1 Performance accomplishments are a component of Bandura's theory of self-efficacy.

What is meant by performance accomplishments?

Give a practical example of how they can be used to increase self-efficacy.

[2]

2 Autonomous performers carry out skills accurately and fluently and are able to think of other things such as tactics during a performance.

What happens in the associative stage of learning to enable some performers to move to the autonomous stage?

[2]

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3 Below are four examples of sources of motivation to take part in sport or physical activity.

Put a tick (✓) in the **two** boxes next to examples of intrinsic motivation.

A Coach pressure ☐

B Enjoyment ☐

C Self-satisfaction ☐

D Trophy ☐

[2]

4 Vealey's model of sports confidence outlines two types of confidence.
Define trait sports confidence and state sports confidence.

Trait sports confidence

State sports confidence

[2]

5 Describe mindfulness as a method of stress management.

Suggest **one** disadvantage of using this technique.

[2]

6(a)

(i) Give a practical example of a skill that would be classified as high in organisation.

[1]

(ii) Give a practical example of a skill that would be classified as low in organisation.

[1]

(iii) Identify which practice type would be most suited to each of these skills.

High organisation skill

Low organisation skill

[2]

(b) Three theories that seek to explain how a performer learns motor skills are:

- Cognitive theory of learning
- Operant conditioning
- Bandura's theory of social/observational learning.

(i) Complete **Table 6.1** by writing the name of the learning theory which is shown in each coaching situation. The first one has been done for you.

Coaching situation	Learning theory
Example: A coach makes sure that the gymnast demonstrates a basic routine to the young performers so that they are physically able to copy it.	**Example:** Social/observational learning

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1. The captain of a rugby team demonstrates a set move on a line-out to a younger team member.	
2. Performers play a game of badminton and then discuss why the serve didn't work very well.	
3. In a netball drill, the performer learns by trial and error to raise their arms to defend the shot.	
4. A swimming coach gives a high five and says 'Well done' when the performer uses their arms and legs together in the stroke.	

[4]

Table 6.1

(ii) Performers can learn skills using operant conditioning.

Discuss **two** benefits of learning using this approach.

---

[2]

(c)

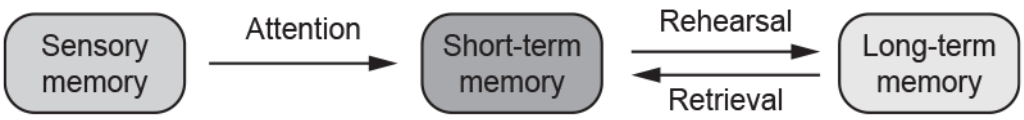

Fig. 6.1 Adapted diagram of Atkinson and Shiffren's multi-store memory model

(i) With reference to the model shown in **Fig. 6.1**, analyse how a performer learns a new skill so that it becomes stored in their long-term memory.

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[5]

(ii) **Other** than rehearsal, suggest **one** method that a coach could use to help information to be stored in the long-term memory.

[1]

(d) Identify the types of guidance being used in each image shown in **Figs. 6.2** and **6.3**.
Describe **two** benefits of using them when learning a new skill.

Fig. 6.2

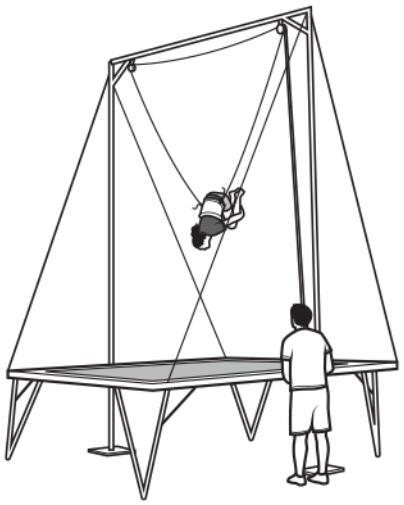

Fig. 6.3

Guidance in **Fig. 6.2** .....

Guidance in **Fig. 6.3** .....

Benefits .....

.....

.....

.....

.....

.....

.....

[4]

7(a)

Describe the following terms in relation to personality:

Type A

Type B

Introvert

Extrovert

[4]

(b) Describe the inverted U theory of arousal.

Outline **one** way in which it differs from drive theory of arousal.

[4]

(c) Steiner's model of group effectiveness states that faulty processes reduce group productivity.

(i) Give reasons why a large team may experience more faulty processes than a small team.

[4]

(ii) The coach of a large team tries to increase group productivity by giving the team members individual roles.

