

## 2.7 Conditioned Competitive Situations

In the following activities the Conditioned Competitive Situations are prescribed.

Activity	Conditioned Competitive Situation
Gymnastics	2 Cross Box Vaults 3 Four Movement Sequences
Trampolining	10 Contact Sequence
Educational Dance	2–3 min Solo Choreographed Dance
Mountain Walking	6 hour Expedition
Skiing	1 day course at Ski resort
Canoeing	Expedition on appropriate water
Sailing	Course with appropriate weather/wind/water conditions

*Centre devised activities may also have prescribed competitive situations where appropriate.*

## 2.8 Personal Performance Portfolio

In addition to the practical work in Module 2564 candidates produce a Personal Performance Portfolio which is formally assessed in Unit 2564. The portfolio is a focus of study in the form of a working document, which is unique to each candidate and reflects their personal experiences and development. It should ultimately give the candidate an understanding of the factors that interact and affect performance, providing them with the necessary skills to develop strategies for improvement.

The candidate should consider three main disciplinary influences on performance, namely physiological, psychological and sociological. This provides the students with the knowledge and understanding to identify the strengths and weaknesses in their own performance and to plan a strategy for improvement. This strategy for improvement should then be implemented and the changes in performance should be recorded. In conclusion the candidate should offer an explanation to account for any changes in their performance. In the majority of cases the candidate's performance may improve, however it is possible that for some candidates their performance will remain constant or even deteriorate. In these instances the explanation should clearly outline reasons for the outcome. It is the intention that the candidate draws from experiences from all three AS modules and any other relevant experience.

The Personal Performance Portfolio is worth 10% of the candidate's AS marks.

The focus of the Personal Performance Portfolio is on the application of knowledge to practical performance to one of the candidate's own practical activities. The application of this knowledge and the evaluation of performance will lead to the elimination of weaknesses and, hopefully, the improvement in performance. In some cases this improvement will be significant, others less marked or minimal, whilst some may make no improvement.

The portfolio will provide the candidate with a working document to help their understanding of the three theoretical elements of their AS Physical Education course.

- Application of Anatomical and Physiological Knowledge to Improve Performance.
- Acquiring and Performing Movement Skills.
- Contemporary Studies in Physical Education.

During their A Level Physical Education course it is considered that, wherever possible, it is advantageous for theoretical knowledge to be reflected in the candidate's practical activity. It will also be helpful for the candidate to apply theory to a range of practical activities.

In the Personal Performance Portfolio the candidate will select **one chosen** activity to focus on and to apply the theoretical knowledge to. This **chosen** activity should be one of the two that the candidate has chosen to be assessed in. The candidate **must** identify the **chosen** activity.

The Personal Performance Portfolio should be organised into two sections with each section being sub-divided into parts.

## 2.8.1 Personal Performance Portfolio Structure

### Introduction:

- Candidate's name
- Candidate's Centre name and number
- Portfolio marking sheet
- Table of contents, including page numbers

### Section A:

- Application of Anatomical and Physiological Knowledge to Improve Performance
- Acquiring and Performing Movement Skills
- Contemporary Studies in Physical Education

### Section B:

- Evaluation of Chosen Activity – Identification of Strengths and Weaknesses
- Action Plan
- Review: Analysis of results

The portfolio should be submitted in a form that enables marking and moderation to be completed easily and effectively. It is expected that the five sections will be in the order identified in the Personal Performance Portfolio Structure (sub-section 2.8.1). The pages of the Portfolio should be numbered. The sections should be clearly identified and divided. Where candidates use plastic pockets/wallets, no more than two sheets (back to back) should be inserted in each. The mark sheet (sub-section 2.8.3) should be placed at the front of each portfolio.

**2.8.1.1 Section A:**

The theoretical concepts identified in this section **must** be included in the portfolio and applied to the chosen practical activity.

**(i) Application of Anatomical and Physiological Knowledge to Improve Performance**

- 1 The identification and justification of the components of physical fitness (strength, stamina, suppleness and speed) important in the chosen activity.
- 2 Give a detailed description of the personal warm up and cool down for the chosen activity. This should include an explanation of its effect on the
  - i) speed and force of muscular contraction
  - ii) vascular system.

**(ii) Acquiring and Performing Movement Skills**

- 1 The major coaching points of **one** named essential skill in the chosen activity.
- 2 Progressive practices for developing the same identified essential skill of the chosen activity.

The identification of coaching points for an identified skill will provide the blueprint for the candidate to undertake further research when they analyse their own strengths and weaknesses. Access to the coaching points of skills will enable the candidate to accurately assess the skills they use in their performance.

