4.1 Sport Psychology: Classification of Skills: 30-minute Pack

Total Marks

AQA 8582 · Calculators not allowed · about 30 minutes

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Show all your working.

1 Discuss how the open-closed, basic-complex and gross-fine continua each apply to Josh's passage of play, justifying where you would place his actions on each continuum.

(Total for Question 1 is 9 marks)

2 State where the tumble turn should be placed on the gross-fine continuum, justifying your answer.

(Total for Question 2 is 2 marks)

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3 Three of the continua used to classify skills in GCSE PE are tested here.

(a) Name the continuum that classifies a skill by how much the performer's environment influences it. **(1)**

(b) Name the continuum that classifies a skill by how much information must be processed/how difficult it is. **(1)**

(c) Name the continuum that classifies a skill by the size of the muscle groups used and the precision required. **(1)**

(Total for Question 3 is 3 marks)

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4 State one sporting example of a basic skill.

(Total for Question 4 is 1 mark)

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5 Explain why a coach might introduce a skill in a closed practice environment before progressing to a more open one for a beginner performer.

(Total for Question 5 is 3 marks)

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6 The self-paced and externally-paced continuum is one of four continua used to classify skills in GCSE PE.

(a) Name one sporting example of a self-paced skill. **(1)**

(b) Name one sporting example of an externally-paced skill. **(1)**

(Total for Question 6 is 2 marks)

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7 The self-paced and externally-paced continuum classifies skills by who controls the timing and speed of the action.

(a) Describe what is meant by a 'self-paced skill', giving a sporting example. **(2)**

(b) Describe what is meant by an 'externally-paced skill', giving a sporting example. **(2)**

(Total for Question 7 is 4 marks)

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8 State where this dart throw should be placed on the self-paced/externally-paced continuum, justifying your answer.

(Total for Question 8 is 2 marks)

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9 Which of the following is the best example of an externally-paced skill?

- ☐ A) A free throw in basketball
- ☐ B) A javelin throw
- ☐ C) Receiving a serve in badminton
- ☐ D) A gymnastics handstand hold

(Total for Question 9 is 1 mark)

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10 Explain why externally-paced skills, such as facing a fast bowler's delivery, are generally harder to perform consistently than self-paced skills, such as the bowler's own run-up.

(Total for Question 10 is 2 marks)

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11 Compare the snooker shot and the squash return in terms of the self-paced/externally-paced continuum.

(Total for Question 11 is 2 marks)

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12 The basic-complex continuum classifies skills by the amount of information the performer must process.

(a) Describe what is meant by a 'basic skill', giving a sporting example. **(2)**

(b) Describe what is meant by a 'complex skill', giving a sporting example. **(2)**

(Total for Question 12 is 4 marks)

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Mark scheme · 4.1 Sport Psychology: Classification of Skills: 30-minute Pack

Question 1

Level 3 A detailed and coherent response that applies all three continua accurately and specifically to Josh's actions, with clearly justified placements that treat each continuum as a scale rather than a fixed box. Sustained, accurate use of sport psychology terminology throughout. **7-9**

Level 2 Accurate application of two or three continua to Josh's context, with some justification, though placements or reasoning may be underdeveloped in places. Generally correct use of terminology. **4-6**

Level 1 Basic or generic statements about one or more continua with little or no specific application to Josh's actions and little justification of placement. **1-3**

Level 0 No relevant content. **0**

Indicative content:

- Open-closed: the opponent closing Josh down is unpredictable and reacts to him, so receiving and deciding sit towards the open end of the continuum.
- Open-closed: however, once Josh has decided to shoot, the final striking action itself is closer to self-paced, showing the continuum can shift within a single passage of play.
- Basic-complex: Josh must process several sources of information at once (the ball, the opponent's position, his teammates' positions) and choose between three options (pass, dribble, shoot), so the decision-making stage sits towards the complex end.
- Basic-complex: the first-time control of the ball under pressure also adds to the complexity, since he must control accurately while still scanning for information.
- Gross-fine: controlling the ball with the stick and striking it accurately needs a degree of fine, small-muscle precision.
- Gross-fine: but the overall movement (running, changing direction, generating power to shoot) also uses large muscle groups, so the action sits somewhere in the middle rather than at either extreme.
- General point: none of the three continua should be treated as a fixed yes/no box; Josh's actions could reasonably be placed at slightly different points by different students as long as the justification is defensible and refers to his specific situation.
- Justification is key: marks should be awarded for a defensible placement with a clear reason linked to Josh's context, not for stating a 'correct' single point on each continuum.
- Evaluative point: classifying the skill correctly matters for coaching, since a skill placed towards the open/complex end (like Josh's decision-making) usually benefits from varied, game-realistic practice rather than repetitive closed-skill drills.

