

CHAPTER 9 - 3.1 Coach and performer

Exam style questions - text book page 131

- 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.*

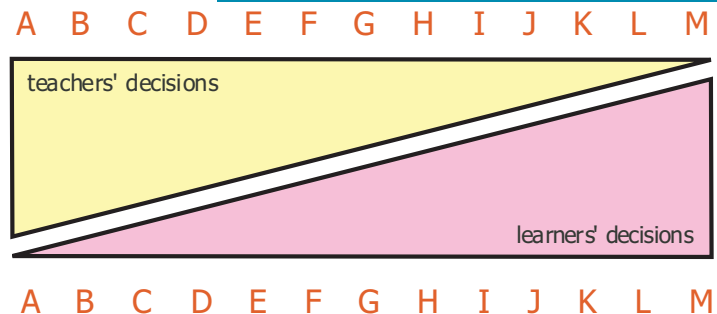
- b) What are the main advantages of the discovery method of teaching? 3 marks

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.*

figure 9.1 – spectrum of coaching styles



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:

- **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:

- 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

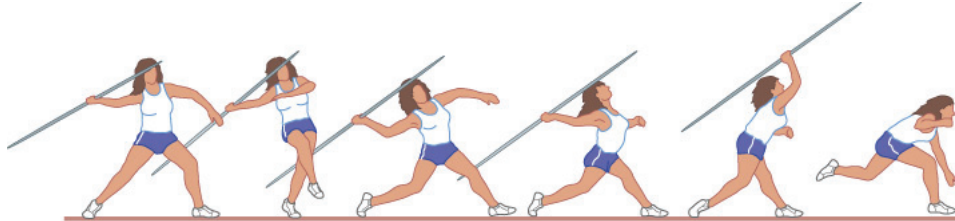
Answer:

- 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

figure 9.9– dissection of a javelin throw



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.