

A2 LEVEL

**GCE
PHYSICAL
EDUCATION**

2010-11

SYLLABUS OVERVIEW

UNIT 3

Optimising Performance and evaluating contemporary issues within sport:

A – How exercise physiology can optimise performance

Mr Grover – Monday P3

B – How application of psychological knowledge can optimise performance

Mr Grover – Wednesday P1

C – Contemporary influences in sport and their impact on the performer

Miss Adlington – Wednesday P2

UNIT 4

Optimising practical performance in a competitive situation:

Practical

Mr Grover – Monday P4

ASSESSMENT STRUCTURE

You have already banked marks for 50% of your A level after your AS examinations. Therefore there is 50% weighting left over the next year.

UNIT 3

Optimising Performance and evaluating contemporary issues within sport:

Weighting	30%
Examination	2 hours written
Marks for Unit	84

Three Sections:

A – How exercise physiology can optimise performance

B – How application of psychological knowledge can optimise performance

C – Contemporary influences in sport and their impact on the performer

UNIT 4

Optimising practical performance in a competitive situation:

Weighting	20%
Assessment	Internally marked, externally moderated
Number of marks	120 (60 practical, 60 analysis and evaluation)

Requirements for Assessment:

Candidates perform, analyse and evaluate their own performance, identify 6 weaknesses from 3 areas of assessment and suggest causes and appropriate corrective measures, whilst making comparisons to elite performances and referring to theoretical content covered in both the AS and A2 syllabus.

A2 LEVEL

**GCE
PHYSICAL
EDUCATION**

**Practical Assessment
Student Guide**

UNIT 4

Optimising practical performance in a competitive situation:

Section A – 60 marks

Ability to perform and analyse relevant core skills/techniques as a performer, official or leader/coach in a fully competitive situation.

1. Decide on your activity
2. Decide on your role
3. Gain video evidence of your performances to support assessment conducted in school, and to allow analysis in Section B. (as many videos as possible – use the best performance)
4. What are the core skills for your activity?
5. What is the technical model for each of the skills?
6. Gain video/written evidence of elite performance of these skills in isolation and in competitive situation.
7. Assessed in three areas: (Performer)
 - a. Technical quality of attacking skills 20
 - b. Technical quality of defending skills 20
 - c. Application of strategies and tactics 20
8. Leader:
 - i. Plan co-ordinate and lead others to demonstrate core skills in fully competitive situation
 - ii. Aware of strategies and tactics to optimise performance and how to adapt/modify them to make a difference to performance.
 - iii. Able to justify decisions made, during and after the event
9. Official:
 - i. Officiate a fully competitive situation
 - ii. Demonstrate an awareness of all major roles before, during and after the event to ensure safety of all participants, and consistent and accurate application of rules.
 - iii. Demonstrate appropriate personal preparation and equipment
 - iv. Correct and consistent application of scoring systems
 - v. Be able to justify your decisions

Sections B & C: 30 marks per section

Ability to analyse and critically evaluate their own/others' weaknesses within a fully competitive situation in relation to an elite level performer.

Ability to identify theoretical causes for weaknesses in performance and suggest appropriate corrective practices to optimise performance.

1. Choose your role – easier to use the same role as Section A which already has evidence collected. If Leader role is chosen – you must analyse another performer, not yourself.
2. Select activity to analyse and evaluate performance within. **It must be the fully competitive situation.**
3. You must evaluate **2 weaknesses/separate skills in each of the 3 categories of attacking, defending and strategies & tactics.** (6 in total)
4. Video performances in competitive situation of:
 - a. Your performer
 - b. Elite performer
5. Produce a powerpoint, blog, written response that highlights the following

Section B

- i. Faults of the performer
- ii. Compares performance to the elite performer/technical model – **name the performers – or no marks!!**

Section C

- iii. Causes of faults/weaknesses (use knowledge and understanding acquired throughout the course)
- iv. Suggest corrective measures – must justify why you have suggested them and what you think will happen as a result – link to theory!
- v. Theoretical aspects may include:
 - i. Physiological
 - ii. Biomechanical
 - iii. Psychological
 - iv. Cultural
 - v. Historical
 - vi. Socio-economic

There should be **no repetition** and **causes should relate to theory, at least one from both AS and A2 content.**

6. Assessment via written response and if necessary – interview which is recorded for moderation.

DEADLINE FOR SUBMISSIONS IS THE END OF MARCH 2012.

