**Stages of Learning & Guidance**

* **Identify characteristics of the phases of learning (Fitts and Posner) cognitive; associative; autonomous.**
* **Apply these phases of learning to practical activities.**
* **Describe types of guidance used in different phases of learning to improve performance: (visual – early phase; verbal – later phases; manual and mechanical – developing kinaesthetic awareness and knowledge of safety issues);**
* **Evaluate critically these different types of guidance.**
* **Describe methods of physical practice (massed; distributed; fixed; varied);**
* **Explain the role of mental practice and rehearsal vs. physical practice and rehearsal;**
* **Explain the appropriate use of practice methods to maximise effectiveness (for different ability levels and for different activities; classification of skills; schema theory);**
* **Evaluate critically different types of practice methods and their application to the performance of movement skills**
* **Phases / Stages of Movement Skill Learning that affect participation and performance in physical activity**
* **Identify characteristics of the phases of learning (Fitts and Posner) cognitive; associative; autonomous.**
* **Apply these phases of learning to practical activities.**

1. **For each of the three phases of learning, describe the use of different types of guidance to improve the performance of movement skills. (6 marks)**
2. **The learning of movement skills is divided into phases. Identify the three phases of learning movement skills. Using practical examples, describe each phase. (6 marks)**

**Learning can be said to pass through three phases. Identify the characteristics of the cognitive phase of learning. Use practical examples to describe two different types of guidance used during the cognitive phase of learning. (5 marks)**

**Types of Guidance and their impact on effective performance and participation in a BAHL**

* **Describe types of guidance used in different phases of learning to improve performance: (visual – early phase; verbal – later phases; manual and mechanical – developing kinaesthetic awareness and knowledge of safety issues);**
* **Evaluate critically these different types of guidance.**

1. **Explain two factors which influence the selection of the most appropriate and effective practice methods to improve the performance of movement skills**
2. **Describe, using practical examples, visual guidance and mechanical guidance. (4 marks)**
3. **Identify two different mechanical products for movement skill learning. Give reasons for the use of these mechanical products to guide a learner of a motor skill. (5 marks)**

**Practice Methods and their impact on effective and efficient performance of movement skills**

* **Describe methods of physical practice (massed; distributed; fixed; varied);**
* **Explain the role of mental practice and rehearsal vs. physical practice and rehearsal;**
* **Explain the appropriate use of practice methods to maximise effectiveness (for different ability levels and for different activities; classification of skills; schema theory);**
* **Evaluate critically different types of practice methods and their application to the performance of movement skills**

1. **Explain when each of massed, distributed, fixed and varied physical practice methods could be used to improve the performance of movement skills.**
2. **Identify a motor skill in sport and justify its classification on the open-closed continuum. Explain which practice methods would be most appropriate for this skill. Explain the role of mental practice in the performance of movement skills. [6 marks]**