

Year 12 to 13 bridging work:

Thank you for your continued hard work in these challenging times. We need to ensure that we are as prepared as possible for the year ahead. With a six-week holiday coming up we would like you to complete the following tasks that are outlined in this document to make you as prepared as possible.

Tasks are divided into three:

1. Miss Wakeman – Paper 1
2. Ms Perren – Paper 2
3. Mr Darby – Paper 3

Miss Wakeman – Paper 1:

Task 1:

Watch the following video of the sport you are putting forward for A-Level.

- Football (Outfield player) = <https://www.youtube.com/watch?v=DOMFxrKcZ8k&t=115s>
- Football (Goalkeeper) = <https://www.youtube.com/watch?v=x9zAoA6Qbpg>
- Golf = <https://www.youtube.com/watch?v=pvZN68yqmuk>
- Badminton = <https://www.youtube.com/watch?v=rUddokCyXkc&t=335s>
- Netball = <https://www.youtube.com/watch?v=JyMWaqArEaY>
- Hammer throw = <https://www.youtube.com/watch?v=mhsrxCPxvEk>
- Table tennis = <https://www.youtube.com/watch?v=ZRWbT9Ast9E&t=110s>

Using your notes and the PowerPoint from your last live lesson (you can see this PowerPoint on teams under bridging work), you need to create a draft copy of your oral EAPI coursework using the template provided. – Template is called

To help you through the sections please use the following website that explains each section in depth with examples.

OCR A-Level EAPI - http://scenariolearning4pe.xyz/EAPI/story_html5.html

Task 2:

Watch the following video = <https://www.youtube.com/watch?v=XMzh37kwnV4>

Make notes on the following:

- Force
- Angular, linear and general motion
- Newtons three laws of motion
- Example of Newtons three laws of motion
- Using the video write two sporting examples of how Newtons laws of motion apply.

AS and A LEVEL

Assessment Grid

PHYSICAL EDUCATION

H155/H555
For first teaching in 2016

**Evaluation and Analysis of Performance for
Improvement (EAPI)**

Version 1



OCR AS and GCE Evaluation and Analysis of Performance for Improvement (EAPI) assessment grid

Candidates should be marked on their overall performance using a best fit approach. Each bullet point should be considered and the candidate awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a candidate shows:

- Prompting - No additional prompts required = potentially could be levels 4, 5 or 6 at this point.
- Strengths and weaknesses - many are showed and are accurately described = middle of level 4
- Justification of selection - some is given = middle of level 4
- Action/development plan – a good plan is produced and some justification given along with a good range of ideas. = top end of level 4
- Justification of evaluation – fully justifies their comments = Lower end of level 5
- So going back to the prompting column, we can see that as the rest of the statements the candidate is meeting are mainly in level 4, with one at the bottom of level 5 so we award top of level 4.
- Best fit = on average Level 4

Centres may like to use a form of tick sheet based on the LOR like the one below to tick where in each level a learner is positioned. For example, ticks on the left indicate high in the band, ticks in the middle for middle of the level marks and ticks to the right indicate low marks in the band:

	Prompting	Strengths	Justification	Action/ development plan	Justification of evaluation	Best fit
Level 6	✓					
Level 5	✓				✓	
Level 4	✓	✓	✓	✓		✓
Level 3						
Level 2						
Level 1						
Level 0						



OCR AS and GCE Evaluation and Analysis of Performance for Improvement (EAPI) assessment grid

