-level-pe-revision>).

All questions are taken from ExamSimulator. Please note, there are hundreds of additional questions on ExamSimulator covering the AEI topics. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

James Simms

1. A PE teacher is encouraging male pupils to attend netball practice but most of the boys refuse. Using the **triadic model of attitudes**, explain how the boys have formed a negative attitude towards netball.

<p>3 The affective component is a person s feelings. The boys 4 may feel dislike for netball or may lack confidence in how to play. The 1 cognitive component is a person s beliefs and the boys 2 may believe that netball is for girls. The 5 behavioural component is how a person actually behaves and, in this case, the 6 boys are choosing not to attend.</p>	<p>No comments provided.</p>
	<p>Marks:[6/6]</p>

2.

A PE teacher is encouraging male pupils to attend netball practice but most of the boys refuse. Explain how the PE teacher could use her knowledge of **cognitive dissonance** to change their attitude.

<p>1 The teacher needs to cause an imbalance in the components of the triadic model. 2 She might do this by educating the boys to believe that netball is not just for girls. 3 The teacher could challenge their belief by showing a video of elite male netball. 4 Once attendance commences, the teacher must make the sessions fun 5 which will disrupt the affective component. Finally, the teacher could affect the behavioural component by introducing a reward for attendees.</p>	<p>No comments provided.</p>
	<p>Marks:[4/4]</p>

3.

Read the quotes in the table carefully. Identify the type of **learned helplessness** for labels **A** and **B**.

Quote	Type
"I am hopeless at hockey."	Specific learned helplessness
"I am hopeless at sport."	Global learned helplessness
"I am useless at everything."	A
"I am useless at passing in netball."	B

1

A is global learned helplessness. B is specific learned helplessness.

2

No comments provided.

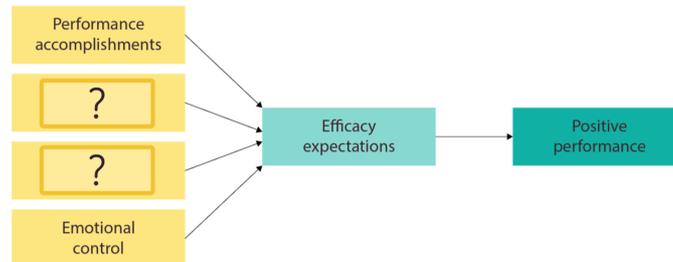
Marks:[2/2]

4. Explain how learned helplessness can have a negative impact on performance levels in sport.

<p>Performers begin to ¹ believe that failure is inevitable which then ² leads to a NAF approach where the performer ³ avoids taking risks and ⁶ struggles to maintain motivation. This ⁴ typically means the performer will quit.</p>	<p>No comments provided.</p>
	<p>Marks:[4/4]</p>

5. Look closely at this image and identify **both** missing components.

Bandura's Theory of Self-Efficacy



1 Vicarious experiences. 2 Verbal persuasion.

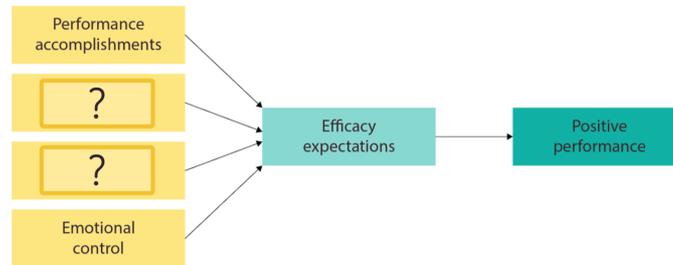
No comments provided.

Marks:[2/2]

6.

Using your knowledge of the two missing components in the model only, explain how a young athlete develops low self-efficacy.

Bandura's Theory of Self-Efficacy



1

Vicarious experiences suggest they may have witnessed someone else fail or that they have no model at all to copy. For verbal persuasion, they may have never received encouragement or they may have had negative experiences such as teasing.

No comments provided.

Marks:[4/4]

7.

Fiedler suggested that the preferred style of leadership depends of how favourable the situation is.

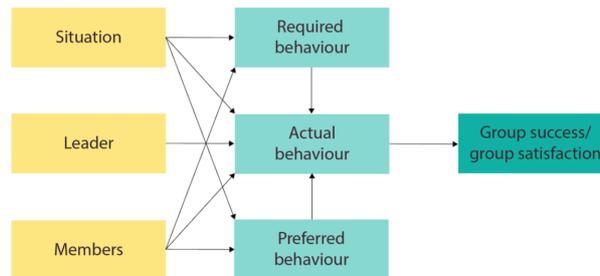
Outline a **most** favourable situation.

<p>It is favourable when ¹ the leader is respected, the task is clear and there ⁶ is harmony amongst the group. It is also indicative of ³ the group having high ability.</p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>

8.

Analyse Chelladurai's multidimensional model making reference to effective leadership throughout.

Chelladurai's Multi-dimensional Model of Leadership



1 Good leaders consider the nature of the situation, 2 the members
 3 and their own style of leadership 4 when deciding how to lead. For
 example, a 4 situation might be dangerous like coaching a
 somersault in trampolining and the required behaviour is
 5 autocracy. However, the age of the members means their
 preferred behaviour is democracy. The leaders previous
 successes have come from democracy but, because the danger
 aspect is too important, they lead the session with autocracy.
 6 This is the actual behaviour as the leader chooses it. Effective
 leadership is about 8 adjusting one's style of leadership
 7 taking these factors into account. The more agreement there is
 between preferred, required and actual, the more effective the
 leader 9 but, sometimes, the leader will need to take unpopular
 decisions for the best outcome.

No comments provided.

Marks:[5/5]

8. Analyse Chelladurai's multidimensional model making reference to effective leadership throughout.

Feedback:

No feedback provided.