

Evaluation & Appreciation

A2 PE Booklet

Name: _____



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ADDITIONAL RESOURCE

PE Website

<http://aquinaspe.weebly.com/index.html>

This has clips of past students doing their oral exam which is an invaluable resource. It is worth watching, even if the clips are not of your sport.

INTRODUCTION TO EVALUATION & APPRECIATION

Candidates are assessed on their ability to produce an oral response in which they evaluate and appreciate the live effective performance of a fellow candidate (INDIVIDUAL rather than that of a team), through observation whilst applying their knowledge from a range of disciplines in order to recommend an appropriate strategy to improve the performance.

Candidates should be asked to observe a performance with a view to:

- Making evaluative and appreciative comments in order to judge the quality of performance using appropriate technical language;
- Prioritise an area which needs improvement;
- Describing in detail an appropriate strategy to improve the performance in the area identified;
- Support their evaluative and appreciative comments and their strategy with the application of relevant principles and concepts from the disciplines they have studied using appropriate technical language.

Candidates should be able to give a detailed structured response which:

- Accurately identifies and describes in detail the strengths of the performance in relation to skills, tactics and strategies/compositional ideas and fitness;
- 'Tactics/compositional ideas' - 'Compositional ideas' may only be appropriate in certain activities - *so in dance, we would not really refer to 'tactics' in the way that one would in some sports, but an equivalent aspect to be considered may be compositional ideas. This could be the music which accompanies the dance (why it has been chosen, works for the style of dance, contributes to the theme etc...) or how the candidate expresses the themes or emotions which their dance is intended to. Similarly this could be applied to gymnastics, figure skating and so on. Where the focus of an activity is artistic impression, compositional ideas would be like the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is partly achieved.*
- Accurately identifies and describes in detail the major weaknesses of the performance in relation to skills, tactics and strategies/compositional ideas and fitness;
- Identifies an area of the performance they would prioritise for improvement;
- Formulates a detailed, viable action plan for the area of performance identified for improvement. This action plan should have detailed coaching points, detailed progressive practices together with a timescale for the plan;
- Coaching points – where the action plan relates to a component of fitness, details of the exercises to be performed, their relevance to the weakness identified, and implementation in terms of number of sessions, sets and repetitions over the timescale must be given.
- Justifies both their evaluative comments and their action plan with the appropriate application of relevant knowledge and concepts from the physiological, psychological and socio-cultural areas they have studied.

The performance should be one which is new to them and which they have not seen before. The candidate may, if they wish, make notes as the performance progresses in order to facilitate their response. The candidates' response to the performance should take place immediately after their observation of the performance; **pre-prepared notes are not permitted** and candidates should not be allowed time immediately after the observation to add to or re-structure the notes made during the performance.

The process should be continuous with the candidate observing the performance and commencing their response as soon as they feel that they have observed enough of the performance. There should NOT be a break for the candidate to prepare their response, which should be spontaneous.

The candidate should be directed to the performer or aspect of the performance they are to focus on and be reminded of the structure of their response by being given an opening statement such as:

'I would like you to observe the performance of and comment on:

- **The strengths of the performance observed in relation to skills, tactics/compositional ideas and fitness;**
- **The weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness;**
- **An area of the performance you would prioritise for improvement.**
- **Create a viable action plan to improve the area of performance to include detailed coaching points and detailed progressive practices;**
- **Justify your evaluative comments and your action plan by applying relevant knowledge and concepts from your physiological, psychological and socio – cultural studies'.**

If the candidate needs guidance during their evaluation then this should be done in the form of prompts which will allow the candidate to express their knowledge, understanding and opinions by directing them back the area(s) which need to be covered. However it should be noted that the assessment criteria indicate that candidates who require prompting will be assessed in bands 3 or 4.

Grading Criteria

Band 1 (16-20)

- Accurately describes all the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Accurately describes all the major weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Accurately prioritises a major weakness of the performance which needs improvement.
- Creates a viable action plan for the prioritised weakness which contains all the detailed coaching points, a range of detailed progressive practices together with a timescale.
- Justifies their evaluative comments and their action plan with the appropriate application of a range of relevant physiological, psychological and socio-cultural knowledge and concepts.

Band 2 (11-15)

- Accurately describes most of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Accurately describes most of the major weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Prioritises a major weakness of the performance which needs improvement.
- Creates a viable action plan for the prioritised weakness which contains the detailed coaching points, detailed progressive practices together with a timescale.
- Justifies their evaluative comments and their action plan with the appropriate application of a limited range of relevant physiological, psychological and socio-cultural knowledge and concepts.

Band 3 (6-10)

- The candidate with some supplementary prompting:
- Describes some of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Describes some of weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Prioritises a weakness of the performance which needs improvement.
- Creates a viable action plan for the prioritised weakness which contains some detailed coaching points, some detailed progressive practices and a timescale.
- Justifies their evaluative comments and their action plan with some application of relevant physiological, psychological and socio-cultural knowledge and concepts.

Band 4 (0-5)

- The candidate with extensive supplementary prompting:
- Identifies a limited number of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Identifies a limited number of the weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Prioritises inaccurately an area of the performance which needs improvement.
- Creates an action plan for the prioritised weakness which contains some limited coaching points, limited progressive practices and a limited timescale.
- Justifies their limited evaluative comments and their limited action plan with the application of limited relevant physiological, psychological and socio-cultural knowledge and concepts.

* REMEMBER THIS PAGE + NEXT FROM YOUR EPIP = YOU JUST NEED TO ADD MORE DETAIL *

TOP TIPS FOR YOUR EPIP	
(Evaluation & Planning for the improvement of performance)	
Accurately identify strengths & Weaknesses	
SKILLS	<p>Know all skills and technical models. You can then compare what you see with this.</p> <p><i>e.g. 'The short pass is a strength/weakness because.....'</i></p> <p>Make sure you know the coaching points of all the major skills in your activity.</p>
FITNESS	<p>You should apply your knowledge of fitness to your evaluation</p> <p>Refer to: strength/power, stamina, suppleness/flexibility, speed, agility, coordination, balance, timing</p> <p><i>e.g. 'Stamina is a strength/weakness because.....'</i></p> <p>Focus on the aspects that you know are important to the activity</p>
TACTICS/COMPOSITION	<p>You should have a good understanding of the major tactics/compositional ideas.</p> <p>What should they be doing? Are they doing it? If it is a team game you may want to comment on the individuals' role and effective team strategies.</p> <p><i>e.g. 'Attacking play is a strength because.....'</i></p>
Constructing a viable Action Plan	
<p>You will choose <i>one of the major weaknesses</i> you have identified & create a plan to remedy it. You need to include the following aspects:</p>	
CLEAR, REALISTIC GOALS	<p>Identify a specific goal e.g. to achieve a specific level on the multi stage fitness test.</p> <p>Suggest ways in which the fault can be remedied.</p>
TIMESCALE	<p>How long is your action plan going to take? How long will each session last? How many times per week would you suggest?</p>
METHOD OF ACHIEVING THE GOALS	<p>Describe skill practices and drills in detail. Identify coaching points for skills as well as each of the practices you will use.</p> <p>Show progression in your practices – start at appropriate level</p> <p>Describe fitness practices in detail – exercises, tests, distances, weights, sets and reps</p>

COACHING POINTS FOR S & W

<p>IDENTIFY 3 COACHING POINTS FOR THE HOCKEY PUSH PASS?</p>	<p>1. 2. 3</p>
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<p>HOW DO YOU RATE? IS IT A STRENGTH OR WEAKNESS? WHY?</p>	
---	--

<p>WATCH THE SMALL SIDED GAME HOW DO OTHERS RATE? IS IT A STRENGTH OR WEAKNESS? WHY?</p>	
--	--

<p>AS A HOCKEY COACH HOW WOULD YOU IMPROVE A PLAYERS PUSH PASS? DETAILS DISTANCES PRACTICES COACHING POINTS</p>	
--	--

EPIP ASSESSMENT TIP: (SEE OVERLEAF ALSO)

YOU WILL APPLY COACHING POINTS TO THE EVALUATION OF STRENGTHS AND WEAKNESSES & ACTION PLAN

YOU MUST KNOW COACHING POINTS FOR ALL SKILLS IN YOUR CHOSEN SPORT.