Level	Prompting	Strengths	Justification	Action/development plan	Justification of evaluation	Level
6 (26–30 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response 	<ul style="list-style-type: none"> accurately describes all the major Strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> fully justifies their selection of an appropriate area of performance for improvement fully justifies why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces an excellent action plan to improve the identified weakness, including: <ul style="list-style-type: none"> full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) appropriate timescales (GCE) appropriate frequency, duration and focus (GCE) of sessions an excellent range of progressive practices an excellent range of detailed coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) excellent conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> fully justifies their evaluative comments and their action plan with appropriate application of a wide range of relevant theoretical knowledge and concepts 	6 (26–30 marks)
5 (20–25 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response 	<ul style="list-style-type: none"> accurately describes most of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> fully justifies their selection of an appropriate area of performance for improvement. fully justifies why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces a very good action plan to improve the identified weakness, including: <ul style="list-style-type: none"> full justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) appropriate timescales (GCE) appropriate frequency, duration and focus (GCE) of sessions a very good range of progressive practices a very good range of detailed coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) very good conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> fully justifies their evaluative comments and their action plan with appropriate application of a range of relevant theoretical knowledge and concepts 	5 (20–25 marks)
4 (16–20 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response 	<ul style="list-style-type: none"> accurately describes many of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives some justification for their selection of an appropriate area of performance for improvement gives some justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces a good action plan to improve the identified weakness, including: <ul style="list-style-type: none"> some justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) appropriate timescales (GCE) appropriate frequency, duration and focus (GCE) of sessions a good range of progressive practices a good range of detailed coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) good conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> justifies their evaluative comments and their action plan with appropriate application of a range of relevant theoretical knowledge and concepts 	4 (16–20 marks)
3 (11–15 marks)	<ul style="list-style-type: none"> requires an additional prompt in their response 	<ul style="list-style-type: none"> with some accuracy, describes some of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives some justification for their selection of an appropriate area of performance for improvement gives some justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces an adequate action plan to improve the identified weakness, including: <ul style="list-style-type: none"> some justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) appropriate timescales (GCE) appropriate frequency, duration and focus (GCE) of sessions an adequate range of progressive practices an adequate range of coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) adequate conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> justifies their evaluative comments and their action plan with appropriate application of a limited range of relevant theoretical knowledge and concepts 	3 (11–15 marks)
2 (6–10 marks)	<ul style="list-style-type: none"> requires occasional additional prompting in their response 	<ul style="list-style-type: none"> with limited accuracy, describes strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives limited justification for their selection of an area of performance for improvement gives limited justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces a limited, action plan to improve the identified weakness, including: <ul style="list-style-type: none"> limited justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) timescales may be appropriate (GCE) frequency, duration and focus (GCE) of sessions may be appropriate a limited range of progressive practices a limited range of coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) limited conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> justifies their evaluative comments and their action plan with application of some relevant theoretical knowledge and concepts 	2 (6–10 marks)
1 (1–5 marks)	<ul style="list-style-type: none"> requires regular additional prompting in their response 	<ul style="list-style-type: none"> with little accuracy, describes strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives little or no justification for their selection of an area of performance for improvement gives little or no justification why this area is worth spending 2-3 months on improving (GCE) 	<ul style="list-style-type: none"> produces a very limited action plan to improve the identified weakness, and may include: <ul style="list-style-type: none"> limited justification of why this area can be improved in 3-4 weeks (AS) or will take 2-3 months (GCE) frequency, duration and focus (GCE) of sessions may be appropriate a very limited range of practices a very limited range of coaching points <ul style="list-style-type: none"> including adaptations depending on progress (GCE) very limited conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> attempts to justify their evaluative comments and their action plan with application of limited relevant theoretical knowledge and concepts 	1 (1–5 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit		0

EAPI

A-Level PE

The Evaluation and Analysis of Performance for Improvement (EAPI)

Learners will observe a live or recorded performance of a peer in either their own assessed performance activity or another activity from the list.

Learners will then give a verbal response in which they analyse and evaluate:

- The quality and range of the acquired and developed skills being performed
- The appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas*
- The understanding and awareness shown by the performer during performance
- The use of physical attributes during performance
- The overall effectiveness and success of the performance

Learners will identify and justify the major area of weakness within the performance to prioritise for improvement and will propose a long term (2-3 months) development plan to improve the area of performance identified. The development plan should include:

- Aims and objectives for the development plan
- A timescale for the plan
- Why it is appropriate to spend this length of time on improving this one area
- Frequency, duration and focus of sessions
- Detailed progressive practices
- Detailed coaching points**
- Potential adaptations to the development plan depending on progress
- How improvement could be measured.

Learners will justify both their evaluative comments and their development plan with application of relevant knowledge and concepts which they have studied within Components 01, 02 and 03 of the GCE level Physical Education specification.

* It is noted that tactics will lend themselves more to some activities and compositional ideas to others. Learners are required to make reference to these as appropriate to the activity they are looking at. For example, where the focus of an activity is artistic impression (dance or gymnastics), compositional ideas may, at times be more relevant than the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is achieved.

