**Learning & Performance Questions**

**Motivation**

Games players will practise to improve their skills, but to do this regularly requires motivation.

* How does intrinsic motivation differ from extrinsic motivation? (1 mark)
* Explain why intrinsic motivation is thought to be a better form of motivation than extrinsic motivation. (3 marks)
* Using examples, name the **two** different types of extrinsic motivation.

 *(2 marks)*

* What do you understand by the term ‘intrinsic’ motivation? *(2 marks)*
* Explain the disadvantages of using ‘extrinsic’ motivation to motivate an

 individual. *(2 marks)*

* How could a coach motivate a group of performers, of differing abilities, who

 regularly practise together? *(4 marks)*

* Explain the meaning of the term ‘motivation’*? (2 marks)*
* How could a coach motivate a badminton player to improve? *(3 marks)*

**Plateaus**

Games players may find that their skill performance reaches a plateau.

* Suggest possible solutions that a coach could use to minimise a learning plateau (4 marks)
* Suggest possible solutions to limit what is happening between point **A** and

 point **B** in **Figure 2**. *(4 marks) (shows a plateau )*

**Stages of learning**

* Name the early and the final stages of learning, **and** describe the characteristics of each. *(3 marks)*
* Describe how the type of feedback being used by a long jumper differs between

 the early stage of learning **and** the final stage of learning. *(4 marks)*

**Feedback**

* Describe how the ‘feedback’ that a tennis player uses will change between these two stages of learning. *(3 marks)*

**Learning & Perfomance Answers**

**How does intrinsic motivation differ from extrinsic motivation? (1 mark)**

* Intrinsic from within/inside **and** extrinsic from outside
* Intrinsic= drive/urge from within

**Explain why intrinsic motivation is thought to be a better form of motivation than extrinsic motivation. (3 marks)**

* Intrinsic motivation gives perfomer a sense of control over perfomnace
* (excessive) extrinsic may reduce/ lead to loss of (intrinsic) motivation/play for prize, not love of game
* Performers demand increasing extrinsic rewards/some rewards unportnant/lose their value
* Failure to achieve extrinsic rewards may lead to loss of (intrinsic) motivation/if no reward, give up
* Extrinsic motivation controls or manipulates behvaiour/ over reliant
* (Excessive) need for extrinsic- too much pressure/ win at all costs/ leads to cheating

**Using examples, name the two different types of extrinsic motivation. *(2 marks)***

A. Tangible – badges/prizes/rewards/ cups/medals, etc

B. Intangible – Praise/peers/fans/crowd cheering/fame, etc

**What do you understand by the term ‘intrinsic’ motivation? *(2 marks)***

A. The will/want/desire/drive to win/achieve success/equiv;

B. That occurs within performer/equiv.

**Explain the disadvantages of using ‘extrinsic’ motivation to motivate an**

**individual. *(2 marks)***

A. (Excessive) extrinsic may damage/lead to loss of intrinsic motivation/love of the game/self satisfaction;

B. Become dependent on/loss of extrinsic motivation;

C. Excessive extrinsic motivation eventually loses its effect/becomes worthless;

D. Removal/failure to achieve extrinsic reward may lead to loss of motivation;

E. Too much pressure, leading to cheating;

**How could a coach motivate a group of performers, of differing abilities, who**

**regularly practise together? *(4 marks)***

A. Allow success/ handicap races/competitions/group similar abilities together;

B. Use of external rewards/prizes/equiv;

C. Make it fun/enjoyable;

D. Use of role models;

E. Use praise/verbal encouragement/ reinforcement/positive feedback;

F. Emphasise personal improvement/set personal goals/challenges;

G. Avoid punishment;

H. Immediate reinforcement for the weaker runners;

I. Attribute success internally;

**Explain the meaning of the term ‘motivation’*? (2 marks)***

A. The will/desire/drive/want to learn/achieve success/equiv

B. Intrinsic – from within/self satisfaction

C. Extrinsic – rewards

D. Tangible – touchable/egs

E. Non tangible – not physical/equiv.

**How could a coach motivate a badminton player to improve? *(3 marks)***

A. Make it fun/variation in training/more interesting (accept reverse – not boring)

B. Use reinforcement/praise/verbal encouragement/equiv

C. Use of external rewards – certificates/prizes

D. Allow success

E. Alter environment to favour players/feel competent

F. Positive feedback/eg

G. Set more (demanding/achievable) goals/target/more competition

H. Emphasise personal improvement

I. Use role models

**Plateau**

**Suggest possible solutions that a coach could use to minimise a learning plateau (4 marks)**

* Distributed sessions/rest/recovery periods
* Resetting goals/tasks more challenging/ competition against opposition
* Offering extrinsic rewards/ encouragement/praise/ positive reinforcement
* Using mental rehearsal/imagery/visualisation
* Provide feedback/visual guidance
* Use of whole part whole/part method/breaking the skill down
* Ensure performer focuses on appropriate cues
* Make practises more varied/more interesting/fun/enjoyment
* Make performer fitter
* Better quality coaching/ new coach
* Concept of plateau explained to performer

**Suggest possible solutions to limit what is happening between point A and point B in Figure 2. *(4 marks) (shows a plateau )***

A. Distributed sessions/rest/recovery periods;

B. Resetting of goals/tasks more challenging;

C. Offering extrinsic rewards/ encouragement/praise/positive reinforcement;

D. Using mental rehearsal/imagery /visualisation;

E. Provide feedback/visual guidance;

F. Competition against opposition;

G. Use of whole-part-whole/part method/breaking the skill down;

H. Ensure performer focuses on appropriate cues;

I. Make practices more varied/more interesting/fun/enjoyment;

J. Make performer fitter;

K. Better quality coaching/new coach/ different teaching style.

**Stages of learning**

**Name the early and the final stages of learning, and describe the characteristics of each. *(3 marks)***

A. Cognitive and autonomous stages;

B. Cognitive – needs instruction/ demonstration/forms mental/image/ trying to understand/many errors;

C. Autonomous – without conscious thought/able to focus on other factors – tactics/stress management;

**Describe how the type of feedback being used by a long jumper differs between**

**the early stage of learning and the final stage of learning. *(4 marks)***

*4 marks for 4 of:*

*A. Identified stages – cognitive and autonomous;*

*Cognitive/early –*

*B. Extrinsic/coach/augmented;*

*C. Knowledge of Results/KR;*

*D. General/simple/basic/positive;*

*E. Immediate;*

*F. Terminal;*

*G. Receive intrinsic feedback/ kinaesthetic but cannot use it;*

*Autonomous/final –*

*H. Intrinsic/kinaesthetic/correct own mistakes;*

*I. Knowledge of performance/KP;*

*J. Specific/detailed/critical/ negative*

*K. Can be delayed;*

*L. Concurrent/continuous.*

**Feedback**

**Describe how the ‘feedback’ that a tennis player uses will change between these two stages of learning. *(3 marks)***

Feedback used is more:

A. (mainly) intrinsic/kinaesthetic/correct own mistakes/proprioceptors;

B. Knowledge of performance (KP);

C. Can be delayed;

D. Concurrent/continuous;

E. Negative/critical

F. Specific/detailed;