Suggest why this might be an effective method of reducing faulty processes.

[2]

(d)

(i) A small group of adults are learning how to play table tennis at an over 50s social club.

Identify which leadership style would be most appropriate for them and explain why.

[3]

(ii) Identify another leadership style and use a sporting example to explain when it would be the most appropriate style to use.

[3]

8 Below are two attributions made by different performers.

1. I tried really hard in the tennis match today so I totally deserved my win.
2. We lost the basketball match because they are a much better team than us; they are top of the league.

Evaluate the use of the attributions above in relation to Weiner's model of attribution.

Suggest how a coach could use the types of feedback listed below to help a performer attribute successfully:

- knowledge of results
- knowledge of performance
- positive
- negative.

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[10]

END OF QUESTION PAPER

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
1			Two marks from: 1.(Meaning) Previous experiences / successes 2.(Example) A footballer taking a free kick recalls the previous attempt led to a goal (and so self efficacy is high) OR A high jumper's coach says to them "you have jumped this height before a few times (so you can jump it today.)"	2(AO1 × 1 AO2 × 1)	Accept any suitable example where previous experience is used to raise self belief in a **specific** sports situation Examiner's Comments Generally, candidates did well on this question. In the second part some candidates used examples that were events or competitions, rather than showing specific situations and therefore did not gain credit. 'E.g., A coach reminding the team that they won the Football League last year increases self-efficacy' is too general, whereas 'Remembering scoring a penalty in the last game increase self-efficacy' was a common response which was given.
			Total	2	

<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>2</td><td></td><td></td><td>Two marks from

<table><tr><td>1. (Practice)</td><td>Practice / repetition occurs</td></tr><tr><td>2. (Compare)</td><td>Compares / matches their performance with mental image / ideal model</td></tr><tr><td>3. (Feedback)</td><td>Performer gets feedback from coach / starts to use intrinsic feedback / starts to develop kinaesthesis
OR
Performer will have received negative feedback / information about what they need to improve
OR
Performer will have received knowledge of performance / information about how to refine technique</td></tr><tr><td>4. (Cues)</td><td>Performer becomes more aware of environment / cues / requirements of skill</td></tr><tr><td>5. (Motor programmes)</td><td>Motor programmes are formed</td></tr><tr><td>6. (Guidance)</td><td>Coach will have used verbal / visual guidance to help refine skill</td></tr></table></td><td>2(AO1)</td><td><u>Examiner's Comments</u>

'Practice' was a common response for this question as well as 'the performer starts to use intrinsic/kinaesthetic feedback'. Some candidates described the associative or autonomous stage of learning, which wasn't the specific focus of the question and did not gain credit.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>2</td><td></td></tr>
<tr><td>3</td><td></td><td></td><td>Two marks from:

<table><tr><td>1.</td><td>B (Enjoyment)</td></tr><tr><td>2.</td><td>C (Self Satisfaction)</td></tr></table></td><td>2(AO1)</td><td>If more than 2 ticks given – marks 1st 2 only

<u>Examiner's Comments</u>

This question was well answered; very few candidates did not score.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>2</td><td></td></tr>
</table>

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Mark Scheme

<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>4</td><td></td><td></td><td>Two marks from:

<table><tr><td>1. (Trait sports confidence)</td><td>Innate / stable / enduring / natural / existing level of self belief in sport
OR
Overall / general level of self belief in sport
OR
Individual's belief about the extent to which their ability will bring success at sport in general.</td></tr><tr><td>2. (State sports confidence)</td><td>Unstable / changeable / learned level of self belief in specific sporting situation
OR
Individual's belief about the extent to which their ability will bring success at one particular moment in sport</td></tr></table></td><td>2(AO1)</td><td><u>Examiner's Comments</u>

This question required candidates to give a definition of both terms. Many candidates repeated the words 'confidence' and 'sports' in both responses, effectively only defining the term 'trait' and 'state'. For example, 'trait sports confidence is inborn confidence in sport' so not showing enough knowledge of terminology to gain credit.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>2</td><td></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>5</td><td></td><td></td><td>Two marks from:

Sub-max one mark for description

<table><tr><td>1. (Mindfulness description)</td><td>Meditation OR
OR
Focuses on the present
OR
Reflection</td></tr></table>Sub-max one mark for a disadvantage.

