

The environment in which the candidate selects, applies and improves their skills as well as being assessed in, must meet the following criteria:

- reflect the open environment in which the activity normally takes place;
- involve the application of the activity's rules, regulations and code of practice;
- have the aim of the candidate performing to their optimum;
- enable the candidates to be placed in rank order according to ability.

Each of the two practical activities is assessed out of a maximum of 30 marks.

3.6 Evaluation and Appreciation of Performance through Observation and Synopsis of Knowledge

The candidate's oral response to their observation of a live performance in **one** of their chosen activities is assessed.

The evaluation and appreciation of performance through observation and synopsis of knowledge, which is classed as synoptic assessment, has a weighting of 30 raw marks which contributes 5% to the candidates final overall assessment.

Candidates are assessed in **one** of their chosen activities.

Candidates are assessed on their ability to evaluate and appreciate the live effective performance of a fellow candidate through observation whilst applying their knowledge from a range of disciplines in order to recommend an appropriate strategy to improve the performance. The candidate should be asked to observe the performance with a view to:

- (i) making evaluative and appreciative comments in order to judge the quality of performance using relevant technical language;
- (ii) describing an appropriate strategy designed to improve performance;
- (iii) supporting their evaluative comments and their strategy with the application of relevant principles and concepts from the disciplines they have studied utilising appropriate terminology.

If the candidate needs prompting, this should be done in the form of open-ended questions which allow the candidate latitude to express their applied knowledge.

The following are exemplar questions that could be used after the initial question. It should be noted, however, that the open ended questions which need to be asked are very much determined by the stage the candidate has reached in their response and the comments they have already made.

The initial question should be:

"You have just observed the effective performance of In your own words, describe the strengths and weaknesses of the performance and prescribe a detailed strategy to improve a major weakness of the performance. You should apply knowledge from the disciplines you have studied to support your comments and strategies."

Other questions which may need to be asked:

What were the good elements of the performance you have just seen?

Why isstrong in those aspects?

What were the weaknesses/faults you have just seen?

What are the causes of those weaknesses/faults?

Which physiological concepts can you apply to the performance you have just seen?

Which psychological concepts can you apply to the performance you have just seen?

Which socio-cultural concepts can you apply to the performance you have just seen?

If you were’s coach, what would you do in order to improve one of the major weaknesses which you have identified in their effective performance?

What are the physiological, psychological and socio-cultural concepts that support and justify this strategy?

3.6.1 Mark Scheme

Whilst the mark scheme is subdivided it is envisaged that the candidate will be assessed in all sections whilst observing the same performances.

- The application of knowledge and concepts to support evaluative and appreciative comments 15 marks
- The application of knowledge and concepts within a strategy for the improvement of the performance 15 marks

Total: 30 marks

The Application of Knowledge and Concepts to Support Evaluative and Appreciative Comments

12-15	The candidate shows a good knowledge of the analytical phases of the activity. They accurately identify all major strengths and weaknesses of the technical and aesthetic aspects of the performance. Where appropriate, they make accurate and evaluative comments relating to the collaborative aspects of the performance. The candidate supports and justifies all observations made with a sound and accurate application of a range of knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.
8-11	The candidate shows a sound knowledge of the analytical phases of the activity. They accurately identify most of the major strengths and weaknesses of the technical and aesthetic aspects of the performance. Where appropriate, they make sound evaluative comments relating to the collaborative aspects of the performance. The candidate supports and identifies most major observations made with a sound application of a limited range of knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.
4-7	The candidate, with some supplementary questioning, shows knowledge of the analytical phases of the activity. They identify some of the major strengths and weaknesses of the technical and aesthetic aspect of the performance. Where appropriate, they make some evaluative comments relating to the collaborative aspects of the performance. The candidate supports and justifies some of the major observations made with an application of some knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.
0-3	The candidate, with extensive supplementary questioning, shows limited knowledge of the analytical phases of the activity. They identify some strengths and weaknesses of the technical and aesthetic aspects of the performance. Where appropriate, they make evaluative comments relating to the collaborative aspects of the performance. The candidate supports and justifies some of the observations made with a basic application of limited knowledge and concepts from some of the physiological, psychological and socio-cultural disciplines.

