Topic: KS4 – Non Exam Assessment (NEA) **Performance Analysis Assessment (Analysis and Evaluation)** **GCSE AQA Physical Education** **(8582) (Teaching Sept 2016 Onwards. Version 1.2)**		**Duration:**	**Composite:** AQA Exam Board internal assessment
Key vocabulary:	**Core knowledge Components – Teaching Points**	**Powerful knowledge components crucial to commit to long term memory**	**Links to previous and future topics**
Components of Fitness Agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, power/explosive strength (anaerobic power), reaction time, strength (maximal, static, dynamic and explosive), speed.	**Section A** **Identify Personal Strength of a Component of Fitness** - Identify the Components of Fitness - Definition of Component of Fitness. - Be able to know how to test each Component Fitness. Knowledge of the main procedures of the tests used to measure(in comparison to national averages) the following components of fitness: Agility – Illinois agility test Balance – stork balance Cardiovascular endurance (aerobic power) – Multi-Stage Fitness Test Coordination – Wall Toss Test Flexibility – Sit and Reach Test Muscular Endurance – Sit – Up Bleep Test Power/ explosive strength (anaerobic power) – Vertical Jump Test Reaction Time – Ruler Drop Test Maximal Strength – One Rep Max Test Speed – 30 metre Sprint Test Strength – Handgrip Dynamometer Test. - Identify how each test is carried out, including how the test is organised in relation to the following: The facilities and equipment needed to set it up; the procedures that have to be followed (tasks/rules); the measurements that are used to score the performance; the way conclusions are drawn from the scores / results. - Be able to recognise the personal strengths within individual performance of specific component of fitness.	Identify Personal Strength of a Component of Fitness - Identify Components of Fitness. - Be able to Test Components of Fitness. - Recognise strengths as a result of testing.	Component of Fitness, methods of training, fitness testing topics in GCSE. KS3 and KS4 Fitness

Reliability Limitations Validity, Agility, Illinois, stork, Cardiovascular endurance (aerobic power) Multi-Stage Fitness Test, Coordination, Wall Toss Test Flexibility, Muscular Endurance, Power/explosive strength (anaerobic power), Vertical Jump Test, Reaction Time, Maximal, Handgrip Dynamometer Principles of Training (SPORT) specificity, progressive overload, reversibility, tedium, frequency, intensity.	- The pupils is required to say why they think a specific component of fitness is a strength by providing practical examples from at least 2 different sporting matches / fixtures / performances/ training. (Providing fitness results may be beneficial). Explanation must be specific to an individuals position and sport. - Explain the impact the specific strength mentioned has had on the performance. **Identify Personal Strength of a Skill or technique** - Identify one skill / technique that is a strength in your chosen sport. - Be able to explain what the skill is and explain why it is important for the chosen sport of pupil. - Be able to break down the skill or technique into stages (preparation, execution, recovery) and explain the strength in the performance. - Provide at least 2 practical examples from matches / performances / games / training. - Identify and explain why the skill was successful and the impact it had on the game / performance. **Identify Personal Weakness of a Component of Fitness** - Identify the Components of Fitness - Definition of Component of Fitness. - Be able to know how to test each Component Fitness. Knowledge of the main procedures of the tests used to measure (in comparison to national averages) the following components of fitness: Agility – Illinois agility test Balance – stork balance Cardiovascular endurance (aerobic power) – Multi-Stage Fitness Test Coordination – Wall Toss Test Flexibility – Sit and Reach Test Muscular Endurance – Sit – Up Bleep Test Power/ explosive strength (anaerobic power) – Vertical Jump Test Reaction Time – Ruler Drop Test Maximal Strength – One Rep Max Test Speed – 30 metre Sprint Test Strength – Handgrip Dynamometer Test. - Identify how each test is carried out, including how the test is organised in relation to the following: The facilities and equipment needed to set it up; the procedures that have to be followed (tasks/rules); the measurements that are used to score the performance; the way conclusions are drawn from the scores / results. - Be able to recognise the personal weakness within individual performance of specific component of fitness.	**Identify Personal Strength of a Skill or technique** - Identify personal strength in skill / technique - Explain the importance of the skill for the sport - Identify and explain the skill in at least 2 practical examples that the individual has performed themselves. Identify Personal Weakness of a Component of Fitness - Identify Components of Fitness. -	Skill level in practical sport relevant to course work. (Previous practical sport - KS3 PE). Skill Acquisition topic (GCSE PE). Component of Fitness, methods of training, fitness testing topics in GCSE.