Mark 1st one only

<table><tr><td>2. (Time)</td><td>Takes time to practice</td></tr><tr><td>3. (Not all can do)</td><td>Not all people can focus / concentrate enough to gain any benefit</td></tr><tr><td>4. (Not taken seriously)</td><td>Individual may not take it seriously / think it’s silly / struggle to find a quiet space</td></tr><tr><td>5. (Maturity)</td><td>May not be mature enough to use this as a technique</td></tr><tr><td>6. (Performing)</td><td>Can’t be done whilst performing</td></tr><tr><td>7. (Not somatic)</td><td>Might not control somatic / physical stress</td></tr></table></td><td>2(AO1 × 1 AO3 × 1)</td><td>Disadvantage – mark 1st response only

<u>Examiner’s Comments</u>

Where marks were given for the description, it was more commonly for ‘meditation’. Candidates found it hard to give a disadvantage. Successful responses focused more on how it takes time to learn, or how it’s difficult to do when performing.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>2</td><td></td></tr>
</table>

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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6</td><td>a</td><td>i</td><td>One mark from:

<table><tr><td>1. (example of HO skill)</td><td>Dribbling in basketball
OR somersault in trampolining
OR running
OR golf swing
OR football tackle
OR chest pass</td></tr></table></td><td>1(AO2)</td><td>Accept any suitable example of a skill that is hard to break down into sub-routines</td></tr>
<tr><td></td><td></td><td>ii</td><td>One mark form:

<table><tr><td>1. (example of LO skill)</td><td>Swimming (stroke)/front crawl
OR triple jump
OR tennis serve
OR javelin throw
OR basketball lay-up
OR trampolining sequence</td></tr></table></td><td>1(AO2)</td><td>Accept any suitable example of a skill that is easy to split into sub-routines</td></tr>
<tr><td></td><td></td><td>iii</td><td>Two marks from

<table><tr><td>1. (Practice type for HO skill)</td><td>Whole</td></tr><tr><td>2. (Practice type for LO skill)</td><td>Part
OR Whole-part-whole
OR Progressive part</td></tr></table></td><td>2(AO2)</td><td><u>Examiner’s Comments</u>

While some responses were successful, some candidates got the high and low organisation the wrong way round, others gave unrelated practice methods.

In Question 6 (a) (i) and (ii) some candidates didn’t give skills, instead giving events or sport such as ‘a marathon’ which received no credit.</td></tr>
<tr><td></td><td>b</td><td>i</td><td>Four marks from

<table><tr><th>Scenario</th><th>Learning theory</th></tr><tr><td>1.</td><td>Social learning theory / observational learning theory</td></tr><tr><td>2.</td><td>Cognitive theory of learning</td></tr><tr><td>3.</td><td>Operant conditioning</td></tr><tr><td>4.</td><td>Operant conditioning</td></tr></table></td><td>4(AO2)</td><td><u>Examiner’s Comments</u>

This was well answered. Errors tended to focus around example 2 and 3, the majority of candidates achieving marks in example 1 and 4.</td></tr>
</table>

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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td>ii</td><td>Two marks from:
Mark 1st two only

<table><tr><td>1. (Coach influence)</td><td>Coach has influence to encourage correct learning</td></tr><tr><td>2. (Manipulation)</td><td>Manipulation of environment means ‘correct’ learning will (almost always) happen</td></tr><tr><td>3. (Maturity)</td><td>Can be used on young performers</td></tr><tr><td>4. (Stage of learning)</td><td>Effective with beginners / experts / all stages of learning</td></tr><tr><td>5. (Positive Reinforcement)</td><td>(Positive) reinforcement / praise / rewards leads to effective skill learning / increased confidence / increased motivation / strengthens S- R bond</td></tr><tr><td>6. (Punishment)</td><td>Punishment points out errors / where changes need to made</td></tr><tr><td>7. (Shaping)</td><td>Enables coaches to praise skills that are along the right lines (even if elements are performed wrong)
OR
shaping allows stages of success</td></tr><tr><td>8. (Automatic)</td><td>Developing S-R bonds leads to automatic responses / quicker reactions</td></tr><tr><td>9. (S-R bonds)</td><td>Helps performers to develop correct S-R bond</td></tr><tr><td>10. (Quicker)</td><td>Learning is quick if a reward is given (on every occasion / complete reinforcement is used)</td></tr></table></td><td>2(AO3)</td><td>Mark 1st two only

Pt 5 – BOD negative reinforcement leads to effective skill learning

<u>Examiner’s Comments</u>

More successful responses focused on discussing benefits, rather than describing how performers learn using operant conditioning. Some candidates gave more than two responses but only the first two responses are marked in such questions.</td></tr>
</table>