HWK: DESIGN A COACHING HANDBOOK FOR YOUR CHOSEN SPORT.

THE HANDBOOK SHOULD IDENTIFY ALL SKILLS AND WITH AT LEAST 3 COACHING POINTS FOR EACH

EVALUATION & APPRECIATION – OVERVIEW OF PLAN

Week 1 - Strengths & Weaknesses

Accurately identifies and describes in detail the strengths of the performance in relation to skills, tactics and strategies/compositional ideas and fitness.

Accurately identifies and describes in detail the major weaknesses of the performance in relation to skills, tactics and strategies/compositional ideas and fitness.

For your sport they come up with as many of the following as possible;

- Skills
- Fitness Components
- Tactics and strategies/compositional ideas

Add detail to above ideas;

- Coaching Points (think in terms of Preparation, Execution & Recovery)
- When would you use the fitness components
- When would you use certain tactics or which positions – need certain tactics

Watch sample E&A clips from OCR website and from last year – how much detail is needed for S&W.

Practice identifying S&W by using youtube (and in practical lesson).

Week 2 – Action Plan

Identifies the areas of the performance they would prioritise for improvement.

Formulates a detailed, viable action plan for one of the major faults identified. This action plan should have detailed coaching plans, detailed progressive practices together with a timescale for the plan.

Plan a detailed action plan for 2 of the weaknesses identified in Week 1

Why was it the major weakness? Detailed coaching points of technique, Aims of Action Plan

Time scales (no. of weeks, no. of times per week, length of sessions)

Example; 6 weeks

Wk 1 & 2 = 2 sessions per week for 30 mins

Wk 3 & 4 = 2 sessions per week for 45 mins

Wk 4 & 6 = 3 session per week for 45 mins

Progressive practices

As much detail as possible, when do you progress to next practice?

Game related drills, small sided games

Test

At start of week 1 & re test end of week 6 to see improvement

Possible tests (video analysis?)

No. of successful passes; through a hoop, in-between cones, in target area) *need detail (distance, size of area/target, no. of times etc)

Multi-stage fitness test

Week 3 – Theory Links

Justifies both their evaluation comments and their action plan with the appropriate application of relevant knowledge and concepts from the physiological, psychological and socio-cultural areas they have studied.

Watch sample E&A clips from last year – how much detail is needed for each theory link (examples from S&W and Action Plan)

Examples

Skills - shooting/passing – Identification of joint type and its movement range, identification of muscles involved and type of movement and contractions

Fitness – Energy system being used (intensity, timing, reaction, waste products)

Action Plan – Classification of skill/technique involved

Complete worksheet – which topics can they link to S&W and Action plan

EVALUATION & APPRECIATION
Week 1 - Strengths & Weaknesses

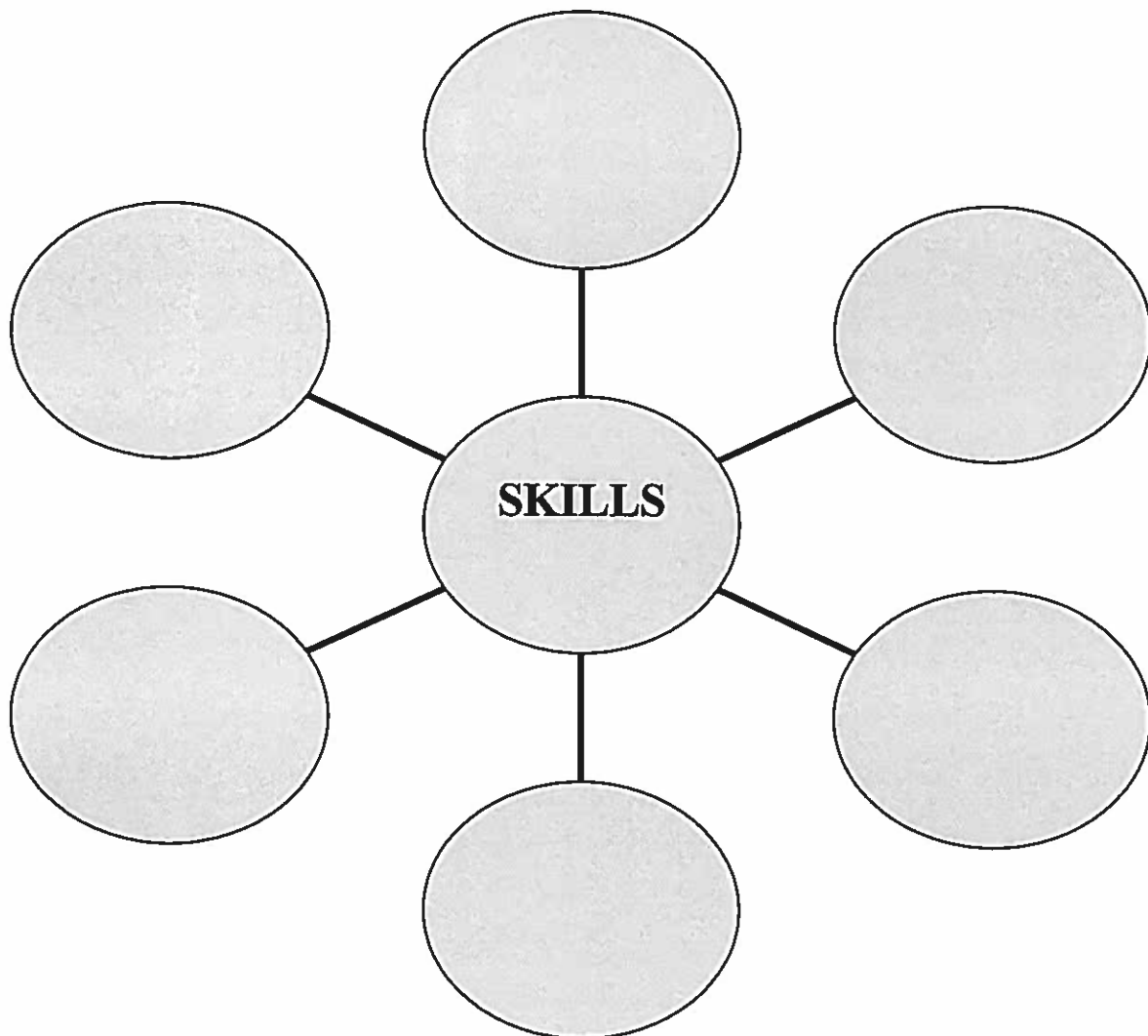
Accurately identifies and describes in detail the strengths of the performance in relation to skills, tactics and strategies/compositional ideas and fitness.