Methods of Training Fartlek Continuous Plyometric Interval Circuit Vocabulary specific to the sports. Components of Fitness Agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, power/explosive strength (anaerobic power), reaction time, strength (maximal, static, dynamic and explosive), speed. Reliability Limitations Validity, Agility, Illinois, stork, Cardiovascular endurance	- The pupils is required to say why they think a specific component of fitness is a weakness by providing practical examples from at least 2 different sporting matches / fixtures / performances/ training. (Providing fitness results may be beneficial). Explanation must be specific to an individual's position and sport. - Explain the impact the specific weakness mentioned has had on the performance and why improving this would help the performance in that sport. **Identify Personal Weakness of a Skill or technique** - Identify one skill / technique that is a weakness in your chosen sport. - Be able to explain what the skill is and explain why it is important for the chosen sport of pupil. - Be able to break down the skill or technique into stages (preparation, execution, recovery) and explain the area of weakness in the performance. - Provide at least 2 practical examples from matches / performances / games / training. - Identify and explain why the skill was not successful and the impact it had on the game / performance. Be able to explain why improving the would help the sport performance. **Section B** **Action Plan for the Component of Fitness** - Identify and explain the Methods of Training in relation to Components of Weakness. - Understand the distinctions between different types of training and which method of training would be suit the component of fitness identified as a weakness. Circuit training – consider space and equipment available, number of circuits stations, work:rest ratio, the demand of the circuit can be altered in order to improve different components of fitness. Continuous Training – sustained exercise at a constant rate (steady state) without rests, involving aerobic demand for a minimum of 20 minutes, e.g. running, swimming, rowing, cycling. Fartlek Training – varying speed, terrain, and work:rest ratios. Interval Training / High intensity interval training – periods of exercising hard, interspersed with periods of rest or low intensity exercise. Static Stretching – a way to stretch to increase flexibility, held (isometric) for up to 30 seconds, using correct technique, advisable to avoid over stretching. Weight Training – Choice of weight / exercise depends on fitness aim, e.g. strength / power training or muscular endurance. The importance of safe practice / lifting technique, the need for spotters. Plyometric Training – use of plyometric exercises, e.g. bounding, depth jumping, to increase power. - Identify and explain the choice of method of training by considering advantages and disadvantages of all training methods: Circuit; weight; flexibility; fartlek; interval; continuous; plyometric.	- Be able to Test Components of Fitness. - Recognise weaknesses as a result of the testing. **Identify Personal Weakness of a Skill or technique** - Identify personal weakness in skill / technique - Explain the importance of the skill for the sport - Identify and explain the skill in at least 2 practical examples that the individual has performed themselves. **Action Plan for the Component of Fitness** - Use relevant method of	KS3 and KS4 Fitness Skill level in practical sport relevant to course work. (Previous practical sport - KS3 PE). Skill Acquisition topic (GCSE PE). Component of Fitness, methods of training, fitness