The Application of Knowledge and Concepts within a Strategy for the Improvement of Performance

12-15	The candidate identifies all the major faults which need to be addressed and selects the most important one and formulates a detailed, accurate, viable action plan to remedy the major fault and bring about an improvement in the performance. The action plan includes all the detailed coaching points, all the detailed practices and a detailed time scale. They justify the action plan with the appropriate application of a range of physiological knowledge and concepts; the appropriate application of a range of psychological knowledge and concepts; and the appropriate application of a range of socio-cultural knowledge and concepts.
8-11	The candidate identifies most of the major faults which need to be addressed and selects the most important one and formulates a detailed, viable action plan to remedy the major fault and bring about an improvement in performance. The action plan includes detailed coaching points, detailed practices and a detailed time scale. The candidate justifies the action plan with a sound application of a limited range of physiological knowledge of concepts; the sound application of a limited range of psychological knowledge and concepts; and a sound application of a limited range of socio-cultural knowledge and concepts.
4-7	<p>The candidate, with supplementary questioning, identifies some of the major faults that need to be addressed and selects the most important one. They formulate a viable action plan to remedy the major fault and bring about an improvement in performance. The action plan includes coaching points, practices and time scale.</p> <p>The candidate justifies the action plan with the sound application of some physiological knowledge and concepts; justifies the action plan with the sound application of some psychological knowledge and concepts; and justifies the action plan with the sound application of some socio-cultural knowledge and concepts</p>
0-3	The candidate, with extensive supplementary questioning, identifies some faults that need to be addressed and selects one. They formulate an action plan to remedy the fault and improve the performance. The action plan includes some coaching points, some practice and a time-scale. The candidate justifies the action plan with the application of some knowledge and concepts.

The following represent **some** of the knowledge and concept areas which the candidate **could** apply:

- **Anatomical and 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.

- **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;

style of teaching.

- **Contemporary Studies**

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.

- **Exercise and Sport Physiology**

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.

- **Psychology of Sports Performance**

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;
biomechanical analysis of human movement;
importance/relevance of Newton's Laws in the performance;
application of principles of angular momentum to the performance.

- **Historical Studies**

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

- popular recreation;
- public school athleticism;
- rational recreation in the 19th Century

in relation to:

- who was involved;
- level of organisation;
- the values identified within it.

- **Comparative Studies**

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

- Australia;
- United States of America;
- France

in relation to:

- excellence;
- mass participation.
- place in schools.
- popularity;
- media coverage;
- commercialism;
- funding;
- significance of ethnic activities.

3.7 Personal Performance Portfolio

It is recommended that candidates continue to update their Personal Performance Portfolio produced during their AS course. The Personal Performance Portfolio is **not** assessed in Unit 2567. It is a focus of study in the form of a working document that is unique to each candidate and reflects their personal experiences and development. It should enhance the candidate's understanding of the factors that interact and affect performance as well as their skills in developing their strategies for improvement. It will also provide an invaluable resource to support the candidate's synoptic assessment in Unit 2566 (Section B) and in Unit 2567.

The candidate should consider the three main aspects of performance, namely coaching, physical and organisational aspects. This provides the candidate with the knowledge and understanding to identify the strengths and weaknesses in their own and others' performance and to plan a strategy for their improvement. It is the intention that the candidate draws from experiences in Exercise Physiology together with their studies in Modules 2565 and 2567.

3.8 Examples of Learning Experiences

The following examples highlight an approach to the development of knowledge, understanding and application of the module content by the candidate.

Required Knowledge: The improved effective performance of the candidate's activity.

Historical Studies in Physical Education

Practical learning experience	Theoretical learning experience
An awareness of the dysfunction of gamesmanship in performing your major game.	Dysfunction of gamesmanship as compared to the ethic of 'play up, play up and play the game', where an elite group linked games with character building. <i>(acquire, apply, evaluate, appreciate).</i>

Comparative Studies in Physical Education

Practical learning experience	Theoretical learning experience
What is the time given to improving your chosen activities in school?	As compared with the Australian approach to sport education outside the curriculum. <i>(acquire, apply, evaluate, appreciate).</i>

Biomechanical Analysis of Human Movement

Practical learning experience	Theoretical learning experience
What are the effects of the development of personal equipment on the improvement of your performance?	As related to different types of footwear on different types of surfaces in relation to frictional properties. <i>(acquire, apply, evaluate).</i>

Psychology of Sport Performance

Practical learning experience	Theoretical learning experience
In what way has your coach / teacher helped you to maintain progress in your practical activities.	As compared to the role of the sports psychologist in helping the performer to address mental preparation. <i>(acquire, apply, evaluate).</i>