GROUP FORMATION EXAM QUESTIONS

Using your green pen review the questions that you helped devise last week. Can you make any improvements?

**3 / 4 Mark questions**

1. Explain the stages of group formation. (4 marks)
2. Discuss whether task cohesion is more important than social cohesion. (3 marks)
3. Explain the importance of cohesion to group productivity and outline possible strategies that
4. What is social loafing and the Ringlemann effect? How are they different? (3)
5. What are the stages of group formation? (4)
6. Explain Tuckman’s model of group formation. (3 marks)
7. Explain, using sporting examples, the various types of group cohesion. (4 marks)

**Essay questions**

1. Using relevant psychological theories, explain how motivation levels can be maintained in a group and explain the antecedents that affect group cohesion. (14 marks)
2. What is a group and how are they formed? There are various antecedents that affect a group’s cohesion. Using these, what are various methods to additionally develop cohesion and how is social loafing combated?

ATTRIBUTION EXAM QUESTIONS

Using your green pen review the questions that you helped devise last week. Can you make any improvements?

**3 / 4 Mark questions**

1. Explain Weiner’s two-dimensional model of attribution. (3 marks)
2. Explain the process of attribution retraining and the benefits to a performer. (4 marks)
3. Explain the 3 dimensions of Weiners attribution theory. (3 marks)
4. Explain learned helplessness. (4 marks).
5. Outline what Weiner meant by the locus of causality and the locus of stability. (3)
6. What are the two types of learned helplessness? (4)

**Essay questions**

1. Using Weiner’s model of attribution, explain how the self serving bias can be used to a performer’s advantage. Outline strategies to combat learned helplessness (14)
2. Explain, using sporting examples, the attribution model and how a coach could use this model to improve motivation levels in a performer. Also explain learned helplessness and list strategies to avoid it. (14 marks)
3. Explain how the results of a competition may affect a performers attributions and how can a coach ensure that attributions do not limit performance. (14 marks)