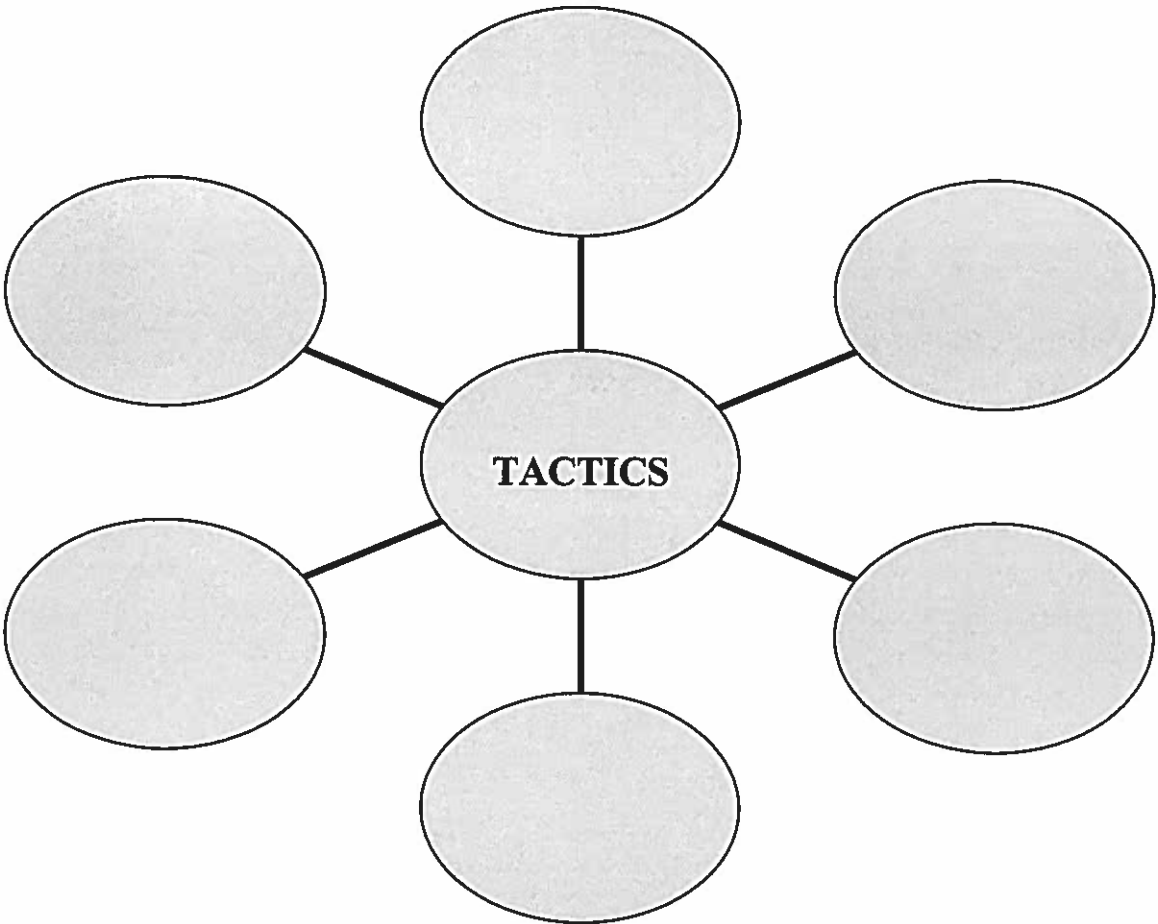
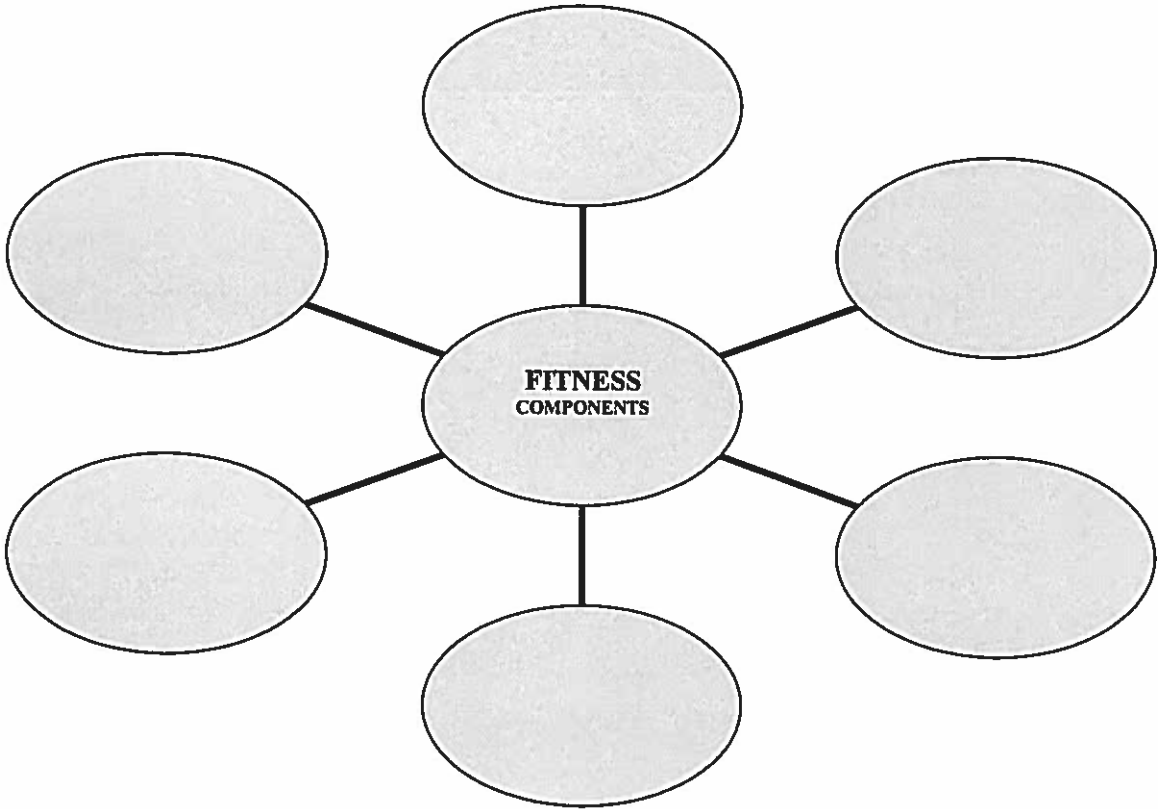
Accurately identifies and describes in detail the major weaknesses of the performance in relation to skills, tactics and strategies/compositional ideas and fitness.

You must understand the difference between AS (EPIP) and A2 (E&A) so you know exactly what is expected (see specification and grade bands)

For your sport complete as many ideas as possible for the following;

- Skills
- Fitness Components
- Tactics and strategies/compositional ideas





Add detail to above ideas;

- Coaching Points (think in terms of Preparation, Execution & Recovery) – see next page for examples
- When would they use the fitness components
- When would you use certain tactics or which positions – need certain tactics

Coaching Points – Skill _____

Preparation	Execution	Recovery

Coaching Points - Skill _____

Preparation	Execution	Recovery

Coaching Points - Skill _____

Preparation	Execution	Recovery

Coaching Points - Skill _____

Preparation	Execution	Recovery

SAMPLE COACHING POINTS

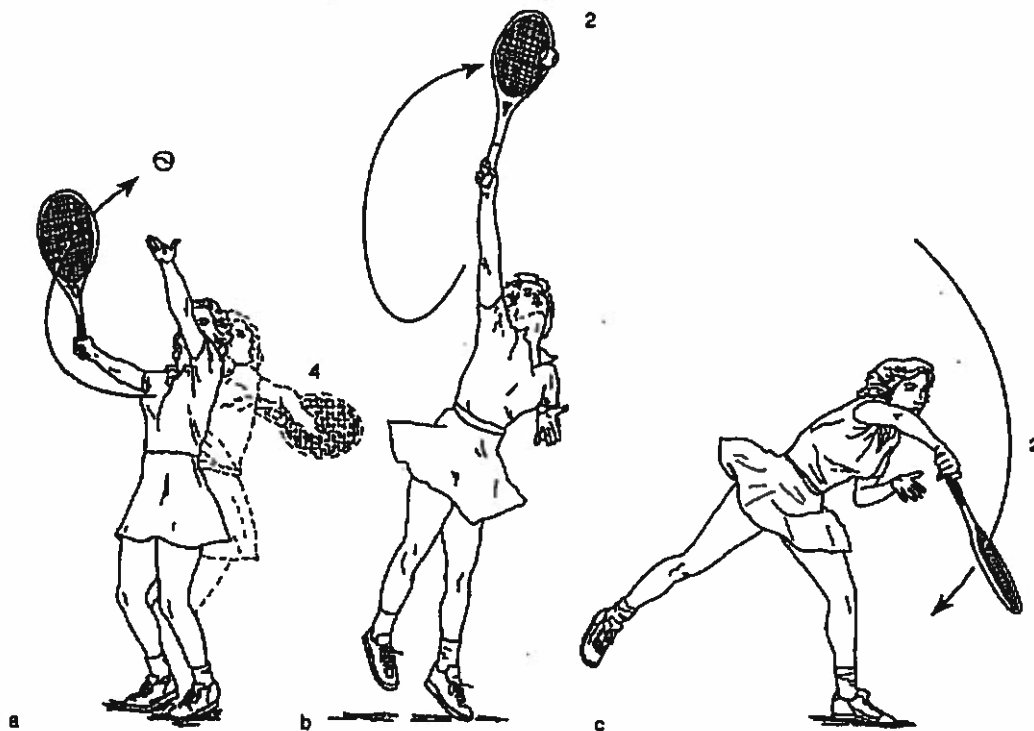
*See moodle for different sporting examples – use ‘Step to Success’ books

