



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

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

	Personality	<ul style="list-style-type: none"> • Can you explain the different personality theories and their application to different sporting situations? • Can you assess the Trait theory and its application to sport? • Can you assess the Interactionist theory • and its application to sport? • Can you explain Hollander's and Martens personality structure?
	Attitudes Woods Triadic Model	<ul style="list-style-type: none"> • Can you explain Wood's Triadic Model and its application to sport? • Do you understand how attitudes are formed and shape behaviour? • Can you explain Changing attitudes: including negative to positive, for example 'Cognitive dissonance'?
	Arousal and its effect on performance.	<ul style="list-style-type: none"> • Can you explain how Arousal levels have an effect on performance? • Can you explain the positive/negative effects, under/over arousal? • Can you explain how arousal levels may differ with introverts/extroverts? • 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? • Can you explain the Inverted-U hypothesis and Hull's Drive Theory?
	Anxiety and its effect on performance	<ul style="list-style-type: none"> • Can you explain anxiety and its effect on performance? • Can you explain the three dimensions of anxiety: cognitive, somatic and behavioural? • Can you explain the types of anxiety, including state and trait anxiety? • Can you explain the negative effects of anxiety of performance including over arousal, choking and catastrophe theory? • Can you explain how stress and stressors lead to anxiety including physiological, psychological, behavioural symptoms? • 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)?
Spring 2	Aggression vs Assertion	<ul style="list-style-type: none"> • Can you explain the difference between aggression and assertion? • Can you explain aggression and assertion in relation to the player, coach and spectator?

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

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

		<ul style="list-style-type: none"> • 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. • Use of technical language related to your sport when explaining and analysing the selected skill. • 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. • Having identified strengths and weaknesses – suggestions for remedial actions to identified faults. • Qualitative data (opinion) used to support a good analysis of the skill. • Correct use of Harvard referencing throughout the task (using technical journals where possible). • Bibliography included appropriately.
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