**Question Bank**

**June 2014**

Explain why some young people have negative attitudes to sport and following a healthy lifestyle

Describe how you might change negative attitudes into positive attitudes towards sport

 (20)

**June 2013**

Explain the possible positive and negative effects of an audience on sports performance.

Describe strategies to combat effects of social inhibition on performers in sport (20)

**January 2013**

The behaviour of individuals within groups, such as sports teams or friendship groups, can be affected by group dynamics.

Using psychological theories and practical examples, explain why some sports teams appear to be more cohesive and successful than other teams of similar ability.

Explain the negative group influences that can cause individuals to develop dysfunctional behaviour and to avoid a balanced, active and healthy lifestyle. (20)

**June 2012 (G453-01-Jun12)**

Below are some of the reasons which sports coaches gave after their teams lost:

**‘The pitch did not suit our skilful way of playing; the pitch was too slippy’**

**‘We were unlucky; we played well but it was one of those days’**

**‘We were not good enough; they deserved to win’**

**‘Our players did not seem to be bothered; we just didn’t try hard enough’**

Using Weiner’s attribution model, describe the different types of attribution given by the coaches.

Critically evaluate the effects of each of these attributions on performance in sport. (20)

**January 2012 (ocr\_72285\_pp\_12\_jan\_gce\_g453)**

Some sports’ psychologists state that *‘good leaders in sport are born and not made’*.

Critically evaluate the trait, social learning and interactionist theories of leadership.

Describe how autocratic **and** democratic leadership styles might affect lifestyle behaviour. (20)

**June 2011 (ocr\_66551\_pp\_11\_jun\_gce\_ug453)**

Aggression is viewed by many as a negative response in sport but theories of why aggression occurs contradict each other.

Evaluate critically theories of aggression that seek to explain why negative responses often occur in sporting situations. Use practical examples for the theories you evaluate. (20)

**January 2011 (ocr\_61450\_pp\_11\_jan\_gce\_g453)**

Using practical examples, explain and critically evaluate the cognitive and somatic anxiety management techniques that may be used by performers in sport. (20)

**June 2010 (ocr\_57486\_pp\_10\_jun\_gce\_g453)**

Describe theories related to personality and how they affect sports performance. Evaluate critically personality profiling in sport. (20)

**January 2010 (ocr\_49270\_pp\_10\_jan\_gce\_g453)**

The following is a typical statement made by a young person who has given up sport and leads and unhealthy lifestyle:

**‘I think sport is boring. I am no good at it, I don’t enjoy it and I can think of better things to do on a Sunday afternoon.’**

Using attribution and attitudinal theories, evaluate critically the reasons why this young person does not participate in sport.

How might you persuade this young person to once again take up sport? (20)