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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td>c</td><td>i</td><td>Five marks from

<table><tr><td>1. (Sensory memory)</td><td>Information is passed from our environment into sensory memory
OR
sensory memory has limitless capacity / <1 sec duration</td></tr><tr><td>2. (Selective attention)</td><td><u>Selective</u> attention filters the into the performer needs to learn the skill
OR
<u>selective</u> attention focuses on relevant stimuli
OR
Relevant stimuli / information enters the STM</td></tr><tr><td>3. (Forget)</td><td>Irrelevant stimuli gets discarded / forgotten</td></tr><tr><td>4. (STM capacity / duration)</td><td>STM can hold 5–9 / 7+/– 2 items / up to 30 seconds</td></tr><tr><td>5. (Perception / Decision making)</td><td>Perception occurs / incoming information is interpreted / judged OR decisions made in STM</td></tr><tr><td>6. (Rehearsal helps retention)</td><td>If the performer wants to retain / store the information / skill then rehearsal / practice will help</td></tr><tr><td>7. (Chunking)</td><td>Chunking helps increase storage / capacity</td></tr><tr><td>8. (Encoded)</td><td>The information becomes encoded</td></tr><tr><td>9. (Motor p rogramme)</td><td>The skill now becomes stored as a motor programme in the LTM</td></tr><tr><td>10. (Retrieval)</td><td>The information is retrieved / recalled / decoded to the STM then updated / encoded back in the LTM (to aid LTM storage)</td></tr></table></td><td>5(AO3)</td><td>Do not accept: STSS (as this q says refer to model)

Do not accept: Words from the diagram alone - so “rehearsal helps info pass from STM to LTM” is TV

For pt 6- there needs to be some reference to rehearsal helping the performer retain the info, or an alternate word for rehearsal to show understanding.

Accept: examples/coaching points of a named skill in place of ‘information’ throughout the response.

<u>Examiner’s Comments</u>

This question proved to be a good differentiator. The most successful responses stated a term on the model given and clearly described it or how it works. They also clearly described how information is passed between the stores using alternate terms to those given on the diagram fully showing their understanding. Less successful responses repeated terms as they appeared in the question, gaining no credit. The question asked about how a performer learns a skill so that it becomes stored in their long-term memory. Some candidates focused on how a performer uses their memory to ‘perform’ a skill, rather than ‘learn’ it. While most candidates scored some marks on this question, the more successful responses showed an understanding of this distinction allowing those candidates access to top marks.

Exemplar 1</td></tr>
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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>The sensory memory store is limitless in capacity and is able to hold stimuli/info for upto 1 second. Selective attention then takes place and the information deemed relevant reaches the short-term memory store. The STM can hold 7 items and information for upto 30 seconds, e.g. the key skills behind riding a bike (to balance up-right) are put together in the 'working memory store' to put together the skill as a whole. The information and skill is rehearsed (practiced) which moves it into the long-term memory which is limitless in time and capacity. Meaning the performer will remember how to ride a bike long-term. Information from the STM can be retrieved from the LTM back into the LTM as if something is forgotten e.g. to hold the handle bars.

The example scored 4/5 and is written clearly and concisely. Marks were given for:

• Point 1 (sensory memory – limitless capacity / <1 sec duration)
• Point 2 (selective attention – relevant information reaches STM)
• Point 4 (STM capacity / duration)
• Point 6 (skill is practised moves into to LTM).

Further points aren't given as retrieval of information is about performing the skill, to make the point relevant to 'learning' as the question asks the candidate needs to also refer to how the information that has been retrieved from LTM to STM is then updated/encoded back into the LTM.</td></tr>
<tr><td></td><td></td><td>ii</td><td>One mark from
Mark 1st one only

<table><tr><td>1.</td><td>Chunking / grouping</td></tr><tr><td>2.</td><td>Association / linking to previously learned skill</td></tr><tr><td>3.</td><td>Make information relevant / meaningful to the performer.</td></tr><tr><td>4.</td><td>Avoid overload</td></tr></table></td><td>1(AO1)</td><td>Mark 1st one only

<u>Examiner's Comments</u>

This question was generally well answered with chunking being the most common answer. Some candidates talked about repetition which is the same as rehearsal and so achieved no marks.</td></tr>
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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td>d</td><td></td><td>Two marks from:

<table><tr><td>1. (Image 1)</td><td>Manual</td></tr><tr><td>2. (Image 2)</td><td>Mechanical</td></tr></table>Two marks from:
Mark 1st 2 only

