Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

behaviour is the result of personality traits interacting with the situation / environment; e.g. a usually calm player becomes aggressive in a high-pressure derby match

2.2

strivings: setting very high personal standards and working towards them; concerns: fear of making mistakes and of others' negative judgement; concerns are linked to burnout (and anxiety, drop-out)

2.3

behaviour is learned by observing a model and copying (imitation); the champion is a high-status, successful model, so is more likely to be copied; the champion's success (reinforcement) is seen, so the swimmer expects the same reward (vicarious reinforcement)

2.4

internal; stable and not controllable; the player expects to fail again, so motivation falls; this can lead to learned helplessness

3.1

(a) personality is made of stable inner traits; so behaviour should be the same across different situations

(b) any two: personality only weakly predicts performance; players may give socially desirable answers; it ignores the situation (interactionist view); labelling may be unfair and harm motivation; it could help the coach understand and support players, but should not select the team

3.2

(a) the ability to stay confident, focused and in control under pressure; and to persist / bounce back after setbacks

(b) any three, explained: control: stays calm and manages emotions after losing the set; commitment: keeps working for every point; challenge: sees the deficit as a chance, not a threat; confidence: keeps belief in their own skills

3.3

the coach forms an expectation about each player; the coach treats players differently: more feedback, praise and practice time for the "talented"; those players improve more and gain confidence; others get less and lose motivation; the result confirms the coach's first belief

3.4

award up to [6]: Weiner's dimensions: locus, stability, controllability; internal, stable causes ("we are not good enough") lower expectations of success; can lead to learned helplessness and giving up; external causes (referee, luck) protect self-esteem but give nothing to change; unstable, controllable causes ("we lacked effort", "our defence was poor") keep hope and point to action; the coach can retrain attributions towards controllable causes; but they must be realistic, or players may lose trust

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