

Task 4: Improving participants' sports skills.

NAME:

TEACHER:

WHAT TASK 4 ASKS

The biggest task on the component: 24 of the 60 marks, in two halves.

The written plan

The drills and conditioned practices you used to develop one sports skill.

The justification

Why each drill develops the techniques of that skill in competition.

3–5 pages of A4

The drills you already filmed ARE the plan. The writing explains them.

The video, approximately 10 minutes

You demonstrating the techniques with teaching points, the drills running, and you supporting participants.

Approximately 1 hour, supervised

For the written half. The footage is already banked.

MB4: a fully detailed plan and a fully developed justification, specific to the techniques of the chosen skill.

THE DRILL LADDER

Chosen sport: _____. Chosen skill: _____. Place each drill you delivered on the ladder.

Stage	What it means	Your drill at this stage
1 · Unopposed stationary	the technique in isolation: no pressure, no movement	
2 · Introduction of travel	the same technique, now on the move	
3 · Passive opposition	a defender present but not competing	
4 · Active opposition	live pressure, game-real decisions	
Conditioned practice	rule changes that force the focus skill	

DRILL PLANNER

One row per drill. The six organisation decisions, then the cues you actually gave on camera.

Drill	Space and equipment	Organisation and timing	Teaching points given
1			
2			
3			
4			
5			

WRITING THE JUSTIFICATION

Generic justifications name the drill. MB4 justifications name the technique.

Name the drill and its stage

Where it sits on the ladder, and why it sits there.

Name the techniques

The actual techniques of the skill. Elbows, feet, timing, contact point.

Explain why this stage develops them

What breaks down at this stage, and what the drill fixes.

Point at the footage

The moment on camera where you coached exactly that.

Model

“Drill 2 moves the chest pass from standing pairs into passing on the move. I chose it because the technique of a chest pass, stepping into the pass with elbows extending and thumbs driving through the ball, breaks down when players start travelling: the feet arrive late and the pass

is slow and late. So I chose to use this drill to help them with the timing of the pass and the timing of the feet.

Count the technique words in each of your paragraphs. Fewer than three and it is not there yet.

YOUR JUSTIFICATIONS

One paragraph per drill, in the shape above. Continue on paper.

Technique words counted by:

Band awarded:

VIDEO EVIDENCE CHECK

Watch your clips against each requirement and tick it off by name. Anything missing goes on the catch-up list.

You demonstrating the techniques

Of the chosen skill, using key teaching points to support good practice.

The drills running

Participants taking part in your choice of drills to improve the skill.

You supporting participants

Observing, instructing, giving teaching points and feedback.

Approximately 10 minutes

With sound. Named, dated and backed up into the class folder.

Self-test: name the four drill stages · define a conditioned practice · name the six organisation decisions · name the four ways you support participants · state both evidence requirements.