<table><tr><td>3. (Kinaesthesis)</td><td>Helps performer gain the feel of movement / develop kinaesthesis of a skill</td></tr><tr><td>4. (Hard skill)</td><td>Helps a performer practice a difficult skill</td></tr><tr><td>5. (Reduces fear)</td><td>Reduces fear</td></tr><tr><td>6. (Safety / danger)</td><td>Ensures safety of participants / less dangerous</td></tr><tr><td>7. (Gives success)</td><td>Gives some success at the whole skill</td></tr><tr><td>8. (Confidence)</td><td>Increases confidence</td></tr><tr><td>9. (Beginner)</td><td>Can be beneficial for beginners / cognitive stage of learning</td></tr></table></td><td>4(AO2 × 2 AO3 × 2)</td><td>Benefits – mark 1st 2 only

<u>Examiner’s Comments</u>

A well answered question with many candidates being given full marks.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>20</td><td></td></tr>
</table>

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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>7</td><td>a</td><td></td><td>Four marks from:

<table><tr><td>1. (Type A)</td><td>Prone to anxiety / stress
OR Impatient
OR Intolerant
OR Likes to be in control
OR Competitive
OR Works fast
OR Strong desire to succeed
OR Ambitious</td></tr><tr><td>2. (Type B)</td><td>Relaxed
OR Patient
OR Tolerant
OR Experiences lower personal stress
OR Does not like to be in control
OR Less competitive
OR Works at a slower pace
OR Lacks desire to succeed
OR Unambitious</td></tr><tr><td>3. (Introvert)</td><td>Less sociable / likes to be on their own / shy OR Does not seek excitement
OR Likes peace and quiet
OR Focused / concentrates well
OR Aroused more quickly (than extroverts)
OR Sensitive reticular activating system / RAS</td></tr><tr><td>4. (Extrovert)</td><td>Sociable
OR Outgoing
OR Seeks excitement
OR May lack concentration
OR Aroused more slowly (than introverts)
OR Low sensitivity of reticular activating system / RAS</td></tr></table></td><td>(4AO1)</td><td><u>Examiner's Comments</u>

Candidates scored well; many listed multiple points per term.</td></tr>
</table>

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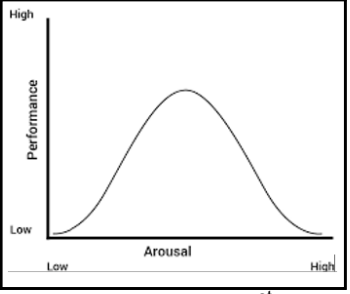
<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td>b</td><td></td><td>Sub-max three marks from:

<table><tr><td>1. (Low)</td><td>At low levels of arousal / under-arousal performance is poor</td></tr><tr><td>2.</td><td>As arousal increases, quality of performance increases</td></tr><tr><td>3. (Moderate /opt)</td><td>At moderate / optimal levels of arousal performance peaks / at its best</td></tr><tr><td>4.</td><td>Further increases in arousal causes performance to deteriorate</td></tr><tr><td>5. (High /over)</td><td>At high levels of arousal / over-arousal performance is poor</td></tr><tr><td>6.</td><td>Optimal arousal levels may differ depending on type of skill / personality / experience</td></tr><tr><td>7. (Diagram)</td><td>  </td></tr></table>Sub-max one mark from: Accept 1st answer only
<table><tr><td>7. (Dominant response)</td><td>Inverted U doesn’t consider the dominant response / habit of the performer
OR
drive theory does consider the dominant response / habit</td></tr><tr><td>8. (Shape / relationship)</td><td>Inverted U shows a curvilinear / non-linear relationship
OR
drive theory shows linear relationship</td></tr><tr><td>9. (Over-</td><td>Inverted U (always)</td></tr></table></td><td>4(AO1)</td><td>Diagram must be correctly labelled to be awarded point 7.

Do not accept:
Drawing of drive theory for the difference –this does not outline a difference

Do not credit
pt 10 if pt 6 has been awarded

<u>Examiner’s Comments</u>

Generally, a well answered question. Some candidates didn’t fully quantify that arousal levels influence performance, stating things like ‘increased performance and arousal occur’, or weren’t specific enough, for example referring to ‘optimal level’ rather than stating ‘optimal level of arousal’.