** 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 the

implementation in terms of number of sessions, sets and repetitions over the time period must be given.

This piece of coursework makes up 15% of the practical section at A-level. This is as much as the one practical activity that you will be assessed in.

You need to write this piece of work as a script as you will be tested orally during the controlled assessment, also with the possibility of repeating this at moderation.

Tasks instructions

1. Find a video from YouTube of a performer in your chosen activity and position. You will need a copy of the video or the web address to hand in with your work.
2. Identify at least 2 skill based strengths, 2 tactical based strengths and 2 fitness based strengths of the performer you have observed.
3. Identify at least 2 skill based weaknesses, 2 tactical based weaknesses and 2 fitness based weaknesses of the performer you have observed.
(Try to use the fundamental skills within your sport e.g. passing, shooting, tackling, intercepting and receiving. Tactics e.g. offside trap, plays, pressing, direct play and double marking. Fitness e.g. cardiovascular fitness, muscular strength, strength endurance and flexibility)
4. You need to prioritise one of the two skill based weaknesses and create an action plan.
The action plan needs to contain detailed coaching points about the skill that is being looked at, referring to the different phases of the skill (e.g. preparation, execution, follow through and recovery). Progressive practices need to be explained in detail to say how they are done and how they will benefit the performer. Describe the timescale that you would use in the action plan (e.g. minimum 8/12 weeks – 3 sessions a week – at least 30 minutes) and how this area can be improved in that timescale. Finally, explain how this improvement will be measured.
5. Learners will justify both their evaluative comments and their action plan with application of relevant knowledge and concepts which they have studied within both Components 01, 02 and 03 of the AS level Physical Education specification.
6. You need to apply at least 4 of the topics from Component 1 which consists of: musculo-skeletal system / cardio-respiratory system / Energy systems / neuromuscular / diet and nutrition / training methods / Periodisation of training / biomechanical principals / levers / motion / analysis of movement, to the sport and performer that you are analysing.
7. At least 4 topics from Component 2 which consists of: Skill continuums and transfer of skills / principles and theories of learning and performance / skill classification / use of guidance and feedback / factors (personality, attitudes, arousal, anxiety, aggression, motivation and social facilitation) that can influence an individual in

physical activities / goal setting / methods of practice / stages of learning / memory models / Attribution / confidence and self-efficacy / stress management.

8. And at least 2 topics from Component 3 which consists of: Emergence and evolution of modern sport / ethics and deviance / routes to sporting excellence in the UK / modern technology in sport /

Sections 1-3 need to be completed by the start of the year.

Planning resource

Evaluating and Planning for the Improvement of Performance

	<u>Skill</u>		<u>Tactic</u>		<u>Fitness</u>	
Strengths	1.	2.	1.	2.	1.	2.
Weaknesses	1.	2.	1.	2.	1.	2.
Priority						
Action Plan	<u>Coaching points</u>		<u>Progressive practices</u>		<u>Timescale</u>	
Week 1-3						
Week 4-6						
Week 6-9						
Week 9-12						

Component 1	
Component 2	
Component 3	

To start.....

Here are some ideas to help you to get the historical/socio-cultural aspects in. You could start with a statement before going on to your strengths and weaknesses that links to the history of your sport, IGB's / NGB's and where they are situated. Where the funding comes from in your sport and the coaching structure it uses. Also media representation and minority support. Performance pyramid by saying what stage the performer you are watching is currently at, how they got there and what they would have to do to progress further.

Example

We are watching the game/sport of..... which started in
at.....invented by.....It developed in to its modern form by

The IGB / NGB for the sport aresituated in.....

Funding comes from.....Coaching structure.....Media
representation.....Minority support.....

APPLY THIS TO THE PERFORMER!!!! WHY ARE THEY GOOD/BAD??? DOES IT RELATE TO THIS??