The identification of suitable progressive practices for the identified skill provides the blueprint for the candidate to develop a strategy for the enhancement of skills which they identify as having weaknesses. It should be noted that the nature of the progressive practices identified should permit performers of all standards access to practices.

The candidate should be encouraged to develop their own warm up and cool down routines specifically designed for their own chosen activity.

**(iii) Contemporary Studies in Physical Education**

- 1 Information on the governing/organising body of their chosen activity. This should include:
  - name, address, phone and website address
  - regional structure
  - coaching awards
  - promotional/grass root schemes
  - regional and national competitions
  - doping control and testing.

*[Candidates using website information should adapt it to each of the above]*

- 2 The candidate's assessment of their developmental placement on the performance pyramid of their chosen activity, including a discussion on the ways in which the governing/organising body has helped them progress.

### 2.8.1.2 Section B:

The second part of the portfolio will focus on the **chosen** practical activity, which must be identified. The activity should be one of the two in which the candidate is going to be assessed for the AS Physical Education coursework.

#### (i) Evaluation of Chosen Activity – Identification of Strengths and Weaknesses

The evaluation should identify initially the strengths of the candidate's performance before focussing on faults and weaknesses. It is possible that the candidate may well decide within their action plan to work on making the strengths of their performance even stronger.

Observing and evaluating their performance is something that the candidate needs to practise and they can do this by looking at others performing their activity and evaluating their performances. The candidate can be helped by their teacher/coach with this.

When the candidate observes a performance they will need to be focussed on what they are actually looking at. They should try to focus on one aspect at a time. They should focus on:

- skills/techniques;
- strategies/tactics;
- fitness.

They will need to make notes – do not assume that they will remember points that they identify. It is easier to observe a video of the performance because they can see it as many times as they wish.

The candidate will need to:

- have a clear picture in their mind as to what it is they are actually comparing the aspect of the performance they are observing, i.e. what is the perfect performance or what do they expect the performer to achieve? They may have set themselves a target to achieve and then ask whether or not they achieved it?
- be positive and look for the strengths in their performance to start with - to identify the aspects of their performance that are good, to ask themselves why these are good?
- maybe breakdown the aspect of the performance they are observing into phases. For instance, the Coursework Guidelines booklet identifies phases for skills/techniques.

The candidate is going to concentrate on their performance in their **chosen** activity. They will need some detailed knowledge of this activity and they can get this from:

- information given by teacher/coach when they have participated in the activity;
- the information they have collected in the section A of the Personal Performance Portfolio;
- Coaching manuals for the activity.

The candidate should also seek help and advice from their teacher/coach.

The candidate has already identified, in Section A, the coaching points of the skills/techniques, as well as the progressive practices to develop those skills. They need also to be aware of the fundamental tactics and strategies used in the activity. Using this information the candidate needs to assess their strengths and weaknesses. Primarily the candidate should do this, but they may also seek opinions from their teacher/coach, teammates and peers. A very useful tool would be to get someone to video their performance.

**(ii) Action Planning**

Creating the Action Plan.

As a result of their evaluation of the strengths and weaknesses of their performance, the candidate now needs to design one or more action plan aimed at improving their performance in general and specific aspects in particular. They may decide to create a series of simple action plans each with a short-term goal/objective or a more complex action plan with long-term goals/objectives.

Whichever method they decide to use, the action plan should identify:

- clear realistic goals that are achievable;
- the timescale in which they are going to achieve the goals;
- the method by which they are going to achieve the goals;
- the method by which they are going to evaluate whether or not they have achieved their goals/objectives.

The candidate should also keep a record of how they:

- implement their action plan;
- implement their evaluative method (record of results).

The time-scale of the action plan will be determined by the goals it is intended to achieve.

**(iii) Review: Analysis of results**

The candidate should comment on the effectiveness of their action plan. They should identify whether or not the action plan was successful identifying any improvements made. Where no improvement has been made suggestions as to why this is, should be made as well as improvements to the action plan for future use.

**Bibliography**

All sources of information and references should be listed using an appropriate method.

## 2.8.2 Assessment of the Portfolio

The Personal Performance Portfolio is assessed by banded criteria. These banded criteria focus on the following areas:

- Awareness of the impact of physiological factors on movement production. (Application of Anatomical and Physiological knowledge to Improve Performance).
- Awareness of the impact of coaching and learning on performance. (Acquiring and Performing Movement Skills).
- Knowledge of agencies influencing opportunities and provision. (Contemporary Studies in Physical Education).  
**[These relate to the coverage in the portfolio of the three theoretical areas. These concepts should be applied to the candidate's chosen activity].**
- Accuracy of the perception of performance.  
**[Evaluation of the chosen activity – identification of strengths and weaknesses].**
- Strategy to improve practical performance.  
**[Action planning].**
- Quality of portfolio.