Example 1 - Tennis = Full-swing serve

Figure 3.2

KEYS TO SUCCESS

FULL-SWING SERVE



TOSS

1. Hands part going down ___
2. Hands up at same time ___
3. Lift ball upward, forward ___
4. Back-scratch position ___

HIT

1. Lean forward ___
2. Reach high to hit ___

FOLLOW-THROUGH

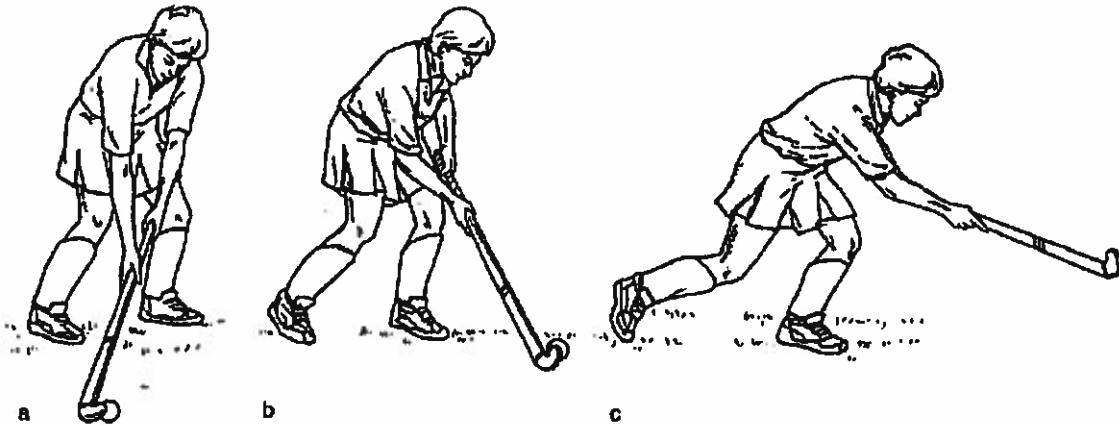
1. Continue swing after hit ___
2. Swing out, across, down ___

Example 2 - Hockey = Forehand push pass

FIGURE
2.1

KEYS TO SUCCESS

FOREHAND PUSH PASSING



Preparation

1. See receiver(s) and opponent(s) _____
2. Quick footwork _____
3. Left foot and shoulder point to target _____
4. Shake hands grip _____
5. Weight balanced over balls of feet; head steady over ball _____
6. Stick next to lower half of ball; face of stick closed slightly _____
7. Ball in control box; focus on ball _____

Execution

1. Transfer weight forward _____
2. Maintain stick next to ball _____
3. Left hand pulls stick forward _____
4. Push through lower half of the ball _____
5. Right hand exerts pressure and direction _____
6. Head steady over path of ball _____
7. Extend arms as left hand goes past left foot _____

Follow-Through

1. Generate momentum through the ball _____
2. Transfer weight through front leg _____
3. Finish with stick/arms extended to target _____
4. Return to ready position _____

Example 4 - Netball = Shoulder pass

FIGURE
2.5

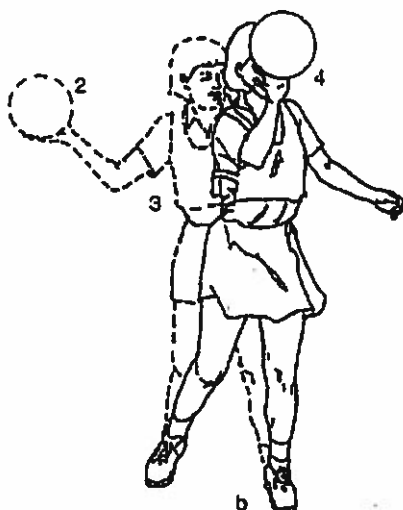
KEYS TO SUCCESS

SHOULDER PASS



Preparation

1. Hand behind ball ____
2. Ball on fingertips ____
3. Ball protected by non-throwing hand ____
4. Weight down, knees slightly bent ____
5. Opposite foot forward ____



Execution

1. Shoulder open ____
2. Provide speed with arm and body ____
3. Release non-throwing hand ____
4. Extend arm to help guide throw ____
5. Propel with wrist ____
6. Direct with fingers ____
7. Eyes on target ____



Follow-Through

1. Follow ball with throwing hand ____
2. Move back foot through ____
3. Transfer weight forward ____

NOTES:

FITNESS COMPONENTS

TACTICS/COMPOSITIONAL IDEAS

EVALUATION & APPRECIATION

Week 2 – Action Plan

Identifies the areas of the performance they would prioritise for improvement.

Formulates a detailed, viable action plan for one of the major faults identified. This action plan should have detailed coaching plans, detailed progressive practices together with a timescale for the plan.

Watch sample E&A clips from last year – see how much detail is needed for an Action Plan.

Design a detailed action plan for 2 of the weaknesses identified in Week 1

Prompts.... Consider....

Complete the boxes below

Why was it the major weakness? Detailed coaching points of technique, Aims of Action Plan

Time scales (no. of weeks, no. of times per week, length of sessions)

Test at start of week 1 & re test end of week 6 to see improvement

Possible tests (video analysis)

Progressive practices (use next page)

As much detail as possible, when do you progress to next practice? Include game related drills, small sided games

Re-test

NOTES

PROGRESSIVE PRATICES

Action Plan

Aims _____

No. of weeks _____ No. of times per week _____ Length of sessions _____

Does this change each week (e.g. train more as the Action Plan progresses)??

Notes

Practices

Practices

A2 Physical Education

Observation & Analysis Preparation

The table below is an example ACTION PLAN for a hockey player who has the following weaknesses/areas to improve.

WEAKNESS/ AREA TO IMPROVE	ACTION PLAN	
	FREQUENCY	INTENSITY
Speed in a match situation	<p>x 1 per week for 4-6 weeks then review and increase or change to avoid tedium</p>	<p>SHUTTLES</p> <ul style="list-style-type: none"> 1 X 50M 2 X 40M 3 X 30M 4 X 20M 5 X 10M <p>Walk back recovery after each sprint</p>
Anaerobic endurance, improving recovery rate for repeated bouts of intensity.	<p>x 1 per week for 4-6 weeks then review, change to 600's and alter times</p>	<p>INTERVALS: 6 X 800M</p> <ul style="list-style-type: none"> AIM FOR SOMEWHERE AROUND 3 MIN'S 10" FOR EACH REPETITION
Tackling, player needs to practise getting sideways on, keep their feet moving in the tackle and stepping to the left in order to channel them onto their strong side.	<p>x 1 per week as part of club training</p> <p>Practice should be ongoing with feedback from coach and fellow players</p>	<p>Take the same time in rest</p> <p>TACKLE BOX</p> <p>1 V 1 IN A SMALL SQUARE OF CONES</p> <p>1 V 1 IN A BIGGER SQUARE</p> <p>2 V 1 IN A SMALL SQUARE</p> <p>2 V 1 IN A BIGGER SQUARE</p>
		<p>DURATION</p> <ul style="list-style-type: none"> 3 MIN'S LOG RECOVERY BETWEEN EACH SET <p>Complete a total of 4 sets</p> <ul style="list-style-type: none"> REPEAT X 3, BUT TAKE 5 MINUTES REST AFTER THE 3RD 800 FOR THE LAST THREE GO BACK TO THE SAME TIME IN REST <p>Each rep should take the same amount of time</p> <p>10 MINUTES IN EACH BOX</p>

Your action plan is a great chance for you to show your knowledge about how to train for your sport. If you are suggesting Weights remember to talk about SETS and REPETITIONS.

EVALUATION & APPRECIATION

Week 3 – Theory Links

Justifies both their evaluation comments and their action plan with the appropriate application of relevant knowledge and concepts from the physiological, psychological and socio-cultural areas they have studied.

Use next 2 pages to review;

1. All the theory topics covered
2. 'Application of Theory' worksheet

Complete worksheet – which topics can they link to S&W and Action plan

Consider the sample E&A clips from last year – how much detail is needed for each theory link (examples from S&W and Action Plan)

NOTES

POSSIBLE THEORY LINKS

Theory Links

The following represent some of the knowledge and concept areas which the candidate could apply providing they are relevant to the performance observed. Candidates would not be expected to apply them all.