1. Look for the strengths first: check the phases of the skill (preparation, execution, follow through, recovery, result), different parts of the body, how they use their equipment to assist them, are they balanced, do they make good contact and say how this is effective for the performer. Think about grip, head position, arm action, leg action, fitness etc.....**There needs to be 2 skill strengths / 2 tactical strengths / 2 fitness based strengths. APPLYING THEORY HERE – ANATOMICAL TERMINOLOGY / NEWTONS LAWS/ DEFINITIONS OF THE COMPONENTS OF FITNESS.**
2. Weaknesses..... Look at these in the same way that you have for the strengths, however, you need to talk about how they should be performing these as well. There are lots of resources out there that you can use to help with your knowledge of the correct skills and the key terminology that links to these. Coaching manuals will help you to pick up on faults, what causes these and how to correct them. **TRY TO USE COMMON FAULTS AS THIS WILL HELP WHEN IT COMES TO MODERATION.**
3. Priority weakness: **this needs to be a skill based weakness** – use your movement analysis that you did in A & P to show knowledge of the theory. Other theory element you could add in here are: Planes, axis, levers, newton's laws.
4. Action plan - you need to create a 12 week programme for one **SKILL** based weakness. You need to look at developing the performer's technique by showing them the perfect model. Different types of guidance can be applied here (**VISUAL/VERBAL/MECHANICAL/MANUAL**). Then plan

detailed progressive practices that build the skill from its basic form to a realistic situation e.g. doing the skill in isolation with no competitive pressure just concentrating on the skill – then adding an additional element such as a target or receiving a ball to start making it more realistic – to finally practicing in a competitive situation with active opposition. Think about the different types of practice that can be used and link these i.e. **MASSED/DISTRIBUTED**. There are lots of opportunities to link work from the sports psychology section and acquisition of skill such as – **DIFFERENT TYPES OF SKILLS (OPEN/CLOSED/GROSS/FINE), PSYCHOLOGICAL TRAITS (AGGRESSION/MOTIVATION/AROUSAL)**. Furthermore, you need to incorporate coaching points that link to your skill and training sessions e.g. rugby passing – focus on hand position on the ball explaining how the hands should be placed. Finally you need to explain the timescale that you will be using for your training programme, which is 12 weeks (**PERIODISATION – MICRO/MESO/MACRO CYCLES**) and how you will use the principles of training (**SPORTMP**) within your programme.

EVERYTHING YOU SAY HAS TO LINK TO THE PERFORMER THAT YOU HAVE WATCHED IF IT DOESN'T YOU WON'T GET ANY CREDIT FOR WHAT YOU HAVE SAID, SO ALWAYS LINK IT BACK TO THE VIDEO BY SAYING THINGS SUCH AS

“This would suggest that the performer”

“As the performer has just shown.....”

OCR A-Level PE EAPI Template

Strengths:

Watching the video, identify 3 skill strengths, 3 tactical strengths and 3 fitness-based strengths of the performer. You may choose anyone in the video. Once you have identified the strength you need to explain how it links to the overall success of the performer in their activity.

For examples: Jab Tackle (hockey) – there was good technique from the performer when they tackled the opposing player managing to time their tackle to jab the ball from the opponent. This meant they did not give away a free hit from hitting the opponents stick and allowed them to counter attack.

Strengths:	
Skill 1:	
Skill 2:	
Skill 3:	
Tactic 1:	
Tactic 2:	
Tactic 3:	
Fitness 1:	
Fitness 2:	
Fitness 3:	

Weaknesses:

Watching the video, identify 3 skill weaknesses, 3 tactical weaknesses and 3 fitness-based weaknesses of the performer. You may choose anyone in the video. Once you have identified the weakness you need to explain how it links to the overall success of the performer in their activity.

For example (Rugby): Cardiovascular endurance was a weakness in fitness as the player started to get tired after 60 mins this affected their ability to keep in a line with the forwards and meant they came in at the side of a ruck and gave the foul away leading to the opposing teams scrum.

Weaknesses:	
Skill 1:	
Skill 2:	
Skill 3:	
Tactic 1:	
Tactic 2:	
Tactic 3:	
Fitness 1:	
Fitness 2:	
Fitness 3:	

Priority weakness:

What is your priority weakness? This needs to be a weakness that you will spend three to four months following in a training programme. State why you would have chosen this weakness over other weaknesses you have mentioned.

Priority Weakness:
Why is it your priority weakness?

Training/Development Plan:

For your EAPI, you need to plan a three to four-month training programme for your priority weakness, this will meet the following guidelines as set out by the mark scheme:

- Aims and objectives for the development plan
- A timescale for the plan (periodisation)
- Why it is appropriate to spend this length of time on improving this one area
- Principles of training (SPORT/WIMP)
- Frequency, duration and focus of sessions
- Examples of detailed progressive practices
- Examples of detailed coaching points *
- Potential adaptations to the development plan depending on progress made.
- How improvement could be measured.

