
5.4.7 Module 2565: Option B2 - Psychology of Sport Performance



C3.1a; C3.2; C3.3

WO3.2; PS3.3

5.4.7.1 Introduction

This option builds on the knowledge and understanding by applying the principles that candidates have learned in Module 2562 Section B (Acquiring, Performing and Teaching Movement Skills). Psychology of Sport Performance enables candidates to investigate the important role that the human mind has prior to, during, and after performance. Candidates gain an understanding of the theoretical concepts that may improve their personal performance in both individual and game situations, as well as the performance of others. The focus of study should increase the candidate's awareness of the individual different characteristics that may be encountered; an understanding of the dynamics of group performance; the planning of psychological strategies for pre-competition preparation; the implementation of a variety of techniques to achieve and optimise performance in the performance environment; and strategies for evaluating the consequences of performance. Candidates should relate their knowledge both to their own practical activity experiences and to those of elite performers in global competition. This application consists of synthesis of theory and practice as reflected in the aims and objectives of the specification, together with exemplars to illustrate links between physical performance and theoretical study.

It is recommended that, in this option, an emphasis is placed upon performance in a sporting environment. Candidates should seek to apply psychological theories and to utilise psychological techniques primarily to improve their own performance in their selected practical activities, and also to be able to suggest strategies to improve the performance of others.

5.4.7.2 Candidate's Learning Experience

Candidates gain knowledge and understanding as a result of involvement in, and a reflection on, practical experiences. These experiences are recorded during the A2 half of the Advanced GCE course, building an even greater awareness of the interaction between the theory and practice of Physical Education explored in the AS. This process also helps the candidate to prepare for the synoptic assessment in Unit 2566 (Section B) and in Unit 2567. The tables in Section 5.4.7.5 provide examples of possible learning experiences.

5.4.7.3 Unit Assessment

Candidate's knowledge and understanding of Module 2565 Option B2 is assessed in Unit 2565 Section B, where a candidate who has chosen this option, answers one compulsory question. (21 marks). The question is structured into a series of short sub-questions. Candidates may be required to respond to and interpret visual material, including photographs and diagrams. The use of technical language is expected.

5.4.7.4 Option Content

Analysis should relate to the activities that the candidate has chosen for their practical assessment.

Individual Aspects of Sport Performance

Personality

- Knowledge of theories of personality including: trait perspectives (including the characteristics of extroversion/introversion, neuroticism/stability, Type A/Type B); social learning perspectives; interactionist approaches. Justify the limitations of personality profiling in sport.

Attitudes

- Knowledge of the nature of attitudes, inconsistencies and prejudice in sporting situations. Understand their origins and influences (including the effects of socialisation). Identify the components of attitudes (cognitive, affective, behavioural). Identify the links between attitudes and behaviour in sporting situations. Awareness of methods of changing attitudes from negative to positive, including knowledge of the concepts of cognitive dissonance and persuasive communication.

Motivation

- Knowledge of Atkinson and McClelland's theory of Achievement Motivation (need to achieve and need to avoid failure). Awareness of sport-specific achievement motivation (i.e. competitiveness).

Group Dynamics of Sport Performance

Groups and Teams

- Definition of a group/team (mutual awareness, interaction, common goal). Knowledge of Steiner's model of group performance. Awareness of problems associated with productivity of a group/team, including motivational factors (social loafing) and co-ordination/co-operation factors (Ringlemann Effect). Knowledge of factors affecting the formation and development of a cohesive group/team.

Leadership

- Understanding the importance of effective leadership. Identify characteristics of leaders, including: autocratic/task-oriented; democratic/social-oriented; laissez-faire. Knowledge of emergent and prescribed leaders. Knowledge of theories of leadership, including: trait theories; social learning theories; interactionist theories. Knowledge of Fiedler's contingency model and Chelladurai's multi-dimensional model of leadership.

Mental Preparation for Sport Performance

- Awareness of the use of the NCF's four C's: *Commitment, (Self) Confidence, Concentration, and (Emotional) Control.*

Commitment

- Knowledge of goal setting. Understand the importance and relevance to sport (related to anxiety management). Identify factors affecting the setting of goals (“SMARTER” principle). The candidate should set a sporting goal(s) and justify the use of short/intermediate/long term goals and process/performance/product goals to improve performance.

Self Confidence

- Understanding of sports confidence (Vealey), and the concepts of trait sports confidence, competitiveness orientation, and state sports confidence. Knowledge of self-efficacy (Bandura) and the influence of performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal.

Concentration

- Knowledge of attentional control. Awareness of cue utilisation (Eaterbrook) and its links with arousal. Knowledge of attentional styles (for example, Broad/Narrow, Internal/External) (Nideffer).

Emotional Control

- Definition of activation and arousal. Awareness of their relationship to personality, ability level and complexity of task. Knowledge of the peak flow experience, and the zone of optimum functioning theory (Hanin). Definition of anxiety. Knowledge of the nature and influences of anxiety, including the state/trait distinction (Spielberger), multi-dimensional theory (cognitive anxiety and somatic anxiety), and sports competition anxiety. Knowledge of anxiety management to improve performance including: cognitive techniques (mental rehearsal/imagery, positive self talk, thought stopping, rational/positive thinking) and somatic techniques (progressive muscular relaxation, biofeedback relaxation).

