

Calendar	Big Question / Topic	Small Questions
Autumn 1	Coaching styles Tactics and strategies in a game/competition/performance	<ul style="list-style-type: none"> <li>• What are the coaching styles to improve the performance of learners: command, reciprocal, guided discovery and problem solving?</li> <li>• What tactics and strategies in a competition or performance can optimise outcome?</li> <li>• Can you Dissect a skill in order to identify technical elements:</li> <li>• Preparation, execution and recovery phases leading to the correct result or outcome?</li> <li>• Do you know how to analyse a skill in order to identify any technical strengths and weaknesses?</li> <li>• Can you compare to higher-level performers?</li> </ul>
	Classification continuums of skills	<ul style="list-style-type: none"> <li>• Do you understand the Classification continuums as gross/fine, internally paced/externally paced, discrete/serial/continuous? Do you understand the open/closed continuum in relation to the sporting environment, decision making and practice structure?</li> </ul>
	The uses of transfer of skills	<ul style="list-style-type: none"> <li>• Can you explain the 6 forms of transfer and give accurate sporting examples?</li> </ul>
	The associative theories of Reinforcement - and its application to learning skills	<ul style="list-style-type: none"> <li>• Can you explain the associative theories of learning (classical and operant conditioning)?</li> <li>• Can you explain when Reinforcement – positive, negative, punishment is used in sport?</li> <li>• Can you explain the stimulus–response (S-R) bond – and its use in skill learning?</li> </ul>
	Thorndike's three laws in relation to learning Fitts and Posner's three stages	<ul style="list-style-type: none"> <li>• Can you explain Thorndike's three laws in relation to learning as effect, exercise and readiness and their application to practical situations?</li> <li>• Can you explain Fitts and Posner's three stages of learning (cognitive, associative and autonomous)?</li> <li>• Can you explain the characteristics and coaching requirements at each stage?</li> <li>• Can you explain the type and role of different types of feedback at each stage?</li> </ul>

	of learning and the role of feedback at each stage	
Autumn 2	Practice methods Practice structure Measuring effectiveness	<ul style="list-style-type: none"> <li>• Can you explain Knowledge and understanding of practice methods and structure as a coach and for a performer and their impact on performance?</li> <li>• Can you explain the methods of practice methods as part, progressive part, whole, whole-part-whole?</li> <li>• Can you explain the practice structure as in massed, distributed, fixed and variable?</li> <li>• Can you explain measuring effectiveness – quality and quantity of methods?.</li> <li>• Can you explain the role and effectiveness of mental practice and how it can enhance performance?</li> </ul>
	The types, purpose and effectiveness of guidance methods	<ul style="list-style-type: none"> <li>• Can you explain the types, purpose and effectiveness of guidance methods?</li> <li>• Can you explain how visual, verbal, manual and mechanical guidance is used in sports teaching?</li> </ul>
	Types, purpose and effectiveness of feedback  Use of technology to support feedback	<ul style="list-style-type: none"> <li>• Can you assess the uses of technology to underpin guidance methods in order to optimise performance, e.g. to measure, monitor and evaluate performance.</li> </ul>
	Uses of technology to underpin guidance methods	<ul style="list-style-type: none"> <li>• Can you assess the uses of technology to support types of feedback in order to optimise performance?</li> </ul>
Spring 1	Open and closed loop control models Application of each loop control model	<ul style="list-style-type: none"> <li>• Can you explain open and closed loop control theories?</li> <li>• Can you explain the open loop models to include input, executive system, effector system and output?</li> <li>• Can you explain closed loop control models – input, executive system, effector system, output and feedback?</li> <li>• Can you give sporting examples of when each loop could be used?</li> </ul>

	Personality	<ul style="list-style-type: none"> <li>• Can you explain the different personality theories and their application to different sporting situations?</li> <li>• Can you assess the Trait theory and its application to sport?</li> <li>• Can you assess the Interactionist theory</li> <li>• and its application to sport?</li> <li>• Can you explain Hollander's and Martens personality structure?</li> </ul>
	Attitudes Woods Triadic Model	<ul style="list-style-type: none"> <li>• Can you explain Wood's Triadic Model and its application to sport?</li> <li>• Do you understand how attitudes are formed and shape behaviour?</li> <li>• Can you explain Changing attitudes: including negative to positive, for example 'Cognitive dissonance'?</li> </ul>
	Arousal and its effect on performance.	<ul style="list-style-type: none"> <li>• Can you explain how Arousal levels have an effect on performance?</li> <li>• Can you explain the positive/negative effects, under/over arousal?</li> <li>• Can you explain how arousal levels may differ with introverts/extroverts?</li> <li>• Can you explain how arousal can achieve optimal levels for performance for different tasks, e.g. simple/gross skills, situational factors, stage of learning and personalities?</li> <li>• Can you explain the Inverted-U hypothesis and Hull's Drive Theory?</li> </ul>
	Anxiety and its effect on performance	<ul style="list-style-type: none"> <li>• Can you explain anxiety and its effect on performance?</li> <li>• Can you explain the three dimensions of anxiety: cognitive, somatic and behavioural?</li> <li>• Can you explain the types of anxiety, including state and trait anxiety?</li> <li>• Can you explain the negative effects of anxiety of performance including over arousal, choking and catastrophe theory?</li> <li>• Can you explain how stress and stressors lead to anxiety including physiological, psychological, behavioural symptoms?</li> <li>• Can you assess Cognitive/Somatic strategies including; mental practice/rehearsal, use of visualisation and imagery, 'self-talk', pre-game routines, relaxation techniques, centring, thought stopping, PMR (Progressive Muscle Relaxation)?</li> </ul>
Spring 2	Aggression vs Assertion	<ul style="list-style-type: none"> <li>• Can you explain the difference between aggression and assertion?</li> <li>• Can you explain aggression and assertion in relation to the player, coach and spectator?</li> </ul>