*Coaching Points – where the development plan relates to a component of fitness; details of the exercises to be performed, their relevance to the weakness identified and the implementation in terms of number of sessions, sets and repetitions over the time period given.

Development Plan			
Time scale			
Aims and objectives			
SPORT/ WIMP			
FITT			
	Coaching Points	Progressive Practices	Timescale
Week 1-3			
Week 4-6			
Week 6-9			
Week 9-12			

- You need to apply at least 4 of the topics from Component 1 which consists of: musculo-skeletal system / cardio-respiratory system / Energy systems / neuromuscular / diet and nutrition / training methods / Periodisation of training / biomechanical principals / levers / motion / analysis of movement, to the sport and performer that you are analysing.
- At least 4 topics from Component 2 which consists of: Skill continuums and transfer of skills / principles and theories of learning and performance / skill classification / use of guidance and feedback / factors (personality, attitudes, arousal, anxiety, aggression, motivation and social facilitation) that can influence an individual in physical activities / goal setting / methods of practice / stages of learning / memory models / Attribution / confidence and self-efficacy / stress management.

- And at least 2 topics from Component 3 which consists of: Emergence and evolution of modern sport / ethics and deviance / routes to sporting excellence in the UK / modern technology in sport.

Component 1 (Paper 1 content)	
Component 2 (Paper 2 content)	
Component 3 (Paper 3 content)	

Paper 2- Sport Psychology year 12 into 13 bridging work

Year 12 to 13 bridging work:

Thank you for your continued hard work in these challenging times. We need to ensure that we are as prepared as possible for the year ahead. With a six-week holiday coming up we would like you to complete the following tasks that are outlined in this document to make you as prepared as possible. If you do have any questions please do email me on: hperren.310@parkhighstanmore.org.uk and please bring all the work with you in September.

Tasks are divided into three:

1. Miss Wakeman – Paper 1
2. Ms Perren – Paper 2
3. Mr Darby – Paper 3

Paper 2: Activity 1

Task 1: Watch the following video

<https://www.youtube.com/watch?v=9x9F6uvmCTU>

Task 2: Using this video and notes taken from the last lesson complete a broadsheet with all the information on one piece of paper in either A3 or A4.

Task 3: Using 'your' sport from the coursework create a training programme that incorporates goal setting. Include the following

- 6/8 week programme
- including short term, long term and agreed goals
- indicating the types of goals you are focusing on
- following the SMART way of setting targets
- how can you incorporate motivation and feedback into your programme

Task 4: Complete exam questions on goal setting

Paper 2: Activity 2

Task 1: Write a 10 mark question on any topic of your choice studied so far

Task 2: Write a comprehensive mark scheme which could be used by anybody to mark the question

Task 3: Complete the planning sheet to show how to plan it and where the marks are available

Paper 2: Activity 3

Task 1: Pre read the following pages as they are the topics we will be starting with in year 13.

- PE a level year 1 book (5.1 Sport Psychology individual differences page 104-208)

Task 2: Pick **one** subtopic you feel confident with and create a topic on a page or mind map

highlighting all the key points. These can then be shared at the beginning of each topic.

Personality

Attitudes

Motivation

Arousal

Anxiety

Aggression

Social facilitation

Paper 2 Extension:

Watch the following videos to consolidate year 12 learning ready for new topics in year 13

Memory: https://www.youtube.com/watch?v=-RIY_FQZpLU

Groups: <https://www.youtube.com/watch?v=oVlp6v6ohP4>

Motivation: <https://www.youtube.com/watch?v=p9yYzzJgYyQ>

Types of feedback: <https://www.youtube.com/watch?v=dP-5UgFIWkU>

Guidance: <https://www.youtube.com/watch?v=GfhQT5tHRXw>

Stages of learning: <https://www.youtube.com/watch?v=KW2bZt-ZxoE>

Transfer of skills: <https://www.youtube.com/watch?v=Fugr41TOviM>

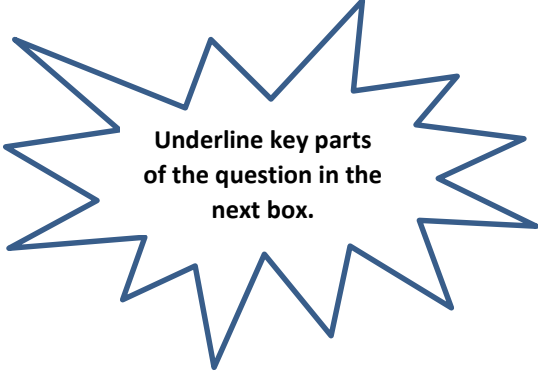
Practice types: <https://www.youtube.com/watch?v=UgfQIhepgCQ>