Differences were really well understood and written, although some candidates gave more than one, in which case only the first was marked.</td></tr>
</table>

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Question			Answer/Indicative content		Marks	Guidance
			arousal)	explains over-arousal OR (for experts) drive theory doesn't explain over-arousal		
			10. (Differences)	Inverted U takes into account personality / type of skill OR drive theory doesn't consider personality / type of skill		
	c	i	Four marks from: (Larger teams therefore…) 1. (Communication) — More chance of breakdown in communication / harder to make decisions 2. (Coordination – positional) — More chance of coordination problems (on set plays / attacking moves / tactics etc) 3. (Coordination – timing) — More reliant on more peoples timing being right OR more chance of timing issues 4. (Motivation) — More chance of motivation problems (individuals lowering effort) 5. (Ringelmann effect) — As group size increases individual performance decreases OR more likely to experience Ringelmann effect 6. (Social loafing) — More chance of people **social loafing** 7. (Reliance on others) — Means more people relying on others to do their job (increases likelihood of social loafing) 8. (Perception of others effort) — More likelihood of perception that others aren't trying 9. (Role / Identity) — Less chance of everyone having a / knowing their	4(AO3)	**Do not accept** reference to small team alone. Although BODs can be awarded for clear comparison. Examiner's Comments This question was a good differentiator and required candidates to understand Steiner's model and apply it to group size. Candidates performed well on this question with most candidates achieving some marks, and some candidates obtaining full marks. Common responses included Point 1 (breakdown in communication), 2 (co-ordination problems), 4 (motivation problems), 5 (Ringelmann effect), 6 (social loafing), although many other points were also accessed. Less successful responses described Steiner's model, rather than used knowledge of it to answer the question. Exemplar 2 ~~This can~~ A large team can cause both motivational losses and co-ordinational losses. A large team can cause co-ordinational losses, known as the Ringelmann Effect, as having more people involved means that it is harder to be co-ordinated and be able to successfully perform skills as it increases the chances of failure. Also, if the team has more players in, they may that may mean people get less game time. This can cause motivational losses as it can cause a decrease in social cohesion and lead to social loafing for some players, who may feel that no matter how hard they try they will always be put on the bench. The example is a clear and well written

<table>
<tr><th colspan="3">Question</th><th colspan="2">Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td></td><td colspan="2"><table>
<tr><td></td><td>specific job / role OR loss of identity</td></tr>
<tr><td>10. (Lack of account ability)</td><td>OR more chance individuals can hide</td></tr>
<tr><td>11. (Difficulty</td><td>Harder the task which can decrease motivation</td></tr>
<tr><td>12. (Individual)</td><td>Harder for coach / players to know each other in larger teams (and each other’s strengths/weaknesses)
OR harder for coach to give individual attention / feedback / support in larger teams
OR more people don’t feel as valued for contribution in larger teams</td></tr>
<tr><td>13. (Goal)</td><td>Less chance of shared goal</td></tr>
<tr><td>14. (Cohesion)</td><td>(potentially) Less cohesive</td></tr>
</table></td><td></td><td>response easily securing full marks. The candidate relates their knowledge of Steiner to the question by starting their response clearly referring to a large team. Creditable points include reference to:

• motivation losses
• co-ordination losses
• Ringelmann effect
• decrease in social cohesion
• social loafing.</td></tr>
</table>

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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td>ii</td><td>Two marks from

<table><tr><td>1. (Clarity)</td><td>They'll have a clear understanding of what they need to do</td></tr><tr><td>2. (Confidence)</td><td>They will have confidence in what they are doing / know that what they are doing is the right thing</td></tr><tr><td>3. (Coordination)</td><td>They won't do other peoples roles
OR the group will be better coordinated / less timing issues</td></tr><tr><td>4. (Motivation)</td><td>Individuals motivation should increase OR social loafing should decrease</td></tr><tr><td>5. (Cohesion)</td><td>The group will have stronger cohesion / be better bonded
OR less conflict
OR feel part of the team more</td></tr><tr><td>6. (Interdependence)</td><td>If everyone knows their own role, they can rely on each other to do their own job</td></tr><tr><td>7. (Ownership)</td><td>They may feel ownership of their role / more responsibility / stronger sense of identity</td></tr><tr><td>8. (Accountability)</td><td>Increased accountability for their own role
OR the coach will be able to identify problems with individuals effort / if they aren't carrying out their role / give individual feedback
OR less chance they will hide</td></tr><tr><td>9. (Valued)</td><td>Individuals will feel more valued / gives them a sense of purpose</td></tr></table></td><td>2(AO3)</td><td><u>Examiner's Comments</u>