		<ul style="list-style-type: none"> <li>• Can you assess the Theories of aggression including the Instinct, Social Learning, Aggressive-Cue Hypotheses (Berkowitz) and Frustration-Aggression Hypothesis?</li> <li>• Can you explain the different types of aggression including hostile, channelled, reactive and instrumental?</li> <li>• Can you assess the causes of aggression, e.g. over-arousal, under developed moral reasoning, bracketed morality and application to specific sporting situations?</li> <li>• Can you assess strategies to reduce aggression/aggressive play?</li> </ul>
	Motivation	<ul style="list-style-type: none"> <li>• Can you explain the types of motivation including self-motivation characteristics, positive, negative, intrinsic and extrinsic, link to rewards – internal/external, tangible/intangible?</li> <li>• Can you assess the theories of motivation and the Achievement Motivation Theory (Atkinson and McClelland) NAF (Need to Avoid Failure) and NACH (Need to Achieve)?</li> <li>• Can you explain the characteristics of each and how they may be reflected in the same individual but in different circumstances and/or times?</li> <li>• Can you apply these theories and explain how they optimise performance?</li> <li>• Can you explain the factors that influence behaviour: situation, personality, behaviour and expectation?</li> <li>• Can you explain how the use of goal setting can be used to develop and enhance motivation?</li> </ul>
	Social Facilitation	<ul style="list-style-type: none"> <li>• Can you explain social facilitation, including positive and negative influences and social inhibition?</li> <li>• Can you explain the role of and effect of 'others' on performance including: <ul style="list-style-type: none"> <li>• – passive (audience/co-actors)</li> <li>• – Interactive others (competitors/spectators)?</li> </ul> </li> <li>• Can you explain the effects of social facilitation on a novice to a highly skilled performer including the dominant response and the link to arousal (Drive theory and Inverted-U)?</li> <li>• Can you explain the causes of and the effects of Evaluation Apprehension (Zajonc and Cottrell)?</li> </ul>

		<ul style="list-style-type: none"> <li>• Can you explain how External influences, e.g. significant others, home field advantage, distraction effect, proximity effect and their impact on performance.</li> <li>• Can you assess strategies to combat social inhibition and how they can affect performance?</li> </ul>
Summer 1	Groups and Teams	<ul style="list-style-type: none"> <li>• Can you explain the characteristics of a successful and cohesive group/team?</li> <li>• Can you explain what group cohesion is based on a combination of task or social cohesion?</li> <li>• Can you assess the theories of groups and teams? including;</li> <li>• Carron: the four factors that affect formation and development of a cohesive group/team – environmental,</li> <li>• personal, leadership and team factors.</li> <li>• Steiner: actual productivity = group productivity – losses due to faulty processes.</li> <li>• Can you explain Group dynamics and how they can influence the performance of an individual and/or team?</li> <li>• Can you explain Social loafing, its causes and factors that contribute to minimising its effect?</li> <li>• Can you explain Coordination/cooperation factors including the Ringlemann Effect?</li> <li>• Can you assess strategies to develop group cohesion?</li> </ul>
	Goal Setting	<ul style="list-style-type: none"> <li>• Can you explain SMART(ER) targets (specific, measurable, achievable, realistic, time-bound, evaluated and recorded)?</li> <li>• Can you explain the importance and relevance of goal setting and the different types used to optimise performance including subjective, objective, outcome/product, performance, process, realistic and aspirational goals; short-, medium- and long-term goals?</li> </ul>
Summer 2	ANALYSIS OF PERFORMANCE (Coursework)	<ul style="list-style-type: none"> <li>• Appropriate annotated images are made of your performance of the selected skill for the 3 stages of preparation, execution and recovery.</li> <li>• Detailed, accurate analysis of your performance of the selected skill for the 3 stages of preparation, execution and recovery and its impact upon the subsequent result of the performed skill.</li> <li>• Appropriate annotated images are made of an elite athlete's performance of the selected skill for the 3 stages of preparation, execution and recovery.</li> </ul>

		<ul style="list-style-type: none"><li>• Appropriate comparison made between your performance and the elite athletes performance of the selected skill for the 3 stages and its impact upon subsequent result of the performed skill.</li><li>• Use of technical language related to your sport when explaining and analysing the selected skill.</li><li>• High level of technical analysis to include understanding of the use of technology for detailed analysis e.g. superimposing images over perfect model to demonstrate joint angles / level analysis.</li><li>• Having identified strengths and weaknesses – suggestions for remedial actions to identified faults.</li><li>• Qualitative data (opinion) used to support a good analysis of the skill.</li><li>• Correct use of Harvard referencing throughout the task (using technical journals where possible).</li><li>• Bibliography included appropriately.</li></ul>
--	--	--