Practice methods: https://www.youtube.com/watch?v=5uiPubH_S00

Skill classification: <https://www.youtube.com/watch?v=lYcbtd6v7mA>

Have a lovely summer break and I will see you in September.

Ms Perren



Underline key parts
of the question in the
next box.

(10 Marks)

AO1- Recall the facts / Knowledge (3 marks)

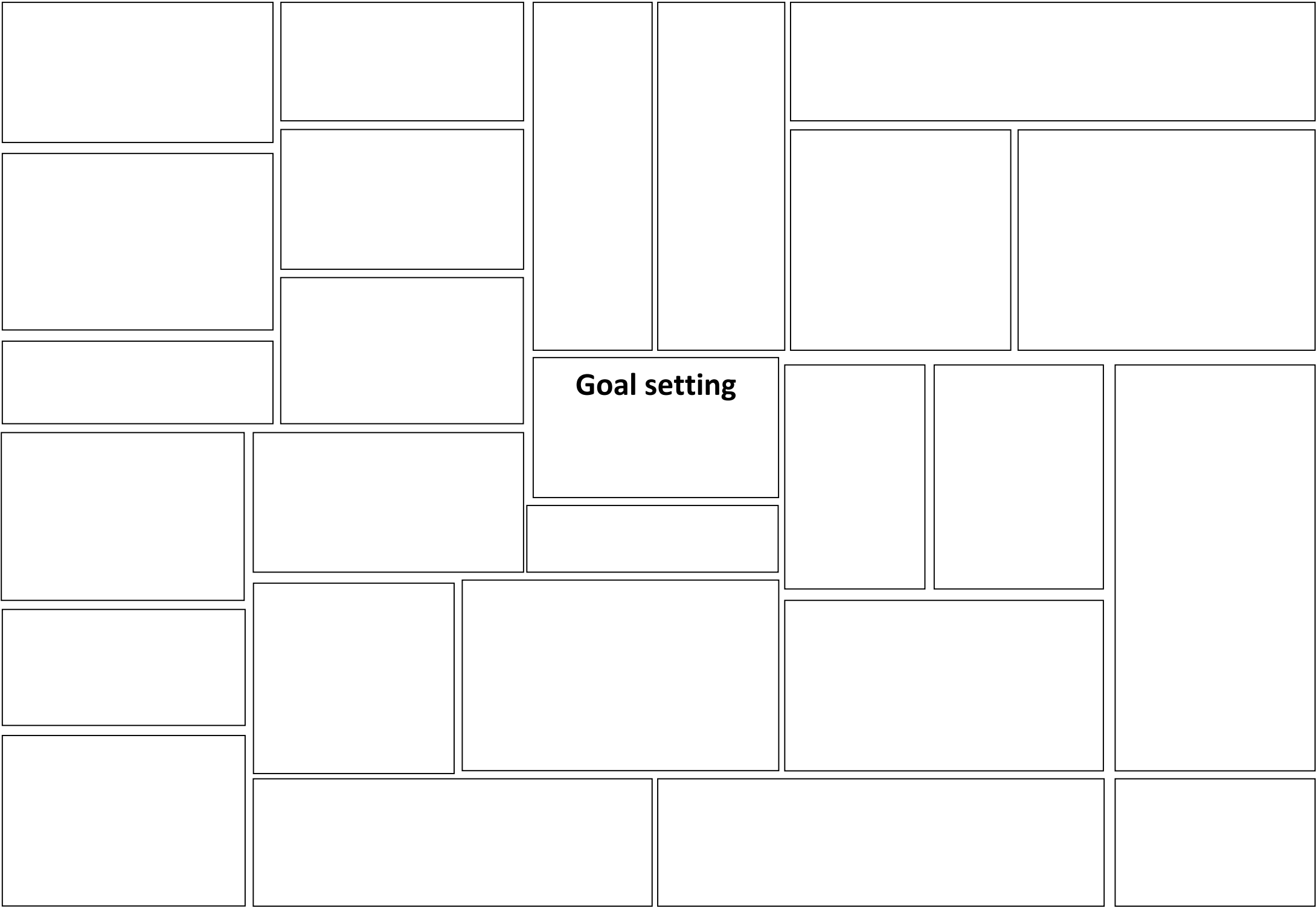
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AO2- Application to the question / Apply (3 marks)