Name:

Activity:

Position:

Role: Performer/Coach/Official

Identification of own weakness in Area 1 / 2 / 3 - Attacking / Defending / Strategies & Tactics

Section B:

Weakness 1 (of 6): (5 Marks)

- How does your performance of the identified weakness/skill compare to the technical model?
- Describe the technical model and how each broken down component impacts on performance.
- Describe your performance in comparison to the technical model and how it differs – highlighting as many opportunities to improve/weakness in your execution as possible.

Technical Model – elite performer’s name	Your Performance	Differences to Technical Model	Possible associated cause

Be specific to the minute detail of the technical model and how your differences impact upon your performance.

Section C:

Weakness 1 (of 6): (5 Marks)

Possible Cause:

- Take the most significant Possible Cause and discuss. Go into detail about that possible cause from the theory.
- It is here you show your knowledge and how it applies.

Corrective Measure:

- Identify and describe what corrective measure you have selected. Make sure it is relevant!!
- Explain how you would execute the corrective measure.

- What would be the impact of the corrective measure on your performance?

Mark Sheet for Section B & C:

Section B:

Area 1:

	Weakness 1 (5)	Weakness 2 (5)	Average (/5)
Comparison to Technical Model			
Weaknesses Observed in performance			

Section C:

Area 1:

	Weakness 1 (5)	Weakness 2 (5)	Average (/5)
Possible Cause			
Corrective Measure			

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Section B:

Area 2:

	Weakness 1 (5)	Weakness 2 (5)	Average (/5)
Comparison to Technical Model			
Weaknesses Observed in performance			

Section C:

Area 2:

	Weakness 1 (5)	Weakness 2 (5)	Average (/5)
Possible Cause			
Corrective Measure			

Section B:

Area 3:

	Weakness 1 (5)	Weakness 2 (5)	Average (/5)
Comparison to Technical Model			
Weaknesses Observed in performance			

Section C:

Area 3:

	Weakness 1 (5)	Weakness 2 (5)	Average (/5)
Possible Cause			
Corrective Measure			

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Collate all marks from above tables into table below:

	Area 1 (/5)	Area 2 (/5)	Area 3 (/5)	Total (/15)
Comparison to Technical Model				
Weaknesses Observed in performance				
Possible Causes				
Corrective measures				

Total Mark out of 60:.....

AS LEVEL

**GCE
PHYSICAL
EDUCATION (AQA)**

2011/12

SYLLABUS OVERVIEW

UNIT 1

Opportunities for and the effects of leading and active lifestyle:

Applied Exercise Physiology

Mr Grover (RGR) – Thursday P1

Skill Acquisition

RGR – Tuesday A Period 3&4
Thursday B Period 2

Opportunities for Participation

Mr Bennett (CBE) – Thursday A P2 & Tuesday B P3

UNIT 2

Analysis & evaluation of physical activity as a performer and/or in an adopted role/s:

Practical

CBE – Tuesday B P4

ASSESSMENT STRUCTURE

UNIT 1

Opportunities for and the effects of leading and active lifestyle:

Weighting	60%
Examination	2 hours
Marks for Unit	84
No. of Questions	7 x 12 marks
Extended answer	1 x 12 marks

No question choice – assesses all Unit 1 content.

Summer examination in May 2012

UNIT 2

Analysis & evaluation of physical activity as a performer and/or in an adopted role/s:

Weighting	40%
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Assessment Internally marked, externally moderated

Unit 2 cont..

Number of marks 100 (50 per activity)

Requirements for Assessment:

2 roles from player/performer or coach/leader or official in one sport, or the same role in two different sports. Refer to specification for allowed combinations.

Deadline for assessment is Easter 2012.

Applied Exercise Physiology and Skill Acquisition theory delivered in a practical context but assessed in Question 7 Unit 1(12 marks).

In order to help you complete Q7, you will construct and undertake a Fitness training programme in lessons and in your own time.

You will also learn how to coach youngsters and each other in order to improve skill learning. A lot of this will be taking place on a Tuesday A P4 – so **you will always need kit on a Tuesday.**

