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|  | Physical Education Studies  General Year 11 Units 1 and 2  Task 8 Motor Learning and Coaching |
| **Assessment type** | Investigation |
| **Conditions** | Time for the task: the assessment will be due by **Term 3 Week 7**. Students will have ample opportunities to demonstrate complete their task during class time. |
| **Task weighting** | 12.5% |
| **Total marks** | 66 marks |

Students need to produce individual assignments in their own words.

This task is to be completed during class time. It is the responsibility of the absent student to catch up on work outside of class time.

No extension will be given

* Unless student seek permission with a valid reason prior to due dates
* If students request an extension on due dates.
* If students are absent without a valid reason

Extensions will be decided on a case by case basis.

Late work: Students will be penalised 10% every school day including Wednesday until the assessment is handed in. If students submit their assessment over 5 school days late, they can only be penalised to a maximum of 50%.

Students are encouraged to submit drafts before the submission date. There will not be any resubmissions after the due date.

**Students need to answer the following questions on Motor Learning and Coaching in relation to their sporting unit that they are currently doing in the practical lesson.**

**Part A**

1. State and give a brief explanation of the four (4) steps in the basic process of teaching a skill.

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| **Description** | **Marks** |
| Step 1: Introducing the skill  Step 2: Demonstrating and explaining the skill  Step 3: Practicing the skill  Step 4: Providing Feedback to correct errors |  |
| **Total** | **/2** |

(4 marks)

1. When learning a new skill, athletes go through the Fitts and Posner Phases of Learning. Some athletes may not progress through all the phases.Explain characteristics of the phases in the Fitts and Posner Model

(6 marks)

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| **Description** | **Marks** |
| |  |  |  | | --- | --- | --- | | COGNITIVE | ASSOCIATIVE | AUTONOMOUS | | Movements are slow, inconsistent and inefficient. | Movements are more fluid, reliable and efficient. | Movements are accurate, consistent and efficient. | | Frequent errors | Errors decrease - Plenty of practice | Detect and self correct errors | | Basic motor patterns | Basic motor patterns | Increased speed and accuracy | | Demonstration prior to learning the skill | Shows improvement | Skills are automated | | Immediate feedback | External feedback and internal feedback | More attention focused on; decision making, strategies and tactics. | | Instructions, explanations and feedback must be simple | Feedback contains specific information |  | |  | **Time** in this phase can last minutes to hours – some learners **never** move on from this phase |  | | 6 |
| **Total** | **/6** |

1. Identify three (3) motor skills involved in your class’ sport; classify each according to their characteristic and explain why you have classified each skill accordingly.

` (6 mark)

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| **Description** | **Marks** |
| Example:\*\*1/2 mark each   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Skill | Muscle Involvement | Continuity | Environmental Impact | Complexity | | Soccer Dribbling | Gross- It requires large muscle groups to perform | Continuous- there is no definite finish | Open- the skill can be impacted by the other team defending | Complex- It requires a high degree of coordination, decision making and lots of cues | | 6 |
| **Total** | **/6** |

1. Using three (3) skills involved in a game, outline and explain the relationship between one component of fitness and skill development.

(6 marks)

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| --- | --- |
| **Description** | **Marks** |
| Example: Tennis   1. Cardiorespiratory Endurance: longest ever game was 11 hours 5 mins! 2. Flexibility: He has to be flexible in all aspects of the game. 3. Muscular Endurance: his muscles have to work for hours doing repetitive movements. | 6 |
| **Total** | **/6** |

1. You are to design a lesson plan including all the aspects of a training session in relation to the sport you are completing in your practical lessons. Your lesson plan must include detailed explanations of each activity in all aspects of a training session. (6 marks)

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| --- | --- |
| **Description** | **Marks** |
| |  |  |  | | --- | --- | --- | |  | Diagram | Explanation | | Warm Up |  |  | | Fitness |  |  | | Skill Development |  |  | | Culmination |  |  | | Cool down |  |  | | 6 |
| **Total** | **/6** |

**Part B**

You will be coaching your peers during your scheduled practical lesson to teach the students a skill.

You are required to:

1. Create a lesson plan to teach the skill development section only.

You will need to include:

* Write a script
  + Outlining the learning object and relevance of the skill
  + Use the basic process of teaching a skill format
* Include diagrams of how the students will be situated during each process
* What equipment you will need
* Progression of the drill

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| --- | --- |
| **Description** | **Marks** |
| |  |  |  | | --- | --- | --- | | Script | Diagram | Equipment | | Introduction |  |  | | Demonstration |  |  | | Practice |  |  | | Feedback |  |  | | 11 |
| **Total** | **/11** |

1. Create an observation tool to assess student achievement

* Choose one student to assess their skill development

|  |  |
| --- | --- |
| **Description** | **Marks** |
| |  |  |  |  | | --- | --- | --- | --- | | Name | Preparation KTPs | Action KTPs | Follow Through KTPs | | Bobby |  | X |  | |  |  |  |  | | 3 |
| **Total** | **/3** |

* Identify which phase of learning they are in and explain why

|  |  |
| --- | --- |
| **Description** | **Marks** |
| States Phase of learning (1 mark)  Detailed explanation (2 marks)  Brief Explanation (1 mark) | 3 |
| **Total** | **/3** |

1. Three different examples you will use to provide feedback to the students

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| --- | --- |
| **Description** | **Marks** |
| Any reasonable example  Examples:   * Hi – 5 * Fist Pump * “Good work” * “That was a great kick” * “You got 3 out of 5 shots, Well Done” | 3 |
| **Total** | **/3** |

**Part C**

You are required to teach your skill development to the class and assess one student using your observation schedule from part A

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| **Description** | **Marks** |
| Teaching the skill   * Taught the skill exceptionally well, provided feedback and included a progression * Taught the skill well, provided brief feedback and did not include a progression * Taught the skill but did not provide feedback or a progression | 3  2  1 |
| **Total** | **/3** |

**Task 8 Marking Key**

**General PES**

**Motor Learning and Coaching**

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Description | Allocated Marks | Student Marks |
| Part A | | | |
| 1 | * Identified each step   (1 mark each; max of 4 marks) | 4 |  |
| 2 | * Explained 2 characteristics for each phase   (2 marks each; max of 6 marks) | 6 |  |
| 3 | * Correct classification for each skill (2 marks each; max of 6 marks) * Justified each category for each skill (2 marks; max of 6 marks each) | 6 |  |
| 4 | * Identified relevant fitness component (1 mark each; max of 3 marks) * Explained relationship between skill and fitness component (1 mark each; max of 3 marks) | 6 |  |
| 5 | * Includes all 5 elements of a lesson plan with relevant and detailed explanations of each activity * Includes all 5 elements of a lesson plan with brief explanations of each activity * Includes some elements of a lesson plan with limited explanations of each | 5-6  2-4  1-2 |  |
| Part B | | | |
| 1 | * Learning objective and relevance of the skill * Basic process of teaching a skill * Diagram * Equipment listed * Progression | 1-2  4  1-2  1  1-2 |  |
| 2 | * Detailed observation tool including KTPs * Assess student using observation tool * Explains which phase of learning they are in and why | 3  1  3 |  |
| 3 | * States 3 different examples of feedback | 3 |  |
| Part C | | | |
|  | Teaching the skill   * Taught the skill exceptionally well, provided feedback and included a progression * Taught the skill well, provided brief feedback and did not include a progression * Taught the skill but did not provide feedback or a progression | 3  2  1 |  |
| Total Marks: | | 52 |  |