4.3 Sport Psychology: The Information-Processing Model, Guidance and Feedback: 30-minute Pack

AQA 8582 · Calculators not allowed · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Show all your working.

1 Which stage of the information-processing model is responsible for selecting the response a performer will make?

- [ ] A) Input
- [ ] B) Decision making
- [ ] C) Output
- [ ] D) Feedback

(Total for Question 1 is 1 mark)

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2 Feedback can also be classified as knowledge of results or knowledge of performance.

(a) Describe 'knowledge of results', giving an example. **(2)**

(b) Describe 'knowledge of performance', giving an example. **(2)**

(Total for Question 2 is 4 marks)

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3 Discuss how the information-processing model, types of guidance and types of feedback could all be used together to help a beginner such as Aisha learn a basic trampoline skill safely and effectively.

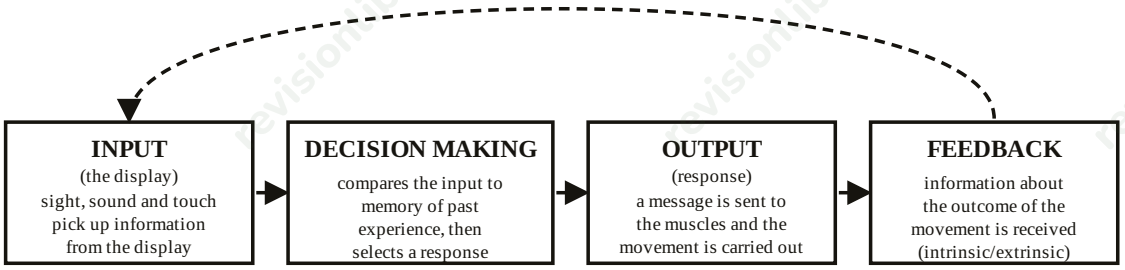
(Total for Question 3 is 9 marks)

4 State one way a performer's memory is used during the decision-making stage of the information-processing model.

(Total for Question 4 is 1 mark)

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feedback loop: the outcome is used to adjust the next attempt at input



5

Using Figure 1, explain what happens during the input and decision-making stages when a goalkeeper faces a penalty kick.

(Total for Question 5 is 3 marks)

6 Explain the difference between knowledge of results and knowledge of performance.

(Total for Question 6 is 2 marks)

7 State one named sporting example of manual guidance.

(Total for Question 7 is 1 mark)

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8 Name the four stages of the basic information-processing model, in the correct order.

(a) Name stage 1. **(1)**

(b) Name stage 2. **(1)**

(c) Name stage 3. **(1)**

(d) Name stage 4. **(1)**

(Total for Question 8 is 4 marks)

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9 State the most appropriate type of guidance for Freya's coach to use, and justify your answer.

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(Total for Question 9 is 2 marks)

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10 Explain one disadvantage of over-using manual guidance in this situation.

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(Total for Question 10 is 3 marks)

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11 Suggest an appropriate combination of guidance and feedback for the coach to use, justifying your choices.

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(Total for Question 11 is 3 marks)

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Mark scheme · 4.3 Sport Psychology: The Information-Processing Model, Guidance and Feedback: 30-minute Pack

Question 1

B **B1**

Answer: B

Question 2

(a) feedback about the outcome of the action, oe **B1**

(a) example, e.g. being told the shot went in, or the time recorded for a race, oe **B1**

(a) Answer: Knowledge of results is feedback about the outcome of the action, for example being told the shot went in or a race time.

(b) feedback about the quality/technique of the movement itself, oe **B1**

(b) example, e.g. a coach saying the follow-through was too short on a tennis shot, oe **B1**

(b) Answer: Knowledge of performance is feedback about the quality or technique of the movement itself, for example a coach saying the follow-through was too short on a tennis shot.

Question 3

Level 3 A detailed and coherent response that accurately applies the information-processing model, at least one named type of guidance and at least one named type of feedback specifically to Aisha's beginner context, with a balanced judgement of what would work best and why. Sustained, accurate use of sport psychology terminology throughout. **7-9**

Level 2 Some accurate application of the information-processing model and/or named types of guidance and feedback to Aisha's context, though coverage of all three elements or the linking between them may be underdeveloped. Generally correct use of terminology. **4-6**

Level 1 Basic or generic statements about guidance, feedback or the information-processing model with little or no specific application to Aisha's beginner context. **1-3**

Level 0 No relevant content. **0**

Indicative content:

- Input stage: Aisha needs clear information about what the skill looks like before she attempts it, e.g. by watching a demonstration (visual guidance).
- Decision making: as a beginner, Aisha has little relevant memory/past experience of trampolining to draw on, so her decision making at this stage will be slow and effortful compared to an experienced performer.
- Output: the movement itself (e.g. a basic straight bounce or seat drop) is carried out; because it is new, errors are likely on early attempts.
- Feedback: after the attempt, Aisha needs feedback to correct the next attempt; this closes the loop back to a new input.
- Guidance - visual: a demonstration lets Aisha see the correct technique before attempting it, well suited to a complex or unfamiliar skill.
- Guidance - manual or mechanical: given the safety concern, physical support (e.g. a teacher spotting her, or a harness) is appropriate for a beginner attempting a new skill on unfamiliar equipment, reducing injury risk and building confidence, though it should be gradually withdrawn as she improves.
- Feedback - extrinsic and knowledge of performance: as a beginner, Aisha's own intrinsic feedback/feel for the movement is not yet well developed, so extrinsic feedback from the teacher (particularly knowledge of performance on her technique, not just whether she landed safely) is especially valuable early on.
- Feedback - positive: mostly positive feedback is likely to help sustain Aisha's motivation and confidence while she is still making frequent errors as a beginner.
- Evaluative point: as Aisha's ability improves, the type of guidance and feedback used should change, e.g. moving from manual/mechanical guidance towards verbal guidance, and from mostly extrinsic feedback towards more reliance on her own intrinsic feedback, since continuing beginner-level support for too long can create dependency.

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Question 4

the new information is compared to memories of similar past situations/experience, to help select an appropriate response, oe **B1**

Answer: The new information is compared to memories of similar situations the performer has faced before, to help select an appropriate response.

Question 5

input: the goalkeeper's senses (mainly sight) pick up information from the display, e.g. the run-up, hip position and foot angle of the penalty taker, oe **B1**

decision making: this information is compared to memory of past penalties/experience, oe **B1**

a decision is then selected/made about which way to dive (or whether to stay central), oe **B1**

Answer: At the input stage, the goalkeeper's senses (mainly sight) pick up information from the display, such as the penalty taker's run-up and hip/foot angle; at the decision-making stage, this information is compared to memory of past penalties, and a decision is made about which way to dive.

Question 6

knowledge of results is feedback about the outcome of the action (e.g. did the shot go in), oe **B1**

knowledge of performance is feedback about the quality/technique of the movement itself (e.g. how the shot was executed), oe **B1**

Answer: Knowledge of results is feedback about the outcome of the action, such as whether the shot went in, whereas knowledge of performance is feedback about the quality or technique of the movement itself, such as how the shot was executed.

Question 7

any valid example, e.g. a coach physically supporting a beginner through a gymnastics roll, or holding a swimmer's body to demonstrate the correct stroke position, oe **B1**

Answer: For example, a coach physically supporting a beginner gymnast through a forward roll.

Question 8

(a) input (display) **B1**

(a) Answer: Input.

(b) decision making **B1**

(b) Answer: Decision making.

(c) output (response) **B1**

(c) Answer: Output.

(d) feedback **B1**

(d) Answer: Feedback.

Question 9

manual guidance (or mechanical guidance, e.g. a spotting rig/harness), oe **B1**

justification: this is a dangerous skill for a beginner, so physical support keeps her safe and builds confidence while she learns the movement, oe **B1**

Answer: Manual guidance (or mechanical guidance such as a spotting harness), because a first attempt at a somersault is dangerous for a complete beginner, so physical support keeps Freya safe and builds her confidence while she learns the movement.

Question 10

the performer can become over-reliant on the coach's physical support, oe **B1**

they may not build their own kinaesthetic sense/feel for the correct movement, oe **B1**

this can prevent the performer from being able to perform or correct the skill independently, e.g. in a real match without the coach present, oe **B1**

Answer: The performer can become over-reliant on the coach's physical support and never build their own kinaesthetic feel for the correct movement, which can leave them unable to perform or correct the skill independently, for example in a match where the coach is not present.

Question 11

guidance: visual (a demonstration) and/or manual (physical support to hold the beginner upright), oe **B1**

justification: this is a new, potentially risky balance skill for a beginner, so seeing the technique and having physical support builds confidence and keeps them safe, oe **B1**

feedback: mostly extrinsic, positive feedback and knowledge of performance (e.g. on hand placement/body alignment), since the beginner's own intrinsic feedback is not yet developed for this unfamiliar skill, oe **B1**

Answer: The coach could use a visual demonstration and manual guidance (physical support to hold the beginner upright), since this is a new, risky balance skill and support keeps them safe and confident; feedback should be mostly extrinsic, positive knowledge of performance (e.g. on hand placement), since the beginner's own intrinsic feedback for this unfamiliar skill is not yet developed.

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