Question 2

towards the gross end of the continuum, oe **B1**

justification: the tuck, somersault and push-off use large muscle groups (core, legs) to generate the movement; although some timing precision is needed to push off at the right moment, the movement itself is not a small-muscle, high-precision action, so it sits closer to gross than fine, oe **B1**

Answer: The tumble turn sits towards the gross end of the continuum, because the tuck, somersault and push-off rely on large muscle groups of the core and legs to generate the movement, and although timing must be judged, the movement itself is not a small-muscle, high-precision action.

Question 3

(a) open-closed continuum **B1**

(a) Answer: The open-closed continuum.

(b) basic-complex (or simple-complex) continuum **B1**

(b) Answer: The basic-complex continuum.

(c) gross-fine continuum **B1**

(c) Answer: The gross-fine continuum.

Question 4

any valid basic skill, e.g. a jog, a star jump, a tuck jump, oe **B1**

Answer: For example, jogging.

Question 5

a closed environment removes the need to react to a changing situation, letting the beginner focus fully on learning the correct technique, oe **B1**

once the technique is grooved/consistent, a more open environment (e.g. a defender) can be added gradually, oe **B1**

introducing the open element too early, before the technique is secure, could overload the beginner with information and slow down learning, oe **B1**

Answer: Practising against a wall removes the need to react to anything, so the beginner can focus fully on learning correct technique; once that technique is consistent, a defender can be added gradually, since introducing the open, reactive element too early could overload the beginner and slow down learning.

Question 6

(a) any skill where the performer decides when to start and how quickly to perform it, e.g. a golf drive, a dart throw, a basketball free throw, a gymnastics vault run-up, oe **B1**

(a) Answer: A golf drive (or any similar skill where the performer chooses the timing themselves, e.g. a dart throw, a basketball free throw).

(b) any skill where an external factor controls the timing, e.g. facing a delivery in cricket, returning a serve in tennis, receiving a pass under pressure in football, oe **B1**

(b) Answer: Facing a delivery in cricket (or any similar skill where an outside factor controls the timing, e.g. returning a serve in tennis).

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Question 7

(a) a self-paced skill is one where the performer decides when to start the skill and controls its own speed/timing, oe **B1**

(a) correct sporting example, e.g. a basketball free throw, where the shooter chooses when to release the ball, oe **B1**

(a) Answer: A self-paced skill is one where the performer decides when to start and how quickly to carry out the action, for example a basketball free throw, where the shooter chooses when to release the ball.

(b) an externally-paced skill is one where the timing and speed of the action are controlled by an external factor, such as an opponent or the flight of the ball, oe **B1**

(b) correct sporting example, e.g. returning a serve in tennis, where the timing is set by the server, oe **B1**

(b) Answer: An externally-paced skill is one where an outside factor, such as an opponent or the ball, controls the timing and speed of the action, for example returning a serve in tennis, where the server decides when and how the point starts.

Question 8

close to/at the self-paced end of the continuum, oe **B1**

justification: the player decides when to start the throw and controls the speed of the action themselves, with no opponent or external factor controlling the timing, oe **B1**

Answer: A dart throw sits close to the self-paced end of the continuum, because the player decides exactly when to release the dart and nothing outside them controls the timing.

Question 9

C **B1**

Answer: C

Question 10

in an externally-paced skill the performer cannot predict exactly when the action will happen or what form it will take, leaving less time to select/prepare the correct response, oe **B1**

in a self-paced skill the performer decides the timing and can rehearse/set up the same technique every time, making the movement easier to repeat consistently, oe **B1**

Answer: Because the batter cannot predict exactly when or how the ball will arrive, there is less time to prepare the correct response, whereas the bowler chooses their own timing and can rehearse the same run-up and action every time, making it easier to repeat consistently.

Question 11

the snooker shot is self-paced/towards the self-paced end, because the player decides when to start and can take their time over it, oe **B1**

the squash return is externally-paced/towards the externally-paced end, because the timing and nature of the shot are controlled by the opponent, so the player must react rather than choose the timing, oe **B1**

Answer: The snooker shot is self-paced, since the player chooses when to play it and nothing forces their timing, while the squash return is externally-paced, since the opponent's shot controls when and how the player must respond.

Question 12

(a) a skill with little information to process, few decisions, often learned quickly, oe **B1**

(a) sporting example, e.g. a jog, or a star jump, oe **B1**

(a) Answer: A basic skill involves little information to process and few decisions, for example jogging.

(b) a skill with a lot of information to process, many decisions/subroutines, often takes longer to learn, oe **B1**

(b) sporting example, e.g. a triple jump, or a tennis serve, oe **B1**

(b) Answer: A complex skill involves a lot of information to process and many decisions or sub-actions, for example a tennis serve.

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