Physiological

- identification of joint type and its movement range
- identification of muscles involved and the type of movements and contractions
- strength and flexibility requirements of the movement
- speed and strength needs of the movement and its relationship to the fibre content of muscles
- a movement analysis of the skills/techniques involved
- the importance of a warm up and cool down in the plan
- the energy continuum
- the recovery process
- training and its relationship to the components of fitness important to the activity
- importance of other aspects which affect performance such as: body composition, balance, co-ordination-ordination, agility, reaction time and speed to the activity
- influence of nutrition and other factors which can enhance performance
- energy systems continuum relation to the activity
- recovery process in the activity
- training for the activity in relation to the relevant components of fitness
- influence of ergogenic aids on the activity
- Impact of the activity on a healthy, balanced lifestyle.

Psychological

- classification of the skill/technique involved
- identification of the abilities needed
- information processing demands
- influences of reaction time
- use of feedback in the plan
- involvement of schema
- application of learning theories
- S-R bond application
- observational learning
- phases of learning
- transfer of learning
- task analysis – complexity and organisation
- presentation of skills
- practice conditions
- use of guidance
- sport-specific achievement motivated in relation to the activity
- group and team theories and their relevance/influence in the activity
- Importance of mental preparation
- competition effects on sports performance – social facilitation, aggression.

Socio-Cultural Studies

- participation in the activity the activity in relation to the leisure and recreation context
- organisational status of the activity – support for them in the activity
- influence of cultural factors on performance
- own position on the performance pyramid and support given to them to develop
- role of the media in the activity
- discrimination within the activity.

Discuss the activity observed in relation to one of the following three aspects:

- popular recreation and its impact on the activity today
- public school athleticism and its impact on the activity today
- rational recreation in the 19th Century and its impact on the activity today.

In relation to: who was involved, level of organisation and the values identified within it.

Anatomy and Physiology

Shooting was a S/W because;

A movement analysis of the knee whilst shooting is:

Stamina is a S/W because;

This shows the performer has few/many slow oxidative muscle fibres.

The structure of these are;

The function of these are:

Speed is a S/W because

This shows the performer has few/many fast glycolytic muscle fibres.

The structure of these are;

The function of these are:

The performer has good/bad flexibility because

There are many Physical, Social and Emotional benefits from..... such as:

Before I start each session I will include a warm up, which will include:

The benefits of a warm up are:

After each session we will have a cool down, which will include;

The benefits of a cool down are:

During the performance the athlete has increased their breathing and heart rate to maintain O₂ delivery to the working muscles.

Heart rate increases because:

Breathing rate increases because:

The performer is able to maintain performance as more blood has been distributed to his working muscles via the vascular shunt mechanism.

This is where:

Skill Acquisition.

Passing was a S/W because

Passing is an:

Open skill because

Discrete skill because

Low organisation skill because

Externally paced skill because

I would place this performer at the cognitive/associative/autonomous phase of learning because;

During my action plan I will use a range of practice methods. I will use (only reference the ones you would use)

Massed practise because:

Distributed practise because:

Fixed practise because:

Varied practise because:

The performer has good/bad reaction time because;
Reaction time is;
Factors affecting reaction time are;

The performer has good/ bad balance because;
Balance is an example of a psychomotor ability which is;

The performer has good/bad strength because
strength is an example of a gross motor programme which is;

During my training session I would give various types of feedback to improve performance. I would give:

Positive feedback when:

Negative Feedback when

Knowledge of results when

Knowledge of performance when

To help skill learning I would also use the appropriate types of guidance methods. I would use:

Verbal when/to

Visual when/to

Mechanical when/to

Manual when/to

Sociocultural.

The performer has a range of weaknesses. Because of this I would place him at the.....phase of the performance pyramid.

The local and national opportunities for participation and progression are;

As you can see the performer is competing in a sport/PE lesson/ Physical recreation. The characteristics of this are:

e.g. By the performer playing Football he is taking part in Physical Activity. This is an important element of a Balanced Active Healthy Lifestyle. The other elements of a BAHL are;

The recommendations for Physical activity for adults and children are:

For this performer to develop further they would need to be selected to attend the English Institute of Sport. Here they would get;

The performer may have been motivated to take up the sport having seen role models via the media. The positive and negative affects the media has on sport are;

As you can see the performer has good/bad equipment, such as.....

This is having a positive/negative effect on his performance.

The other affects of modern technological products are;

You need to *apply* your theory throughout both your strengths and weaknesses, and action plan sections. If you want to add more theory at the end that is ok but you must still apply it to the performer.

Examples of Application of Knowledge

PHYSIOLOGICAL AREA	
	A & P Explanation (Topic – CV System)
LINK SENTENCE	<i>'It was evident in the observation that the central midfield player on the red team had a poor aerobic capacity as he failed to keep up with play. He therefore needs to improve the efficiency of his CARDIO-VASCULAR system.</i>
HOW TO IMPROVE PERFORMANCE	<i>In order to improve the efficiency of the CARDIOVASCULAR SYSTEM, continuous training should be completed at least 3 times per week which involves working aerobically for at least 30 mins per session.</i>
KNOWLEDGE	<i>After approximately 6 weeks of training the performer may notice many physiological adaptations, such as an enlarged heart, known as cardiac hypertrophy, which may lead to an increased stroke volume and a reduced resting heart rate (bradycardia). Aerobic exercise will also help</i>
Then go on to select an area of Exercise Physiology to discuss, ensuring that you provide a LINK, HOW TO IMPROVE and KNOWLEDGE of that topic.	
PSYCHOLOGICAL AREA	
	Acquiring Movement Skills Explanation (Classification/Practice Type)
LINK SENTENCE	<i>' Player X performed skills in the clip which can be classified as predominantly open on the environmental continuum</i>
HOW TO IMPROVE PERFORMANCE	<i>Open skills can be improved by participating in varied practice</i>
KNOWLEDGE	<i>Open skills are affected by the environment, they are predominantly perceptual and movements must be adapted as they are externally paced. Varied practice is when.....'</i>
Then go on to select an area of Psychology to discuss, ensuring that you provide a LINK, HOW TO IMPROVE and KNOWLEDGE of that topic.	
SOCIO-CULTURAL AREA	
	History of Sport Explanation (Topic – Regular Play)
LINK SENTENCE	<i>' Player X would benefit from training and playing more often</i>
HOW TO IMPROVE PERFORMANCE	<i>Playing more often would enable the performer to improve as it makes you fitter and more skilful</i>
KNOWLEDGE	<i>In the 1700's, play did not occur very often for the lower class, however it was much more regular in Public Schools and during Rational Recreation in the 1800's. The reasons for this were.....'</i>
Then go on to select an area of Socio-cultural studies to discuss, ensuring that you provide a LINK, HOW TO IMPROVE and KNOWLEDGE of that topic.	

Use the next few pages to prepare your topics which you will need to learn and say on the day of your exam. There are some ideas for topics towards the back of the booklet.

PHYSIOLOGICAL AREA	
	A & P Explanation (Topic –)
<i>LINK SENTENCE</i>	
<i>HOW TO IMPROVE PERFORMANCE</i>	
<i>KNOWLEDGE</i>	
PHYSIOLOGICAL AREA	
	Exercise Physiology Explanation (Topic –)
<i>LINK SENTENCE</i>	
<i>HOW TO IMPROVE PERFORMANCE</i>	
<i>KNOWLEDGE</i>	

PSYCHOLOGICAL AREA

AMS Explanation (Topic –)

LINK SENTENCE

HOW TO IMPROVE PERFORMANCE

KNOWLEDGE

PSYCHOLOGICAL AREA

Psychology of Sport Explanation (Topic –)