(aerobic power) Multi-Stage Fitness Test, Coordination, Wall Toss Test Flexibility, Muscular Endurance, Power/explosive strength (anaerobic power), Vertical Jump Test, Reaction Time, Maximal, Handgrip Dynamometer Principles of Training (SPORT) specificity, progressive overload, reversibility, tedium, frequency, intensity. Methods of Training Fartlek Continuous Plyometric Interval Circuit Warm Up / Cool Down	- Able to select appropriate training methods for various (aerobic and anaerobic) fitness needs and make specific links to sporting activity chosen for NEA. **Plan and describe at least one training session with the chosen method of training for specific, chosen Sport.** This should include main training session as discussed previously and provide examples and explanation of the following: Warm Up: Pulse raiser, stretching, skill-based practice, mental preparation, increase oxygen to working muscles. Cool Down: Maintain elevated breathing and heart rate, gradual reduction in intensity, stretching. W/u Benefits: effect on body temperature; range of movement increases; gradual increase of effort to full pace; psychological preparation; practice movement skills; injury prevention. C/d Benefits: allowing body to recover; removal of lactic acid/CO2/ waste products; prevent DOMS. Prevention of Injury: Training type / intensity should match training purpose. Consideration: Warm up; avoid over training should be avoided; appropriate clothing; taping/bracing if required; hydration; stretching; technique should be correct (weight); appropriate rest in between sessions to allow for recovery. Identify and explain the key terms for principles of training and overload. **SPORT** to include: specificity, progressive overload, reversibility, tedium. **FITT** (overload): Frequency, intensity, time, type. Application of principles to sporting examples. Training Thresholds - Calculating intensities to optimise training effectiveness. Calculate the aerobic / anaerobic training zone: Calculate Maximum Heart Rate; Aerobic training (60-80% MHR); Anaerobic training (80-90% MHR) - Consider altering **FITT** to determine fitness aim (circuit training). - Calculate One Rep Max as part of weight training. Relevant to component of fitness where required: - Strength/power training (high weight/low reps) above 70% ORM, approx. 3 sets of 4-8 reps). Muscular endurance (low weight/high weight) below 70% ORM, approx. 3 sets of 12-15 reps). The pupil should ensure that they are able to record and monitor progress. **Action Plan for the Theoretical knowledge related to Skill / Technique** ***All Theoretical knowledge has previously been taught, more in-depth core and powerful knowledge available for all topics mentioned below*** Be able to link theoretical knowledge to the action plan by explaining how when applied, the theoretical knowledge can improve the highlighted skill / technique in the chosen sport. - Identify psychological factors that could impact and improve on performance. **Arousal Level (Inverted U Theory)** – Control of arousal level will impact performance level to an Optimum point.	training to improve on weakness (component of fitness) - Able to justify why that method of training has been chosen. - Plan and describe a training session relevant for the weakness. This should include: warm up, cool down, main method of training. **Action Plan for the Theoretical knowledge related to Skill / Technique** - Identify Arousal control (inverted U), technology and Guidance /	testing topics in GCSE. KS3 and KS4 Fitness GCSE PE topics previously completed: skill acquisition; Sports psychology; Guidance, feedback and motivation; Commercialisation of physical activity

Elevated Intensity, prevention, lactic acid. Injury Prevention Technique, hydration, injury. Training Thresholds Intensities, aerobic, anaerobic, optimise, frequency. **Action Plan for the Theoretical knowledge related to Skill / Technique** Arousal Information Processing Technology Psychological Optimum point Basic / complex skill Self / externally paced Gross/fine movement Visual guidance	**Information Processing, in relation to Skill completion**. Input: Performer is given / takes information from the environment. Decision making: The performer selects appropriate response. Output: The decision sent to the appropriate muscles to carry out the response. Feedback: Intrinsic / extrinsic feedback received to develop skill. **Feedback and guidance.** Verbal and non-verbal feedback. Visual Guidance (showing the athlete), manual guidance (physical supporting the athlete), mechanical guidance (using equipment to guide the athlete). Positive and negative feedback. Extrinsic / intrinsic feedback. **Skill Acquisition** Open / closed skill (stable or unstable environment). Basic / complex skill (few or multiple decisions to be made). Gross / fine (large or small muscle movement). Self / externally paced (movement pace controlled by performer or eternal factor). **Technology in sport:** The positive and negative impact technology has in sport. Positive: • Allows coaches to improve quality of feedback. • Increase accuracy in time and distance measurements for performers. • Referees, umpires, and officials are able to make better, more accurate decisions. (Hawkeye etc) • Improved design of sport equipment, clothing, and footwear • Personal video analysis on performance possible to develop kinaesthetic and visual learning Negatives: • Officials able to communicate decision. • Performance gets scrutinised which could affect motivation / arousal level. • Delay in analysis / watching technique takes away from the performer completing the skill / technique. Quality could be lost. • Technology may not give all the feedback required.	feedback theoretical knowledge topics. - Suggest when it could be used in their training plan.	and sport; technology.

Mechanical guidance Manual guidance.			

Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
Understanding and interpreting exam questions, daily tasks within lessons and interpreting data relevant to the course. Including understanding challenging concepts in the content of GCSE PE.	Presenting work through specific task. Confidence in answering questions in practical and theory lessons. Ability to demonstrate with explanations in lessons.	Presentation of writing work in books, posters, presentations and exams.	Practical and theoretical understanding to achieve personal physical goal. Pupils will venture into different physical demands, challenging their personal ability through practical lessons.	Organisation, planning, communication, resilience.

<u>SEND</u>
-Quantity of instructions given at once.
- Language given in explanations.
- Demonstrations given at all times.
- Positive discrimination towards those that need it.

- Sensitively placing groups together.
-Adjusting language and speed of explanation when needed.