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AO3- Analysis / evaluation / conclusion / Say why (4 marks)

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1. Explain why goal setting is important for sports performers. **4 marks**

2. **Figure 7** shows information about an 800 m runner’s goal.

Current time: 2 mins 45 secs		Aim: 2 mins 35 secs		
Season PB: 2 mins 40 secs		Timescale: 5 weeks		
End of week 1 time:	End of week 2 time:	End of week 3 time:	End of week 4 time:	End of week 5 time:
2.45	2.43	2.43	2.41	2.39

Fig. 7

i. Using the information in Fig. 7, explain how **three** elements of the SMART goal setting principle have been applied. **3 marks**

.....

.....

.....

.....

.....

.....

ii. With reference to the data in Fig. 7 discuss why goal setting may not always be an effective method of improving performance. **3 marks**

.....

.....

[3

END OF QUESTION paper

Mark scheme

Question			Answer/Indicative content	Marks	Guidance														
1			<p><i>(Explain why goal setting is important for sports performers.)</i></p> <p>Four marks for:</p> <table><tr><td>1. (motivation)</td><td>Can motivate / encourage / strive to perform well Or promotes approach behaviour</td></tr><tr><td>2. (persistence)</td><td>Can encourage persistence or sticking to training / competition.</td></tr><tr><td>3. (focus)</td><td>Can give direction / focus / end product or know what you are aiming for.</td></tr><tr><td>4. (anxiety)</td><td>Can help to control anxiety / stress / arousal.</td></tr><tr><td>5. (skills / methods)</td><td>Can help to develop skills / methods / strategies / tactics.</td></tr><tr><td>6. (confidence)</td><td>Gives you confidence that you have direction / know what you are doing or that you have the ability to achieve your goal / s. Or promotes mastery orientation</td></tr><tr><td>7. (reward / achievement)</td><td>Measured goals can give evidence of / check for improvement / gives reward / positive reinforcement when you have achieved a result.</td></tr></table>	1. (motivation)	Can motivate / encourage / strive to perform well Or promotes approach behaviour	2. (persistence)	Can encourage persistence or sticking to training / competition.	3. (focus)	Can give direction / focus / end product or know what you are aiming for.	4. (anxiety)	Can help to control anxiety / stress / arousal.	5. (skills / methods)	Can help to develop skills / methods / strategies / tactics.	6. (confidence)	Gives you confidence that you have direction / know what you are doing or that you have the ability to achieve your goal / s. Or promotes mastery orientation	7. (reward / achievement)	Measured goals can give evidence of / check for improvement / gives reward / positive reinforcement when you have achieved a result.	4	<ul style="list-style-type: none">• Must be explanation rather than single word answers <p>Examiner's Comments</p> <p>Candidates generally scored very highly on this question with a good understanding shown by many of the importance of goal setting to sports performers. The best candidates made clear points with a good explanation for each. Those that simply wrote single word answers were unable to score marks for the explanatory-type question.</p>
	1. (motivation)	Can motivate / encourage / strive to perform well Or promotes approach behaviour																	
	2. (persistence)	Can encourage persistence or sticking to training / competition.																	
	3. (focus)	Can give direction / focus / end product or know what you are aiming for.																	
	4. (anxiety)	Can help to control anxiety / stress / arousal.																	
	5. (skills / methods)	Can help to develop skills / methods / strategies / tactics.																	
	6. (confidence)	Gives you confidence that you have direction / know what you are doing or that you have the ability to achieve your goal / s. Or promotes mastery orientation																	
	7. (reward / achievement)	Measured goals can give evidence of / check for improvement / gives reward / positive reinforcement when you have achieved a result.																	
			Total	4															
2	i	<p>Three marks from:</p> <p>1. Specific – goal is specific for that athlete – there is a set time to get to, in a specific time frame / specific to 800m running.</p>	<p>3 (3 x AO1)</p>	<p>Do not accept:</p> <p>Realistic – goal is not realistic</p> <p>Just words – specific, measurable etc. Must be explained.</p>															