LINK SENTENCE

HOW TO IMPROVE PERFORMANCE

KNOWLEDGE

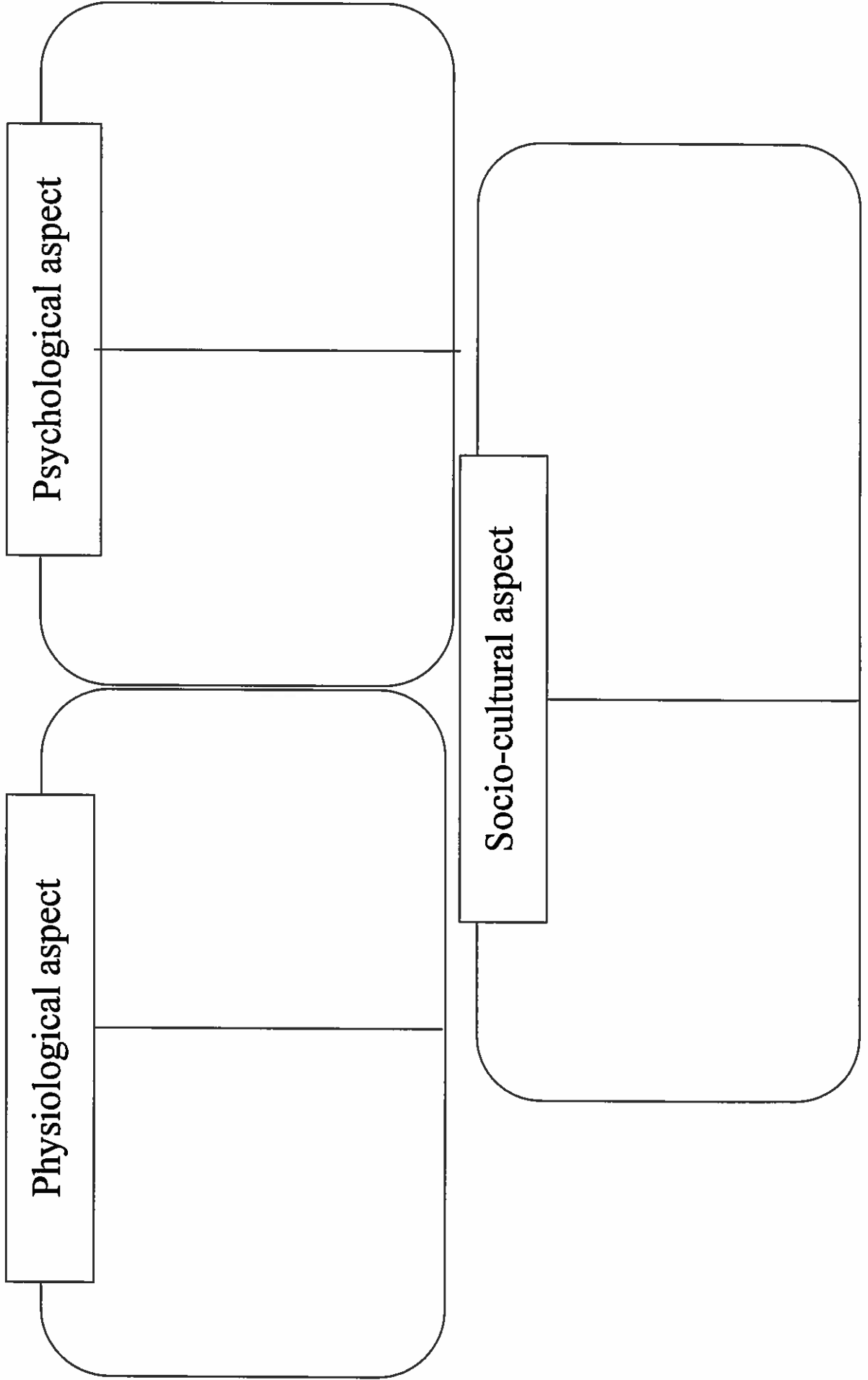
SOCIO-CULTURAL AREA

	Socio-Cultural Explanation (Topic –)
<i>LINK SENTENCE</i>	
<i>HOW TO IMPROVE PERFORMANCE</i>	
<i>KNOWLEDGE</i>	

SOCIO-CULTURAL AREA

	History of Sport Explanation (Topic –)
<i>LINK SENTENCE</i>	
<i>HOW TO IMPROVE PERFORMANCE</i>	
<i>KNOWLEDGE</i>	

A2 PE - EPIP - APPLICATION OF THEORY



FITNESS Strength

The performer shows good endurance throughout the game constantly acting as a possible outlet for his team mates moving into space making himself available for the ball. When in possession of the ball he is able to shield it well from opponents using his upper body strength and balance to remain in possession of the ball.

Weakness

The performer often waits for the ball to be played to him rarely running around into space asking for the ball showing a lack of basic stamina. Also when he loses the ball he rarely has the commitment to go back and chase the ball to try and intercept or make a half attempt in doing so because of his fitness incapability.

THEORY LINK: low aerobic capacity being less able to supply sufficient oxygen to the muscles to run, needs to improve the efficiency of the aerobic energy system via aerobic training

FORMATION AWARENESS

Strength

The performer's formation awareness is good as he is constantly asking to receive the ball from his defenders and then passing it on to more forward players. He also understands his job of defending when not in possession of the ball getting back and helping his defenders showing good signs of a midfielder.

Weakness

The performer often has no positional sense and is largely attracted to wherever the ball may be. Although 5 aside is frantic and often players are in all areas of the pitch he still has no special awareness in that he is incapable of finding space for which his team mates can pick him out effectively.

THEORY LINK: good perceptual skills and special awareness. Good knowledge of the game showing good cognitive skills

* EXAMPLES OF THEORY LINKS - WOULD NEED MORE DETAIL *

A2 PE – U6- E&A HOMEWORK

EXTRA REVISION – Look at the tasks below to help

In preparation for your Evaluation & Appreciation you need to complete the following tasks:

1. Identify 5 skills, 5 tactics, and 4 fitness components
2. Highlight any possible weaknesses
3. Write a paragraph as to how you might improve each weakness: this should include:
 - Progressive practices
 - Coaching points
 - Fitness tests
 - Principles of training
 - Detailed fitness programme – i.e. number of reps, weight & sets etc...

	Weakness	Cause	Action Plan	Theory Link
Skill x 5	Passing (accuracy) Shooting (power)	Phases? Prep Exec Rec		A & P movement analysis
Fitness x 5	Strength Stamina			
Tactic x 5	Attacking play Set Plays			

A2 Physical Education – E&A (Teachers Mark sheet)

Candidates Name		Candidates Centre	
Teacher's Name		Teacher's Centre	

Assessment Criteria		BAND			
Evaluation & Appreciation					
Strengths & Weaknesses	STRENGTHS Skills Tactics Fitness Components				
	WEAKNESSES Skills Tactics Fitness Components				
Prioritise Weaknesses					
Action Plan	Coaching Points				
	Detailed Practices				
	Time Scale				
Application of Theory	Physiological Aspects				
	Psychological Aspects				
	Socio-Cultural Aspects				
FINAL MARK		Band 1 (16 - 20) Band 2 (11 - 15) Band 3 (6 - 10) Band 4 (0 - 5)			
/ 20					

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Strengths & Weaknesses	STRENGTHS Skills Tactics Fitness Components				
	WEAKNESSES Skills Tactics Fitness Components				
Prioritise Weaknesses					
Action Plan	Coaching Points				
	Detailed Practices				
	Time Scale				
Application of Theory	Physiological Aspects				
	Psychological Aspects				
	Socio-Cultural Aspects				
FINAL MARK / 20		Band 1 (16 - 20) Band 2 (11 - 15) Band 3 (6 - 10) Band 4 (0 - 5)			

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Strengths & Weaknesses	STRENGTHS Skills Tactics Fitness Components		
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	Time Scale		
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FINAL MARK		Band 1 (16 - 20) Band 2 (11 - 15) Band 3 (6 - 10) Band 4 (0 - 5)	
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/ 20			

PAST STUDENTS NOTES | REVISION

E+A

Swimming is being performed at a high level in this clip as there are coaches present in the background and equipment such as diving blocks and flags are being used. This could mean that the performer in Lane 2 is in the 'Performance' stage of the performance pyramid, as she is participating in a local training session for her local club. Swimming can also be enjoyed as a physical recreational activity for personal satisfaction.

During the clip, I found the strengths of Lane 2 were, their good freestyle arm stroke as their fingertips went into the water first with high elbows and they stretched their arms to scoop through the water. Also the performer had a consistent breathing rhythm with their head slightly turned to the side. The swimmer also had a good entry into the water with a racing dive; she used her legs for a big push off the block, with her head down in a streamlined position. This is a strength because it gives an advantage by having a strong push in a race against competitors. The flexibility in her upper arms is also a strength. Flexibility is the range of movement around a joint, depending on the amount of stretch allowed by the ligaments, joints, tendons and muscles. In the arm action for freestyle, the shoulder joint is used; this is a ball and socket joint which allows a range of movement. The conjoining bones are the scapula, humerus and clavicle and the muscles used are the shoulder rotator cuff which stabilizes the upper arm and the bicep and tricep brachii which help her propel through the water.

