



## Model Answers

# AQA A-Level PE – Skill Acquisition

(Revision session on Monday 9th May 2022, 5.45–7.15pm)

### This document contains:

- Model answers for the Practice Questions answered during the 2022 Revision series
- Questions in AEI order
- Where possible, examples of extended writing
- No one-mark or multiple-choice questions

### How should schools use these papers?

This paper has been constructed specifically for use in preparation for and during the live revision shows provided by James Simms in May 2022. I encourage students to attempt the questions in advance of the revision shows.

Please, use these model answers in combination with the mark scheme and the revision session, available in the [AQA A-Level PE Revision page](https://pages.theeverlearner.com/2022-aqa-a-level-pe-revision) (<https://pages.theeverlearner.com/2022-aqa-a-level-pe-revision>).

All questions are taken from ExamSimulator. Please note, there are hundreds of additional questions on ExamSimulator covering the AEI topics. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

*James Simms*

1. Discuss the effectiveness of using massed practice for a trampolinist.

Massed practice would cause the trampolinist <sup>2</sup> to develop sport - <sup>3</sup> specific fitness such as power as well as <sup>4</sup> save time due to the <sup>5</sup> absence of breaks. Massed is also good for closed skills which trampolining is. However, massed leaves <sup>6</sup> no time for coach feedback or other processes such as mental rehearsal. Finally, massed can cause fatigue which would cause technique to deteriorate.

No comments provided.

Marks:[4/4]

2.

Explain how **both** massed **and** distributed practice could be used within a volleyball training session.

<p>1 Massed involves repeats trials with no breaks and could be used by a volleyball player to practise 2 repeated serving with a trolley 3 full of balls. Distributed practice is 4 when there are breaks between trials and a volleyball player would use this during a practice match where there would be breaks between sets to receive coaching.</p>	<p>No comments provided.</p>
	<p>Marks:[4/4]</p>

3. State **three** characteristics of a performer in the **associative** stage of learning.

<p>A performer is still using <b>trial and error to</b> improve and they still have the need <b>for external feedback</b> but they are <b>beginning to use kinaesthetic feedback</b> as well. Gradually, <b>fewer errors are made</b> in this stage.</p>	<p>No comments provided.</p>
	<p>Marks:[3/3]</p>

4. Evaluate the use of extrinsic feedback for cognitive stage learners.

Extrinsic feedback is crucial because novice performers <sup>1</sup> do not yet have a kinaesthetic sense <sup>2</sup> of the skill. Extrinsic feedback can also be visual and <sup>3</sup> cognitive stage learners need a mental picture. If the learners <sup>3</sup> respect the coach, this method will be effective. However, cognitive stage learners can only cope with small amounts of information at once and <sup>4</sup> can be easily <sup>5</sup> overloaded. Another negative is that too much feedback gets in the way of trial and error learning which is really important for early stage performers.

No comments provided.

Marks:[4/4]

5. Evaluate the use of negative feedback for elite performers.

It is useful for elite performers as they will <sup>1</sup> know what to do to <sup>2</sup> improve and these marginal gains can have a big impact at the highest level of competition. Furthermore, <sup>3</sup> elite athletes are not driven by praise and actually seek out criticism in order to improve. However, <sup>4</sup> only the very best coaches will have the technical knowledge to provide negative feedback to elite performers and this could become very <sup>6</sup> expensive and scientific.

No comments provided.

Marks:[4/4]

6. Analyse the reasons a badminton player might experience a learning plateau and the possible solutions a coach could implement to shorten this experience. Incorporate your knowledge of the principles of effective goal setting to support your answer.



The badminton player may not be physically capable of performing the required skill. This is called the law of readiness. An example might be that their shoulder is not flexible enough to play a backhand clear. To address this, a coach could lower the net or use a lighter racket or a slower shuttle to help the learner. It could be that the task is too difficult for the performer and the coach needs to address this by introducing difficulty gradually and ensuring core skills are mastered before moving on. For example, ensuring that a long serve is consistent before introducing a flick serve. Another reason is that goals might be unrealistic. So, if a coach asks a novice player to play a singles match they may not be ready. Instead, the coach must make the goal specific to the individual concerned and always within their reach in order for the plateau to be shortened. The goal must also be measurable and be treated as objective. So, the coach could set a target to reduce unforced errors by ten percent. The goals must be time - bound so that the player knows they have four weeks to achieve it. This will help with motivation, especially if the goal is the right balance of challenging and realistic. The goal must also be evaluated so that the player can objectively know if the plateau is over. Finally for goal setting, goals must be set again and again to keep the performer motivated. The player may actually lack the ability to perform at the required level such as having very under - developed hand eye coordination. In this case, the coach must go back to basics and even work on the fundamentals of movement skills to help the performer. It could be that the player has reached their full potential already and, for example, they just will never hit a smash harder than they do

No comments provided.

6.

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right now. In this case, the <sup>33</sup> coach can ensure the player plays against the right opponents to maximise their game. It could even be that the player is just fatigued or lacking fitness such as <sup>34</sup> a lack of agility and reaction time. In this case the <sup>19</sup> coach can <sup>18</sup> work on fitness with the player. It might be that the <sup>24</sup> player is bored as they are always doing the same drills again and again. In this case, the coach must <sup>32</sup> apply drive reduction theory and continually reset challenges for the player. Finally, it could be that the <sup>17</sup> coaching is poor quality and the coach does not know the subroutines of a flick serve in which case the coach must <sup>7</sup> improve their own coaching knowledge by attending a relevant coaching course or by looking for support from others.

Marks:[15/15]