This question was well answered, with common responses including Point 3 (better co-ordination), 4 (less social loafing), 5 (less conflict) and 9 (sense of purpose).</td></tr>
</table>

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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td>d</td><td>i</td><td>Sub-max one mark for leadership style

<table><tr><td>1.</td><td>Democratic</td></tr></table>Sub-max two marks for reasons why
<table><tr><td>2. (Adults)</td><td>Mature enough to be involved in decision making process / want to be involved in decision making process</td></tr><tr><td>3. (Safe)</td><td>Not a dangerous activity so is safe to involve participants in decisions</td></tr><tr><td>4. (No (time) pressure)</td><td>Because it’s a social club it’s not (time) pressured / not serious</td></tr><tr><td>5. (Relationships / social club)</td><td>Because it’s a social club and the leader will want to encourage relationships / the group will want to discuss / have fun</td></tr><tr><td>6. (Small group)</td><td>It’s a small group so can involve the participants in the decision making</td></tr></table></td><td>3(AO2)</td><td>The explanation needs to do more than just state when democratic leadership is most appropriate

e.g “democratic ? because it is a small group, and they are adults” is only 1 mark.

Accept any reasonable explanation that links to the factors in left hand column

Mark 1st leadership style given

<u>Examiner’s Comments</u>

This question required candidates to look at the scenario as a whole and decide the most appropriate leadership style and present an explanation. Candidates obtained credit for knowing a democratic leadership style is most appropriate for small groups, adults, over 50s, social club, safe activity in Point 1, to gain further credit the needed an explanation. A description of the leadership style alone was not creditable, unless it was linked to a reason why democratic leadership is most appropriate in that situation.</td></tr>
</table>

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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td>ii</td><td>Sub-max one mark for leadership style

<table><tr><td>1.</td><td>Autocratic</td></tr><tr><td>2.</td><td>Laissez faire</td></tr><tr><td>3. (if not given as d(i) answer)</td><td>Democratic</td></tr></table>Two marks from:
If autocratic:<table><tr><td>4. (Large)</td><td>Large group</td></tr><tr><td>5. (Children)</td><td>If the group are children</td></tr><tr><td>6. (Beginners)</td><td>Beginners / cognitive stage performers.</td></tr><tr><td>7. (Dangerous)</td><td>If the situation is dangerous or to ensure safety of participants</td></tr><tr><td>8.(Time) pressure)</td><td>(Time) pressure</td></tr><tr><td>9.(Hostile group)</td><td>Group are hostile group</td></tr><tr><td>10. (Males)</td><td>Males tend to prefer autocratic leadership</td></tr><tr><td>11. (Preferred style)</td><td>When the group members want the leader to be autocratic</td></tr><tr><td>12. (Experts trust)</td><td>If the group are experts that trust their leader</td></tr><tr><td>13. (Complex tasks)</td><td>Task is complex</td></tr></table>If laissez faire:<table><tr><td>14. (Elite)</td><td>Elite performers</td></tr><tr><td>15. (Decision making)</td><td>If the task involves decision making</td></tr><tr><td>16. (Creative task)</td><td>If the task demands creativity</td></tr></table></td><td>3(AO2)</td><td>Ensure to revisit 7ci) to check the leadership style given here is <u>different</u> to the one given in 7ci).

Must be linked to an appropriate sporting example to gain marks.
Annotate ‘EG when example given = the EG can then be linked back.

“Autocratic √ for a large group √ of beginner tennis players √ “ EG

<u>Examiner’s Comments</u>

Candidates scored well on this question. Candidates that got the previous question wrong were not hindered accessing marks in this question. As long as they gave a different style to the one they gave previously they could access marks; sporting examples were well used to support responses.</td></tr>
</table>

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<tr><td></td><td></td><td></td><td>
<table>
<tr><td>17. (Assessment)</td><td>If it is an assessment situation</td></tr>
<tr><td>18. (Trust)</td><td>If the leader fully trusts the group</td></tr>
</table>

If democratic not given as answer for di) it can be credited here
<table>
<tr><td>19. (Adults)</td><td>If the group are adults / mature</td></tr>
<tr><td>20. (Safe activity)</td><td>No danger / risk
OR safe activity</td></tr>
<tr><td>21. (No time pressure/ not serious)</td><td>When there’s no time pressure / not serious</td></tr>
<tr><td>22. (Relationships)</td><td>When the leader wants to encourage positive relationships</td></tr>
<tr><td>23. (Small group / individual activity)</td><td>If it’s a small group / individual activity</td></tr>
<tr><td>24. (Females)</td><td>Females tend to want a say in decisions making</td></tr>
<tr><td>25. (Simple skills)</td><td>If the task is simple</td></tr>
<tr><td>26. (Experts)</td><td>If the group are experts / autonomous performers</td></tr>
<tr><td>27. (Preferred style)</td><td>When the group want a democratic leader</td></tr>
</table>
</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>20</td><td></td></tr>
</table>