I also found some major weaknesses such as her leg kick. It is a weakness because she kicks from her knees rather than her hips, which means she is not creating white water, resulting in less momentum and speed in her race. Another weakness is her pacing. This is essential in a long distance race as throughout the race the performer should swim at max. effort. Another weakness is her stamina, stamina is the ability to sustain prolonged physical or mental effort. This can also be linked to pacing because the performer should have enough energy at max. performance to swim at her full potential during her race. The energy system predominantly used by this performer is the lactic acid system. This process takes place in the muscle cell sarcoplasm and works anaerobically. It can provide energy for 10-180 seconds, creates 2 ATP and produces lactic acid which is a fatiguing by-product.

I have created a training programme to improve a main weakness, her leg kick. The coaching points for leg kick include straight legs from the hips, moving up and down, keeping the feet flat in the water. The programme will run over 6 weeks, working in 2 week blocks, gradually building up the improvements in time for a big intertown competition or gala. This process is called periodisation. Periodisation is the organised division of training into a number of specific blocks to ensure the performer develops progressively to reach a peak at the correct time for a sporting target or event. The 6 week programme is an example of a meso-cycle, often used either pre/post and during competition season. The performer will start by training at least twice a week for 45 minutes, gradually increasing the session to 1½ hours.

this will allow the performer to adapt progressively and to improve their fitness capacity and muscle stamina, another weakness I found in the clip.

Before the programme starts, I would test the performer on their kick, using the whistle kick bleep test which also incorporates other weaknesses, stamina and pacing, using a kickboard. This will also be done after the programme in order to measure the improvements. Video analysis could also be used before and after for the performer to visually see their improved movements.

In the first block (weeks 1-2) as a coach I would get into the water and use manual guidance to physically move the legs correctly and highlight the basics of freestyle kick. This will build the confidence of the performer and ensure the sense of the kinaesthetic feel of the movement. This would only be for the first 10 minutes working with a kickboard across the width of the pool and then the rest of the session would be a set working with speed and stamina to improve the fitness.

In the next block (weeks 3-4) I would still get in the water but increase the distances up to half lengths and working at different speeds. Instead of using a kickboard, the performer would be in a streamlined position and gradually incorporate the freestyle arms.

Throughout the programme, it is important that the performer participates in both a warm up and cool down. The main purpose of a warm up is to increase the heart rate; this will raise the core body temperature and increase the blood and oxygen flow to the working muscles. Also the muscles and tendons will be more flexible which will increase the RoM around the joints and reduce the risk of injury. A cool down is also very important as the process of EPOC can take place. This is where the body can restore back to pre-exercise state by reducing the heart rate and to get rid of the fatiguing by-product, lactic acid.

During the last block, the performer will perform at race standard and pace, and this will involve starting from a dive so that the performer feels competition ready. After completing various sets throughout the weeks, the performer's stamina and speed should have subconsciously improved. Therefore during the re-tests of the whistle kick bleep test and video analysis, the performer and coach will be able to see the improvements which can boost the confidence of the performer.

Nowadays in society thanks to the success of popular swimmers at London 2012, such as Rebecca Adlington and Ellie Simmonds, role models have been created to inspire the whole population and to encourage them to take part in regular exercise. Also in many pools today, there is improved technology including pool hoists for disabled people and a range of modern teaching equipment to aid learning of young swimmers. There are also barriers that affect the participation of swimming today, these include- the low self-esteem or confidence of a poor body image, or cultural/ethnic reasons such as Asian females.

However in the past, swimming and bathing was very different. During the Middle Ages, bathing was very informal in natural facilities during summer months, and used for a ready supply of transport, food and place to wash. At the start of the 19th Century, bathing in public schools became more regular with increased technical development and purpose built facilities. After the outbreak of cholera in the 19th Century, the government created public baths for both the working and upper classes, used for washing, recreation and sport.

E&A

After watching the games I have picked the centre for Manchester Thunder to analyse. She has a number of major strengths and weaknesses. A particular strength of hers was her long extension and quick release in her shoulder pass. Her passes were successful and on target throughout court. This is a particularly good gross skill for a centre to have, this is because they are involved in the centre court and by releasing the ball quickly and at a high speed it pushes the ball down to the attacking end cutting out chances of a defensive interception from the opposition.

The coaching points for a correct shoulder pass are in preparation the player's hand should be behind the ball which should be placed on the fingertips. The ball will be protected by the non-throwing hand and weight down with knees slightly bent with opposite foot forward. In the execution the shoulder will become open to provide speed with the arm and body. The arm will extend to help guide throw and directed by the fingers. The weight of the player should then be transferred forward.

This skill requires the shoulder joint which is a ball and socket joint, with the head of the humerus fitting into a very shallow cavity on the scapula. The shoulder joint is the most mobile joint in the body but also one of the most unstable because the shallow cavity gives little support to the head of the humerus. When executing the shoulder pass the ligaments and muscles around the joint will provide stability.

Another strength the centre presented was her ability to zone defence when the opposition had the ball. This involves a triangle formation with the two other members of defence. They will block and reduce the space available for the other team. By zoning the centre is able to read the pass and intercept the ball resulting in a turnover. This is a strength because it limits the opportunity the opposing team have to shoot and will bring the ball down to her attacking end - hopefully resulting in a goal. This is also known as defending off the ball and the centre illustrates she can do this to a high standard. You can see in the clip that the ball is the focus of her attention and she positions herself ready to drive hard to cut off the incoming pass. The element of surprise that she brings is strength on the ball. This is a strength because it introduces an element of uncertainty to the attack, which can increase the attacking team's error rate.

Agility is vital as a centre and the player shows high levels of throughout the game. Agility is the combination of speed and coordination. It allows the centre to efficiently change direction and body position at speed. This is a strength because the players can offer and reoffer quickly. This is very important as the feeder is limited to three seconds. In the clip it shows how the agility of the player allows her to get free from her defender which allows the ball to move down court quicker and more efficiently - resulting in the target of a goal being met.

The centre also shows extremely good signs of strong stamina throughout court. This is presented through her ability to keep up with the ball movement throughout the clip. This is a strength as she ensures she is there as an option for both attack and defence; so no held balls were incurred. Netball is both an aerobic and anaerobic sport. The centre would have been training both of these systems therefore she will have a high VO₂ max - hence a higher anaerobic threshold. Sedentary individuals anaerobic threshold is typically about 50/60 per cent of VO₂ max, whereas elite aerobic athletes may work above 85 per cent of VO₂ max.

Although the player presents the above strengths, there are some weaknesses in her performance.

One highlighted by the clip is her balance on the edge of the circle in the attacking end. On occasion, she lost her balance and entered the circle area which is off bounds to centres, meaning a penalty was incurred. This is a weakness as it gives the opposition the chance to move the ball to their attacking end and gain a goal. Balance is the ability to maintain equilibrium whilst stationary, or moving. As a centre a lot of the players time is spent on the edge of circle creating space and holding a strong position, this is so there's an unblocked opening for the ball to be fed to the attack in the circle. Holding a strong position means the defensive centre and wing defence can not get in front, this reduces the chance of an interception as the ball is on its way into the attacking circle. This requires balance to achieve. The player should use core methods of training to improve this.

[REDACTED]

[REDACTED]

Through out a chest pass the centres muscle will change length. Concentric contractions are those which cause the muscle to shorten as it contracts. Bending the elbow from straight to fully flexed, causing a concentric contraction of the Biceps Brachii muscle. Concentric contractions are the most common type of muscle contraction and occur frequently in daily and sporting activities and are constantly used through out games and training in netball.

I have identified this as her main weakness and put together an action plan below which she should follow in order to improve her short chest pass.

Action Plan

- 8 Week programme
- Two sessions a week
- One and a half hour training sessions
- Fifth teen minute sessions concentrating on skill to be improved
- Training sessions to be increased to three a week when coach sees significant improvement

Coaching Points-

- o Ball should be released at chest height.
- o Fingers spread around the ball in W shape.
- o Elbows in.
- o Transfer weight forward and push the ball.
- o Extend and follow through with arms, wrists and fingers.
- o Path of ball should flat and fast.

