1) Figure 9.1 shows Mosston’s spectrum of coaching styles in terms of decision making in the learning process.

   a) Identify the teaching style at A, and explain its consequences for teaching method 4 marks

   Answer:

   Teaching style at A:
   • Command, autocratic or authoritarian style.
   • Teacher makes most of the decisions.
   • Learner takes little or no responsibility for the progress of the learning process.

   b) What are the advantages and disadvantages of this teaching style in teaching a sport or sport skill? 4 marks

   Answer:

   Advantages:
   • More control or discipline.
   • Good if time is short, this is more efficient.
   • Good for dangerous situations.
   • Effective for large groups or teams.

   Disadvantages:
   • No individual feedback.
   • No participation in decision making.
   • No social interaction.
   • Creativity of performer not taken into account.

2) a) What is meant by the reciprocal teaching style and what are its drawbacks? 5 marks

   Answer:

   Reciprocal style = teacher develops pupils as teachers.

   Drawbacks are:
   • Lack of control.
   • May be false information is passed on.
   • Lack of credibility of teacher-pupils.
   • If communication skills poor, then teaching ineffective.

   b) What are the main advantages of the discovery method of teaching? 3 marks

   Answer:

   Main advantages of discovery method of teaching are:
   • Facilitates creativity.
   • Sense of ownership over your own learning.
   • Great deal of satisfaction if success is experienced.
   • Work can be undertaken at the learner’s own pace.
   • Many experiences can build a large store of schema.
   • Learning is more long-lasting or more meaningful.
3) Identify three factors affecting the use of coaching styles. 3 marks

Answer: 3 marks for 3 of:
- The type of coach such as personality, experience, leadership style.
- Type of activity in terms of task complexity.
- The learner in terms of age, experience and fitness.
- The situation in terms of environmental factors such as weather and facilities.
- Time available.
- Risk or danger involved.
- Hand-eye coordination.

4) How can the discovery style of coaching improve the performance of learners? 4 marks

Answer: 4 marks for 4 of:
- The discovery style of coaching offers the learner a creative environment adopting a problem solving style.
- This method is useful if the teacher is trying to get the students to discover the most desirable movement for a certain task or to develop a new skill or possible strategies of specific games.
- This allows the students to experiment with different movements in order to achieve the desired goal.
- To analyze and make comparisons with other movement and motor responses.
- It will also increase their understanding of why certain movements are more advantageous and effective than others.
- Using this method can motivate students as a result of their ownership of the activity.

5) a) Distinguish between the terms tactics and strategies, using examples to illustrate your answer. 4 marks

Answer: 4 marks for 4 of:
- **Tactic** involves a game plan that aims to improve the chance of an individual or team winning or improving their performance.
  - For example, a tactic in tennis would be to move your opponent around the court.
- **Strategy** involves a general approach to a competitive scenario that may not include specific techniques and tactics.
  - For example, a strategy for a football game could be a 4-4-2 pitch playing formation.

b) Identify four factors that you may need to consider before choosing a tactic. 4 marks

Answer: 4 marks for 4 of:
- Team or individual and opponent’s strengths.
- Team or individual and opponent’s weaknesses.
- Players available for selection.
- Conditions (pitch/court, weather).
- How much time remaining.
- Physical or mental demands of activity.
- Whether team is winning or losing.

c) Select an individual or team activity. Describe a tactic which you could use because of its strength against an opponent’s weakness and describe why it is effective. 4 marks

Answer: 4 marks for 4 of:
- Activity – Badminton.
  - Weakness - Poor backhand.
  - Tactic used – Serve and play clears to opponents’ backhand.
  - Why it was effective - Opponent plays weak returns from that side allowing player to finish many rallies off with a smash.

d) Give three reasons for changing tactics during your selected individual or team activity. 3 marks

Answer: 3 marks for 3 of:
- Player sent off or injured.
- Winning at the end of a game.
- Losing at the end of a game.
- Running out of time.
- Opponents changed their tactics.
- The conditions didn’t suit tactics.
- Opponents used an unexpected tactic.
6) A goal attack (netball player title) is down the other end of the court, in a noisy indoor league competition. Suggest how the coach can get messages across to this player effectively? 2 marks

Answer:
- By shouting loudly.
- By using hand gestures as a form of coded communication.

7) a) Using figure 9.9 dissect the throwing action into six different technical skill elements. 6 marks

Answer:
6 marks for 6 of:
- Grip on implement.
- Initial body, arm, feet and head position.
- Action of right leg (right-handed thrower).
- Action of trunk during throw.
- Action of right arm during throw.
- Sequence of legs - trunk - arm during throw.
- Position and action of left side, leg and arm before delivery.
- Position of head and eyes (view) during delivery.

b) Briefly explain how the analysis of skills will influence a coaching in organising training for javelin throwing. 4 marks

Answer:
- The breaking down of the skill into subroutines will enable the coach to analyse the movements objectively.
- And thereby set a programme for practice of the individual subroutines.
- Such as drills or individual skill practices.
- Which would then be incorporated into the motor programme as a whole.