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Question			Answer/Indicative content	Marks	Guidance
8			**Level 3 (8–10 marks)** • detailed knowledge and excellent understanding (AO1) • well-argued judgements which are well supported by relevant practical examples (AO2) • detailed analysis and critical evaluation (AO3) • very accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2 (5–7 marks)** • good knowledge and clear understanding (AO1) • judgements will be present but may not always be supported by relevant practical examples (AO2) • good analysis and critical evaluation (AO3) • generally accurate use of technical and specialist vocabulary • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1 (1–4 marks)** • satisfactory knowledge and understanding (AO1) • occasional judgement but often unsupported by relevant practical examples (AO2) • limited evidence of analysis and critical evaluation (AO3) • technical and specialist vocabulary used with limited success • the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	10(AO1 ×3, AO2 ×3, AO3 ×4)	**At Level 3 responses <u>are likely</u> to include:** • detailed explanation of **both** attributions in relation to Weiner's model. • good evaluation of the use of each attribution. • good reference to the sporting examples given in the question part 1, there might be some additional egs in part 2 although not essential • good discussion of how a coach could use the types of feedback identified in the question. • There is some success in linking how feedback can be used to aid effective attribution • AO1, AO2 and AO3 all covered well in this level. **At Level 2 responses <u>are likely</u> to include:** • good explanation of both of the attributions in relation to Weiner's model, but may be unbalanced • some evaluation of the use of each attribution. • good reference made to sporting examples - this may be in either part of the question • some discussion of how a coach could use some of the types of feedback outlined in the question, but may be more descriptive at the lower end of the level. • maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level. **At Level 1 responses <u>are likely</u> to include:** • satisfactory explanation of at least one of the attributions in relation to Weiner's model. • evaluation may have been attempted with limited success

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<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td></td><td></td><td>(0 marks) No response or no response worthy of credit.</td><td></td><td>

some reference to the sporting examples
likely to include a description of the types of feedback
maximum of 3 marks to be awarded for AO1 with no application.

<u>Examiner's Comments</u>

This 10 mark extended response question, required candidates to show their depth and breadth of understanding in 2 areas of the course (attribution and feedback) and assessed candidates:

AO1 – knowledge and understanding
AO2 – application of knowledge and understanding through practical examples
AO3 – analysis and evaluation
technical vocabulary

structure and relevance of written response.

<table>
<tr><th>More successful responses tended to:</th><th>Less successful responses tended to:</th></tr>
<tr><td>use Weiner's model to evaluate both attributions accurately, covering strengths and weakness of the use of each attribution
refer directly to the tennis player and the basketball team in the 1st part of their response,</td><td>not link Weiner's model to specific scenarios in the question
refer to the 1st attribution as a loss
evaluate the types of feedback
omit practical examples
use technical and specialist vocabulary with</td></tr>
</table>
</td></tr>
</table>

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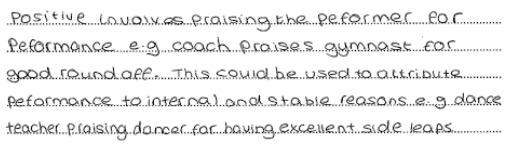
Question	Answer/Indicative content	Marks	Guidance

as well as possibly giving some examples in the 2nd part (although the latter wasn't necessary to achieve top marks) • discuss how the different types of feedback could be used by a coach to help attribute correctly to help a performer • use very accurate technical and specialist vocabulary • show a well-developed line of reasoning which was clear and logically structured and well thought out.	limited success • communicate information in a basic and unstructured way.

Exemplar 3



The example shows a candidate who has demonstrated understanding of positive feedback – they state it is praise, they also give an example (which isn't required in this question, although it does add to AO2 credit) and then they explained how it can be used to attribute successfully.

Assessment for learning

Question			Answer/Indicative content	Marks	Guidance
					It is important that candidates identify the different parts to the question and what is required of them before composing their response. Planning is key. Extended response questions should be answered in detail, showing depth and breadth of understanding. If a question has an example in it, candidates should directly refer to the example in their response to show application.
			Total	10	

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