The assessment of the theoretical areas will focus on both the breadth of coverage and the accuracy of the application. Appropriate breadth of coverage requires that all the theoretical areas identified as having to appear in the portfolio are indeed present and that their application is relevant.

The assessment of the evaluative section will relate to the accuracy of the candidate's assessment of their strengths and weaknesses as well as to the extent of their identification.

The assessment of the action planning will focus on the areas already identified and relate to the reality of the plan, its implementation and evaluation. All changes in performance should be explained.

### 2.8.3 Mark Sheet

This is the mark sheet which should be used to assess the candidate's portfolio. Centres should submit a whole mark for each section of the Personal Performance Portfolio. Mark(s) are provided for descriptors to guide Centres in awarding whole marks. When completed, the sheet should be included at the front of the candidate's portfolio (see section 2.8.1). Centres may wish to photocopy this mark sheet for assessing the portfolios. Alternatively, a single copy will be provided in February or multiple copies can be ordered from Windsor Street, General Despatch, fax number 01223 552678, quoting reference number WMS681.

#### Authentication

As with all coursework, teachers must verify that the work carried out for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the Portfolio mark with confidence.

#### Section A:

**Application of Anatomical and Physiological Knowledge to Improve Performance (i and ii).**

**Acquiring and Performing Movement Skills (iii and iv).**

**Contemporary Studies in Physical Education (v and vi).**

Mark	Descriptor
6	The candidate has an excellent awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They are highly informed about agencies influencing opportunities and provision.
5	The candidate has a good awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have detailed knowledge about agencies influencing opportunity and provision..
4 or 3	The candidate has an adequate awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have adequate knowledge about agencies influencing opportunity and provision.
2	The candidate has some awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have basic knowledge about agencies influencing opportunity and provision.
1	The candidate has lacked awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have superficial knowledge about agencies influencing opportunity and provision.

		Centre to indicate if work has been covered (✓)	
(i)	Identification and justification of components of physical fitness		
(ii)	Description of personal warm-up		
	Effect on speed and force of muscular contraction Effect on vascular system		
(iii)	Major coaching points of an essential skill		
(iv)	Progressive practices for developing an essential skill		
(v)	Information on Governing Body: name, address, phone and website regional structure coaching awards promotional/grass root schemes regional and national competitions doping control and testing		
	Assessment of their developmental placement on the performance pyramid Discussion of effects on their progress		
	<b>Enter mark out of 6</b>		

**Section B:****Evaluation of chosen activity – identification of strengths and weaknesses.**

Mark	Descriptor
6	The candidate has an accurate perception of their performance.
5	The candidate has a good perception of their performance.
4 or 3	The candidate has a sound perception of their performance.
2	The candidate has a limited perception of their performance.
1	The candidate has an inaccurate perception of their performance.

		Centre to indicate if work has been covered (✓)
(i)	Accurate identification of strengths and weaknesses	
<b>Enter mark out of 6</b>		



**Action Planning**

<b>Mark</b>	<b>Descriptor</b>
<b>11 or 12</b>	The candidate has a comprehensive understanding of the factors that interact and affect performance resulting in the implementation of a highly successful strategy to improve their practical performance.
<b>10 or 9 or 8</b>	The candidate has a sound understanding of the factors that interact and affect performance resulting in the implementation of a very good strategy to improve their practical performance.
<b>7 or 6 or 5</b>	The candidate has some understanding of the factors that interact and affect performance resulting in the implementation of an appropriate strategy to improve their practical performance.
<b>4 or 3</b>	The candidate has limited understanding of the factors that interact and affect performance resulting in the implementation of a basic strategy to improve their practical performance.
<b>2 or 1</b>	The candidate has an inadequate understanding of the factors that interact and affect performance resulting in the implementation of a flawed strategy to improve their performance.

		<b>Centre to indicate if work has been covered (✓)</b>
<b>(i)</b>	Clear, realistic, achievable goals	
<b>(ii)</b>	Timescale	
<b>(iii)</b>	Method of achieving goals	
<b>(iv)</b>	Record of implementation of action plan	
<b>(v)</b>	Method of evaluating action plan	
<b>(vi)</b>	Record of results	
<b>Enter mark out of 12</b>		

**Quality of Portfolio**

Mark	Descriptor
6	The document is highly informative and concise.
5	The document is informative and concise.
4 or 3	The document is accurate and sound in most areas.
2	The document is sound in most areas.
1	The document is superficial and of limited substance.

