

PHYSICAL EDUCATION STUDIES

**Year 12 General**

**Task 4: MOTOR LEARNING & COACHING/SPORTS PSYCHOLOGY INVESTIGATION**

**2018**

**Question Booklet**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Time allowed for this investigation***

Time will be allocated in class Four Weeks

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| --- | --- |
| ***Material required/recommended for this paper***  **To be provided by the Teacher**  This Question booklet  **To be provided by the candidate**  Standard items:Pens, pencil, eraser, correction fluid, highlighter, ruler,  General Physical Education Studies Text book |  |

**TASK OUTLINE MARKS: / 68**

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 penalise 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 receive a maximum of 50% as their mark.

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

**Time of assessment**

4 weeks

**All questions must be answered in relation to the Motor Learning and Coaching and Sports Psychology Units taught this semester.**

**Part A**

1. Define leadership and identify and explain what qualities an effective leader attains. (7 marks)
2. Identify the different leadership styles and explain their relationship to coaching.   
    (6 marks)
3. Identify and explain four roles and responsibilities of a coach. (8 marks)
4. Explain the link between goal setting and motivation when coaching others.

(3 marks)

1. Explain the relationship between intrinsic and extrinsic feedback.

(8 marks)

**Part B**

**Develop three lesson plans that focus on teaching a skill in a sport of your choice. The lessons must include the following criteria and should go for 15 minutes.**

1. Include a different coaching strategy for each lesson. (3 Marks)
2. Explain what your coaching strategy is and why you chose to use it. (6 marks)
3. Provide a script of a briefing or frontloading feedback that you would say to your team for each lesson. (6 marks)
4. Provide two examples of feedback that you could offer your players that cover knowledge of results and knowledge of performance (6 marks)
5. Detailed lesson plan with a clear outline of how the coaching strategy will be taught. Include KTPs and a well-structured skill development outline. (9 marks)

**General PES: Task 8 Marking Key**

**Motor Learning and Coaching and Sport Psychology**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Description** | **Allocated Marks** | **Student Marks** |
|  | Part A |  |  |
| 1 | Clearly defines leadership (1 mark)  Clearly identifies what makes a good leader (1 Mark each; Max 3)  Clearly explains what makes a good leader (1 mark each; Max 3) | 7 |  |
| 2 | Identified each leadership style (1 mark each; Max 3)  Clearly explained relationship to coaching (1 mark each; Max 3) | 6 |  |
| 3 | Identified roles and responsibilities of a coach (1 mark each; Max 4)  Explained roles and responsibilities of a coach (1 mark each; Max 4) | 8 |  |
| 4 | Described the importance of goal setting (2 marks)  Clearly explained relationship between goal setting and motivation (1 mark) | 3 |  |
| 5 | Describes intrinsic feedback (2 marks)  Describes extrinsic feedback (2 marks)  States 4 types of extrinsic feedback with brief description   * Terminal (1 mark) * Concurrent (1 mark) * Verbal (1 mark) * Non-Verbal (1 mark) | 8 |  |
|  | Part B |  |  |
| 1 | Develops three lesson plans with a different coaching strategy for each (1 mark each, Max 3) | 3 |  |
| 2 | Relevant strategies described (2 marks for detailed explanation; 1 mark of poor explanation for each lesson plan – 6 marks total)  Clearly explains why the coaching strategy has been used linking to lesson plan (1 Mark each; max 3 marks) | 6  3 |  |
| 3 | Clear briefing or frontloading feedback for beginning of lesson (3 marks each lesson; max of 9 marks)   * Review the aims of the activity and what can be learnt * Anticipate what behaviours will result in success * Identify what behaviours will hinder success | 9 |  |
| 4 | Provides two examples of feedback for each lesson plan   * Knowledge of results (max 3 marks – 1 mark each) * Knowledge of performance (max 3 marks – 1 mark each) | 6 |  |
| 5 | Quality of lesson plan.  Clear outline of how the coaching strategy will be taught (max 3 marks per lesson plan)   * Identifies KTPs (1 mark) * Well-structured skill development (up to 2 marks) | 9 |  |
| Total Marks: | | 68 |  |