Competition Effects on Sport Performance

Social Facilitation and Audience Effects

- Knowledge of the positive (facilitation) and negative (inhibition) effects of others (including an audience and co-actors) on performance. Awareness of the links with levels of arousal, and the heightening of the dominant response (Zajonc). Knowledge of the causes and effects of evaluation apprehension (Cottrell). Awareness of the distraction effect. Awareness of the Homefield Advantage Phenomenon. The use of strategies to combat the effects of social inhibition, particularly with the use of selective attention and mental rehearsal should be applied to practical activities and justified.

Aggression

- Understanding the difficulties associated with the definition of aggression as opposed to assertion. Definition of channelled aggression. Knowledge of the causes of aggressive behaviour. Knowledge of theories of aggression (in sporting situations) including instinct theories; frustration-aggression hypothesis; aggressive-cue hypothesis (Berkowitz); social learning theories. Knowledge of methods of eliminating the aggressive tendencies of performers.

Consequences of Sport Performance

Attribution Theory

- Identify reasons for success and failure. Knowledge of Weiner's model. Justify the use of attributional retraining. Awareness of strategies for the promotion of mastery orientation and the avoidance of learned helplessness.

Candidates should also have an awareness of how performance can effect their subsequent performances: (a) as an individual; (b) as a part of a group/team; (c) in their mental preparation for future performance(s); and (d) dealing with ensuing competition effects.

5.4.7.5 Module 2565: Option B2 - Examples of Learning Experiences

Psychology of Sport Performance

The following tables highlight a progressive approach to the development of knowledge, understanding and application of the option content by the candidate.

Required Knowledge: Personality and its assessment

Theoretical Learning Experience	Practical Learning Experience
Define the trait characteristics of Introversion, Extroversion, Neuroticism, Stability, Type A and Type B behaviour. <i>(acquire)</i>	Observe the behaviour of performers in a practical activity. Identify any characteristics that are evident. <i>(acquire)</i>
Complete a self-report personality questionnaire (such as the EPI) and interpret its results. <i>(acquire, apply)</i>	Administer a self-report personality questionnaire to a team and describe any similarities or differences that are evident. <i>(acquire, apply)</i>
Compare your personality profile with that of the rest of your class. Explain any trend(s) that you discover. <i>(acquire, apply, evaluate)</i>	Assess the personality profiles of team members. Compare the results with those from your previous observations. <i>(acquire, apply, evaluate)</i>
Discuss the advantages and disadvantages of using self-report questionnaires for the assessment of personality, suggesting ways to more effectively assess personality. <i>(acquire, apply, evaluate, appreciate)</i>	Discuss the effectiveness of both self-report questionnaires and observation as methods of assessing personality. Devise a method of assessing personality specific to a practical activity of your choice. <i>(acquire, apply, evaluate, appreciate)</i>

Required Knowledge: Group and team dynamics.

Theoretical Learning Experience	Practical Learning Experience
Describe the characteristics of a functional group/team. <i>(acquire)</i>	In the performance of a team game, observe how individuals interact with one another. <i>(acquire)</i>
Explain the factors that may either enhance or hinder the effective performance of a group/team. <i>(acquire, apply)</i>	Describe and explain the pattern of interaction, by one team member, with the rest of the team. <i>(acquire, apply)</i>
Compare a variety of strategies that may be used to reduce losses due to faulty processes (i.e. lack of co-ordination and loss of motivation). <i>(acquire, apply, evaluate)</i>	In a team game situation, attempt a number of different techniques to increase team cohesion. Compare their effectiveness. <i>(acquire, apply, evaluate)</i>
Discuss the ways in which teachers/coaches/performers can efficiently improve team cohesion and performance in a variety of different activities. <i>(acquire, apply, evaluate, appreciate)</i>	By using knowledge of groups/teams, suggest a pre-competition strategy to be used to increase team cohesion and/or performance. <i>(acquire, apply, evaluate, appreciate)</i>

APPROVED - PHYSICAL EDUCATION - APPROVED

Required Knowledge: Anxiety management techniques used for controlling emotions.

Theoretical Learning Experience	Practical Learning Experience
<p>Define the various cognitive and somatic techniques used to control anxiety.</p> <p align="right"><i>(acquire)</i></p>	<p>Describe, using your own practical experiences, the methods used to control anxiety prior to performance.</p> <p align="right"><i>(acquire)</i></p>
<p>Explain the different effects that cognitive and somatic techniques can have on the performer.</p> <p align="right"><i>(acquire, apply)</i></p>	<p>Prior to performing a practical activity, use a number of cognitive and somatic techniques to control anxiety. Describe the different effects of these techniques.</p> <p align="right"><i>(acquire, apply)</i></p>
<p>Compare the effectiveness of one cognitive technique and one somatic technique to control anxiety.</p> <p align="right"><i>(acquire, apply, evaluate)</i></p>	<p>Prior to performing a practical activity, use one cognitive technique and one somatic technique to control anxiety. Evaluate the effectiveness of each method.</p> <p align="right"><i>(acquire, apply, evaluate)</i></p>
<p>Explain how a combination of both cognitive and somatic techniques may be used most effectively to control anxiety.</p> <p align="right"><i>(acquire, apply, evaluate, appreciate)</i></p>	<p>Devise a pre-competition strategy to control anxiety and enhance performance in one of your practical activities.</p> <p align="right"><i>(acquire, apply, evaluate, appreciate)</i></p>