		Centre to indicate if work has been covered (✓)
(i)	Review of Action Plan and Analysis of results	
(ii)	Candidate's understanding and depth of knowledge	
(iii)	Originality	
(iv)	Presentation	
<b>Enter mark out of 6</b>		

**Portfolio Assessment Summary**

Application of Anatomical and Physiological Knowledge to Improve Performance	
Acquiring and Performing Movement Skills	
Contemporary Studies in Physical Education	
Evaluation of chosen activity – identification of strengths and weaknesses	
Action Planning	
Quality of Portfolio	
<b>Enter Total Mark out of 30</b>	

## 2.8.4 Personal Performance Portfolio: Assessment Criteria

Centres should ensure that the mark awarded for the Personal Performance Portfolio using the mark sheets matches the mark banding criteria below.

25-30	<ul style="list-style-type: none"> <li>The candidate has an excellent awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They are highly informed about agencies influencing opportunities and provision.</li> <li>They have an accurate perception of their performance, combined with a comprehensive understanding of the factors that interact and affect performance resulting in the implementation of a highly successful strategy to improve their practical performance.</li> <li>The document is informative and concise.</li> </ul>
19-24	<ul style="list-style-type: none"> <li>The candidate has a good awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They have detailed knowledge about agencies influencing opportunity and provision.</li> <li>They have a good perception of their performance, combined with a sound understanding of the factors that interact and affect performance resulting in the implementation of a very good strategy to improve their practical performance.</li> <li>The document is informative and concise.</li> </ul>
13-18	<ul style="list-style-type: none"> <li>The candidate has an adequate awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They have adequate knowledge about agencies influencing opportunities and provision.</li> <li>They have a sound perception of their performance, combined with a some understanding of the factors that interact and affect performance resulting in the implementation of an appropriate strategy to improve their practical performance.</li> <li>The document is accurate and sound in most areas.</li> </ul>
7-12	<ul style="list-style-type: none"> <li>The candidate has some awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They have basic knowledge about agencies influencing opportunity and provision.</li> <li>They have a limited perception of their performance, combined with a limited understanding of the factors that interact and affect performance resulting in the implementation of a basic strategy to improve their practical performance.</li> <li>The document is sound in some areas.</li> </ul>
0-6	<ul style="list-style-type: none"> <li>The candidate has a limited awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They have superficial knowledge about agencies influencing opportunity and provision.</li> <li>They have an inaccurate perception of their performance combined with an inadequate understanding of the factors that interact and affect performance, resulting in the implementation of a flawed strategy to improve their performance.</li> <li>The document is superficial and of limited substance.</li> </ul>

## 2.9 Examples of Learning Experiences

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

**Required Knowledge/Experience:** The application of acquired and developed skills in practical activities.

### Acquiring, Performing and Teaching Movement Skills

Practical Learning Experience	Theoretical Learning Experience
Classify the types of activities.  <i>(acquire)</i>	Recall the descriptors used to classify a variety of movement skills.  <i>(acquire)</i>
During practical sessions observe the teacher/coach and evaluate the effectiveness of their teaching styles.  <i>(acquire, apply, evaluate)</i>	Comparison of different teaching styles, appraising the advantages and disadvantages of each style.  <i>(acquire, apply, evaluate)</i>

### Application of Anatomical and Physiological Knowledge to Improve Performance

Practical Learning Experience	Theoretical Learning Experience
What are the movements experienced in the acquired and developed skill.  <i>(acquire)</i>	Investigate the different types of movements possible at joints.  <i>(acquire).</i>
What will be your heart rate when you take part in your activity?  <i>(acquire, apply, evaluate)</i>	Explain the difference in the range of heart rates recorded for the same activity within the group.  <i>(acquire, apply evaluate)</i>

### Contemporary Studies in Physical Education

Practical learning experience	Theoretical learning experience
Whilst taking part in a practical activity identify the various roles adopted by the teacher.  <i>(acquire)</i>	Recall and identify the various roles of the physical education teacher and the coach.  <i>(acquire)</i>
Appraise your performances in practical activities and justify the extent to which they may be classed as sporting in nature.  <i>(acquire, apply, evaluate, appreciate)</i>	Discussion of the main values associated with sporting experiences.  <i>(acquire, apply, evaluate, appreciate)</i>