Drills-

1. Test- 25 chest passes against a small target on a wall. Record how many times target is successfully hit. Repeat three times.
2. Passing to a static player. Progress to player is offering left to right. This recreates a game situation and incorporates foot work.
3. 123 pass and move
4. Feeder on the back line, the centre should run from the middle third, hit the edge of the D, receive the ball from the feeder and give a strong chest pass into an attacking player in the circle. This will also give her chance to improve her balance.
5. The above drill can be progressed. Passive defenders should be added to recreate a game situation and increase pressure for the centre to hit the D quickly before the defender.
6. Half court game.
7. Test- at the end of the 8 week period 25 chest passes should be passed again the wall on the target. The amount of times the target is met should be recorded and compared to the performers previous results.

ONLY PICK 1 PLAYER

Sample script for E&A

The hockey match going on can be classed as Sport due to there being an umpire, correct equipment is being used (for example indoor sticks) and there are two equal teams competing to win. However this game is also part of Physical Education as this is an A' Level PE, lesson following a set curriculum and being held in an Educational Establishment. There is an element of Physical Recreation as the organisation levels are moderate only and the players are playing for fun more than for league points, but there is no real evidence of Leisure as the students have no choice in the matter – they have to play!

Having been watching the midfield player number 10 you can see that she clearly is in the autonomous phase of learning due to having a very high level of close control and accurate passing, she is fluent and aesthetically pleasing as well as appearing effortless in her execution of skills.

In contrast number 7 is in the foundation segment of the performance pyramid as she obviously has little or no experience of the game of hockey. In her execution of a pass she is too upright and often misses the ball due to her eyes leaving the ball too soon. When recovering from the pass she doesn't look to support the player and judging from the way she drifts around the pitch not wanting to get involved she may have low self-esteem and is happy to social loaf in this situation.

That was a good shot from number 4 who prepared himself well by getting his feet in the right position and pre-scanning the goal so he knew where to shoot before actually receiving the ball. In execution phase he remained low to the ball with his head over it and had good weight transference from right to left foot. As a goal was scored he didn't need much recovery, but notice his stick finished perfectly in the direction of the shot which is where it should be. This shot would have been executed under Open Loop control as he would have received feedback at the end of the shot rather than during it due to the skill being very short and very fast. The way his team mate praised his success will serve as reinforcement and increase the chances of the skill being repeated

When number 6 dribbles with the ball in execution she has the ball far too close to her feet which means her eyes are focussed downwards and she cannot take in the full display therefore narrowing her attentional field and making it difficult to selectively attend to the important cues. As a result she often loses the ball to a tackle or gives away a foul by kicking the ball. Newton's Law of motion states that the ball will remain in a state of rest until a force is applied to it, in her case she needs to apply that force a lot sooner and with her stick!

See how player number 2 is constantly on the move, supporting the play and commanding her players. She appears to have high levels of cardiovascular fitness and I would suggest her Aerobic system has been trained to a very high level as she is able to maintain a consistently high work rate throughout the game. The Aerobic system is utilised when an athlete is working at a low intensity, such as when number 2 jogs back to the half way line once a goal is scored. It occurs in the mitochondria from 1 molecule of glucose in the presence of oxygen we get 34 ATP. However see how number 8 is sprinting to get back into position, they are now using their ATP-PC system. This takes place in the sarcoplasm, it is a fast efficient system because it utilises the creatine stored in the muscle to produce 1 ATP.

See how number 2 just communicated to her attacking players to move to receive the ball, she is demonstrating clear leadership qualities and from the number of times she shouts commands to her players and encourages them when they make a mistake, she could be classified as a democratic leader.

Player number 7 just committed a foul with that terrible tackle on her opposing player. In the preparation phase she was clearly off balance with her left foot forward as opposed to her right, in the execution phase she was fully committed with all of her body weight moving in the direction of the player, but missed the ball and took the players legs. Her recovery phase was poor as she lost balance and fell over whereas players usually in the recovery phase of a tackle would be looking to make the next pass, run or shot. Tackling in hockey is very much a discrete and open skill. It is a short skill but will be very different each time depending upon the angle of approach of the attacking player, their speed, body and stick position and their position on the pitch. That sort of tackle would have been applauded back in the 18th century when the only form of hockey to be played was a mob game in the rural villagers. This sort of game was extremely violent with multiple injuries and even deaths. It would be uncodified and irregular due to the demands of the agricultural calendar. It wasn't until much later in the girls' schools in the mid 19th century that the game became formerly regulated.

When receiving the ball, player C often miss-controls it causing it to bounce up off her stick which ends up in either a foul being committed or her being dispossessed due to slow control. In preparation her hands are far too close together, they should be much further apart with the left hand at the top and the right hand approximately half way down towards the bottom of the grip. In execution her legs are too straight with no real evidence of flexion in the hip joint. The hip joint is of massive importance to any hockey player as the best position to run with the ball is in a low body position with knees bent and straight back. Hockey players are continuously bending and straightening and as a result have very strong quadriceps and gluteal muscles. This quadriceps causes the knee to flex, whereas the gluteals cause the hip to extend. There are four muscles in the quadriceps group and two in the gluteals. The quadriceps is made up of the Vastus Lateralis, Vastus Medius, Vastus Lateralis and Biceps Femoris. The Gluteus Maximus and Gluteus Minimus make up the Gluteals.

Number 7 has just committed another bad tackle; this skill is certainly a weakness, in particular during the preparation phase as her footwork to get her in the correct position is slow and incorrect in terms of having the wrong foot forwards. In order to correct this fault she would need to commit to training repeatedly over the course of at least half a season, once at club training and during matches and twice as part of her physical fitness training. This would be a medium term goal which I feel is realistic and achievable. During club sessions, she should be coached in a 1vs1 10ft square tackle box situation where an attacker has to dribble through the tackle box and out the other side without being dispossessed. Number 7 needs to be coached how to position herself to the left with her left foot forwards so as to channel the attacker on to her strong side. The coach could use visual guidance to demonstrate the correct technique of how to initially close the player down so that her vision is directed downwards towards the ball and then to effectively shadow and crab backwards remaining on the left hand side whilst waiting for the right moment to step in with a low body position and stick to take the ball. This drill needs to be repeated in sets of 6 approximately 5 times each training session with interspersed periods of rest allowing for coach feedback and mental

preparation. This is called distributed practice. Once the skill is mastered, the coach should progress the drill by enlarging the box to 20 ft square for a further 4-6 weeks depending on the rate of progression and eventually remove the cones and perform the drill whilst attacking the shooting circle. From there the player could start to use variable practice where they would be encountering many types of situation, this could include 20 minutes of the weekly session devoted to small game situations such as 2Vs3 and 3Vs5. Such practices would provide the player with a wide range of experiences and thereby develop their schema for tackling. During the two physical training sessions, the player should devote at least half an hour each week to improving their footwork in preparation for tackling. This could be done on any level playing surface such as an astro turf or a sports hall or even a tarmac area. The player should set out cones at 5m, 10m, 15m and 20m intervals and side step with left leg leading out to the first cone and with right leg leading back, the second and back, third and back and so on. This should be done at maximal effort and followed by a 30 second rest before being repeated six times. This whole set needs to be done three times and followed with a thorough cool down to prevent blood pooling and to avoid the effects of OBLA.

To avoid tedium, the player should alter the footwork drill every three weeks with a variation such as the star drill where the same techniques, repetitions and sets apply, but this time starting from the middle of a star and going out and back to each of the 6 points with the cones being placed approximately six to seven metres from the centre point.

This action plan requires real commitment from the player, however and it would depend on their intrinsic motivation and personality to ensure it is carried out fully. They may develop greater levels of self-esteem from the effects of training and an improved performance and may even move up the performance pyramid from participation to performance level. There are opportunities in the North West of England to play at a wide variety of levels from local and regional leagues all the way up to Premier National League where many of the players train as professionals whilst still being part of an Amateur sport. England Hockey, the governing body for hockey works closely with UK Sport to support elite level players through a variety of programmes such as World Class, but also caters for the majority by making funding and coaching available to local clubs and by initiating schemes such as mini hockey for children.

Notes

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