

## Physical Education Grade 13 Answer Week1

1. Consistency / repeatable success / few mistakes / maximum certainty

Coordinated / controlled/ Fluency / flowing / smooth/Adaptable

Aesthetically pleasing

Goal orientated behaviour / predetermined results

Precise / Accurate / Correct

2. Open skills are skills affected by the environment. They are mainly perceptual and usually externally paced. They occur when performers have to make decisions and adapt their skills to a changing or unpredictable environment. The performer is not in control of what will happen next. An example would be shooting in basketball.

Closed skills are skills that are not affected by the environment. They are usually self-paced and occur in fixed or predictable situations. The performer uses exactly the same technique every time and is in control of what happens next. An example would be a gymnast performing a floor routine.

3. A complex skill is a skill that has many sub-routines which needs to be performed in the correct sequence/ is a skill that is affected by the unstable environment / is a skill with large amounts of information to process / is a skill with a short amount of time to evaluate the situation.

4. Open water (swim) / triathlon / in the sea / lake or in a competitive race/ when there are opponents / in water polo

Environment / weather / currents/ waves / tides / other swimmers have an effect on the swimmer

When the swimmer uses perception / has to make decisions or the swimmer has to adapt how you swim / where you swim / how fast you swim

Front crawl is not always over a set/the same distance in a set /the same environment

## 5. Self-paced

When the performer has control over the speed or timing of the skill or chooses or decides when to start or perform the skill / when performer has (a more or a higher degree of) control over the speed or timing of the skill. Any example where the performer has control over the speed or timing or starting of the skill -e.g. tennis serve or javelin throw or golf swing/ free kick in football

## Externally-paced

When the environment or opponent or external factors have control over the speed or timing of the skill or determine when the skill is performed / when the environment or opponent has (a more or a higher degree of) control over the speed or timing of the skill. Any example where the environment or opponent has control over the speed or timing or starting of the skill e.g. receiving a tennis serve or receiving a pass in football / having to pass in a game when opponent running in for a tackle / sprint start

6. A stimulus is presented to a learner, e.g. a coach placing a target on a tennis court

The learner, through trial and error attempts to provide the correct response e.g. the tennis player will repeatedly serve until they hit the target.

If the response is correct, e.g. the target is hit, then positive reinforcement is used e.g. praise from the coach or a tangible reward.

If the response is incorrect, e.g. target is not hit, then negative reinforcement or punishment may be used e.g. performer to complete ten press-ups etc.

7. The performer learns the new motor skill by being conditioned by a stimuli which is 'connected' to the appropriate response/ association learning to link a stimulus with a set response ... e.g. a badminton player learns to smash (response) when they see the shuttle cock high and near the net (stimuli). The correct behaviour is then reinforced, ... e.g. a coach praising the player for performing the smash. This forms/strengthens the stimulus response bond/ S-R bond. ... e.g. the reinforcement means the smash is more likely to be repeated next time the stimulus is present. The performer will learn the skills faster if the reinforcement/ reward is given on every occasion....e.g. coach praises/ gives (tangible) reward every time the smash is performed correctly. A process of trial and error

learning occurs for this new skill... e.g. the badminton player tries the smash shot when the shuttlecock isn't as high and it doesn't work and realises that when the shuttlecock is lower this is not the correct shot to play. Reinforcement can also be negative, ... e.g. the coach would stop shouting/correcting when the smash was performed at the right time. Punishments can be given to prevent a response occurring/weaken (an incorrect) SR bond ... e.g. a player trying to smash every shot and putting the shuttlecock into the net is made to do sprints up and down the hall. Environmental manipulation could improve the bond (through conditioned practices)... e.g. a coach could draw a circle on the floor for the player to aim their smash into

Shaping –learning shapes or modifies behaviour/ coach praises skills that are along the right lines/ignores techniques that are wrong ...e.g. praises that player used the correct smash action even though he hit the net. Thorndike's laws should be considered (law of readiness, effect, exercise) in order for learning to be effective ...e.g. the player must be physically and mentally ready to learn the skill, must like performing the skill and must practice the skill to perfect it.

8. (positive) Feedback/Reinforcement of successful movements/actions (via knowledge of performance/results).

Allow lots of practice/time OR trial and error/learn from mistakes.

Help learners to understand what went wrong during any unsuccessful movements/develop intrinsic feedback.

Demonstrations/visual guidance/help build mental picture.

Verbal guidance to highlight relevant cues.

Provide manual/mechanical guidance to reduce fear.

9. Ability is an inherited enduring trait that supports various kinds of motor and cognitive activities or skills.

Gross motor ability : Exerting muscular force over a period of time, e.g. press up

The strength of the abdominal muscles e.g. performing sit-ups

Psychomotor ability : Being able to response quickly to a stimulus e.g sprint start

Choosing quickly the position to which an action should be made e.g forehand drive in tennis

10. (Problem solving) (learning by)problem solving / (some) trial and error / problem not necessarily solved immediately

(perception) involves perception or intelligence or reasoning or understanding/ an intellectual or perceptual or mental process

(whole) Gestalt / problem or situation or skill considered as a whole/ (learning occurs by) thinking about the whole problem

(insight/intuition) insight (learning) / intuitive (learning)

(intervening variables)intervening variables (drawn together or made sense of)

(learning optimised) a way of thinking to optimise learning/ schema broadened7.(past experience)using past experience (to form a response)

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a person wants to improve body shape... they realise that increasing physical activity will help ... they start swimming interval training ... they feel healthier ... their body shape improves ... the problem has been solved

working out the best way to keep fit / understanding that jogging reduces weight / returning to a particular training routine because it was successful before

understanding the components of a healthy diet / understanding the importance of 5-a-day

understanding commitment to an exercise programme

realising(insight) that if someone continues to increase the distance they run on the treadmill they will be better able to keep running throughout the netball game