PHYSICAL EDUCATION STUDIES

**YEAR 11 GENERAL**

**SPORT PSYCHOLOGY**

**2019**

**Question/Answer Booklet**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task weighting: 10%**

***Time allowed for this paper***

Reading/planning time before commencing work: Five minutes

Working time for paper: Fifty minutes

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| --- | --- |
| ***Material required/recommended for this paper***  **To be provided by the supervisor**  This Question/Answer booklet  Sections One and Two: Write your answers in this Question/Answer booklet.  Spare lined paper  **To be provided by the candidate**  Standard items:Pens, pencil, eraser, correction fluid, highlighter, ruler |  |

***Important note to candidates***

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further. All electronic devices are **NOT** permitted to be used unless arranged prior with the teacher. Students caught using electronic devices will automatically be given zero marks for the test.

***Structure of this paper***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be attempted | Suggested working time  (minutes) | Marks available |
| Section One:  Short Answer | 6 | 6 | 50 | 41 |
|  |  |  | Total Marks | 41 |

**Instructions to candidates**

1. The rules for the conduct of this exam have been outlined. Sitting this examination implies that you agree to abide by these rules.

2. Answer all questions according to the following instructions.

3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.

4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

* Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
* Continuing an answer: if you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page

(6 Marks)

1. Based on your values you can develop attitudes towards sporting strategies. Briefly explain and give an example of how the three components can affect your attitudes towards a sporting strategy.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Cognitive:   + Your knowledge and beliefs about something, for example, playing zone defense * Affective:   + Your feelings and emotions (positive or negative) towards something, for example, you hate playing zone defense * Behavioral:   + Your intended behavior towards that thing, for example, your unenthusiastic response at training when practicing zone defense | 6 |
| **Total** | **/6** |

(6 Marks)

1. List 3 Intrinsic and 3 Extrinsic factors that influence attitudes towards participating in physical activity.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Intrinsic factors:   * social interaction, enjoyment, challenge, a sense of achievement, competitive spirit, release of pressure or tension, appearance, health and fitness   Extrinsic factors:   * gender, age, family, peers, work, socioeconomic status, culture, school and the media | 6 |
| **Total** | **/6** |

(4 Marks)

1. Explain how values can affect your attitude towards a team sport. Give an example and an example of how your value is shaped.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Values are the beliefs that you hold about actions * Values guide your behavior * Example: Commitment – not missing a training session or game because you made a commitment to your team | 4 |
| **Total** | **/4** |

(5 Marks)

1. Describe social interaction and task-related interaction and compare the difference when it comes to team building in sport.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Social interaction: this refers to **friendship groups that form**. These groups can be very **positive in that they give the individual a sense of belonging**, but can also have a **negative effect on the total group if the friendship groups become exclusive cliques** * Task-related interaction: this refers to the way in **which individual participants cooperate with each other to achieve successful outcomes for the team.** A high degree of task interaction is crucial if the **team is to succeed**, as in the case of invasion games, such as basketball, soccer, hockey and water polo where the **team must work together to bring about success.** | 5 |
| **Total** | **/5** |

(8 Marks – 5, 3)

1. Interpersonal skills are made up of 5 components. Briefly describe the aspects of communication skills and one other interpersonal skill of your choice.

Communication skills

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Communication skills   * Communication involves sending and receiving messages. It is the exchange of thoughts, information or opinions by speech, signs or writing. (1 mark)   Verbal (up to two marks for any dot point)   * Involves use of voice and can be either one-way or two-way communication. * One-way communication occurs when there is no interaction between the sender and the receiver, for example, a coach shouting during the game * Two-way communication is when questions are asked to further clarify the message. For example, at half time the coach discussing strategies and giving the players opportunities to present their views. * Effective communication involves **active listening** from the receiver   Non-Verbal (up to two marks for any dot point)   * Include overall body position, hand and arm movements, facial expressions, eye contact and physical distance. * Body language can present different messages to different people. * It is the way people express thoughts or feelings through actions, for example, using hand signals by receiving player to indicate the preferred direction of a [ass, the hand signals of an umpire or the type of signals to indicate the type of serve in volleyball | 5 |
| **Total** | **/5** |

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills

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| --- | --- |
| **Description** | **Marks** |
| Choose one of the following: mentions 2 dot points or any other relevant information     * Assertion skills   + Involves standing up for your rights, without denying or putting down the rights of others.   + Assertive people feel comfortable about expressing their feelings, ideas and needs.   + In a physical activity setting you may face challenging situations * Relationship skills   + Our relationship with other team members will help determine the success of the competition.   + When we feel valued we tend to want to achieve more and perform to the best of our ability.   + Members of the team can encourage and inspire each other to achieve success as each challenge arises.   + Good relationships within the team can result in the team discussing and accepting each others opinions, having fun, deal with frustration and failure and share experiences. * Skills for working with others   + During participation in physical activity you will be working in a group situation to achieve certain goals   These skills include   * + - Developing trust and self-esteem in other group members     - Being assertive     - Making informed decisions * Problem solving and negotiating skills.   + Conflict resolution   + Negotiation is the process of managing conflict or disagreement between two or more team members. Most conflicts can be resolved through discussion and compromise. | 3 |
| **Total** | **/3** |

(12 Marks – 4, 8)

1. Creating a positive mind set helps an athlete improve their sporting performance. In team sports, it is vital that the team work together to achieve success. The lack of team work was evident in Adelaide Crows’ AFL grand final loss.
   1. Identify and describe two roles of mental skills that an athlete can use to improve performance.

(4 marks)

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| --- | --- |
| **Description** | **Marks** |
| * Mental imagery (1 mark) – visualizing the skill or performance (1 mark) * Self-talk – talking to self to improve performance * Believing in and knowing yourself – understanding one’s abilities * Learn from success and failure - * Any other correct answer. 1 mark for identified, 1 mark for description; max of 4 marks | 4 |
| **Total** | **/4** |

* 1. Identify and describe four of Tuckman’s stages of group development

(8 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1. Forming – First stage when individuals come together and begin to communicate regularly. 2. Storming – Can include some conflict. It enables relationships to be formed and tests the groups capacity to develop further. 3. Norming – Establishes ‘rules’ which set out how the group works, thinks, communicates and presents itself. 4. Performing – Final stage when a group begins to function as an identifiable team that has its sown clear operating style. | 8 |
| **Total** | **/8** |

**SPARE PAGE**

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