			<ol style="list-style-type: none"> 2. Measurable – whether the runner achieves the time set is measurable / they can run 800m in the 2.35 or they cannot / the time they run 800m in can be clearly measured to show if they have achieved their goal. 3. Time phased – the goal is set over 5 weeks therefore it has a time frame in which it is to be achieved. 4. Recorded – the runner will record their time each session to show their progress therefore the goal / running time will be recorded. 		
		ii	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. The goal of 2.35 may be too hard for the athlete and therefore demotivate them. 10 seconds off 800m time is hard to achieve. 2. If the individual didn't set the goal of 2.35 then they may not feel ownership over the goal / may not agree with it and therefore may not be motivated to work towards it. 3. The timescale was too short – improving the time by 10 seconds in 5 weeks was not realistic. They needed an easier goal or a longer time scale. This may have had a negative effect on performance. 4. By half way through they had only reduced their time by 2 seconds and not hit their seasons PB (so 3 seconds over it) so they may have given up as they were not experiencing much early success to build their confidence and motivation. 5. How successful the goal is depends on who sets it / what the goal is. 	<p>3 (3 x AO3)</p>	

Paper 3

Routes to sporting excellence in the UK

Task 1. Using the textbook, the relevant websites (<https://www.uk sport.gov.uk/>) and other sources, complete either:

1. a PowerPoint which addresses the questions below, or;
2. a word document which summarises the questions below

Instead of being able to read your work, you will need to be able to talk about it with freedom to illustrate your understanding of the topic.

An introduction to UK Sport and the World Class Programme

- What is the role of UK sport?
- Where is funding received from and how is it distributed?
- Other than the World Class Programme what other funding streams (who benefits from the money) are available?
- What is the World Class Programme? How does an athlete join it? What is the funding? And the expected outcomes? Are there certain requirements to join it?
- Which sports are included in this Programme?
- Two examples of athletes who have benefitted from this Programme.

UK Sport and Talent id

- Talent id – what is the process?
- Who else is integral to it being successful? What other elements of an athlete's success are UK Sport responsible for?
- Which other organisations work together with UK Sport to increase the likelihood of success?
- What is the Pathway Health Check? Why have it?
- Any examples of initiatives, the requirements, and the outcomes?

Schools, clubs and Universities

- From the ground up there is support. Where might this come from and how are the links made to offer pathways to those that might 'make it'?
- What other organisations do schools benefit from relationships with?
- NGBs are not directly referred to in the specification but they do have a role to play in terms of club development / opportunities. What do they do to promote elite athletes in their sport?
- How might individual clubs assist younger, talented members?
- TASS, scholarships and first-class facilities are all potential benefits for elite athletes in the UK. What might this be, where might we find them (examples) and what is on offer?
- Is there evidence of success?

James Morris offers a wide range of resources on YouTube. The first here is worth listening to (and taking notes), after you have considered the questions above.

<https://www.youtube.com/watch?v=FcGJsBu3oPY>

Wesley Davis is another well-known A Level teacher who post support on YouTube – again, worth a listen – stop - start and make notes in relation to the questions asked above.

<https://www.youtube.com/watch?v=ydMVvxUilyo>

An example of one campaign which tried to identify talent in the UK. Remember, you will need examples (remember to PEE!).

<https://www.youtube.com/watch?v=cMM4y4C3iXk>

Paper 3

Task 2 Research for Socio Cultural Issues in Sport

It is key to your broader knowledge for Paper 3 to have a range of examples so as the summer break progresses, please keep an eye to the new. Current and historical examples are equally powerful but try to have a range of sports too.

- a. Find 3 examples of where drugs and doping has been highlighted in the media (different sports). What were the consequences for the performer and the sport?
- b. Find 2 examples (different sports) of where violence has occurred in sport, how the authorities have acted and the implications for the sport itself.
- c. Identify 2 examples (different sports) where technology has improved the experience for spectators.

And remember to have a rest... you will need to be fully charged for September.

Well done this year – its been an interesting one as well as being tough!