Physical Education

Brief Overview of the Course
(for further details, please see our Sixth Form Prospectus
Sixth Form Prospectus • Sir Thomas Rich's School (strschool.co.uk) *)*

Exam Board: AQA

Specification web link: https://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582

Topics Covered:
Year 12

Applied Anatomy and Physiology
3.1.1.1 Cardio-Respiratory System
3.1.1.2 Cardiovascular System
3.1.1.3 Respiratory System
3.1.1.4 Neuromuscular System
3.1.1.5 The musculoskeletal system and analysis of movement in physical activities

Biomechanical Movement
3.2.2.1 - Biomechanical Principles
3.2.2.2 – Levers
3.2.2.3 - Linear Motion

Skill Acquisition
3.1.2.1 – Skill, skill continuums and transfer of skills
3.1.2.2 – Impact of skill classification on structure of practice for learning.
3.1.2.3 – Principles and theories of learning and performance.
3.1.2.4 – Use of Guidance and Feedback
3.1.2.5.1 – General information processing
3.1.2.5.2 – Efficiency of information processing

Sport and Society
3.1.3.1 – Sport and Society (Pre-industrial, Industrial and post-industrial, Post World War)
3.1.3.2 – Impact of sport on society and society on sport (Sociological theory and equal opportunities)

Exercise Physiology
3.2.1.1 – Diet and Nutrition
3.2.1.2 – Preparation and Training methods

Topics Covered:
Year 13

Applied Anatomy and Physiology
3.1.1.6 Energy Systems

Biomechanical Movement
3.2.2.4 - Angular Motion
3.2.2.5 Projectile Motion
3.2.2.6 Fluid Mechanics

Sports Psychology
3.2.3.1.1 – Aspects of personality
3.2.3.1.2 – Attitudes
3.2.3.1.3 – Arousal
3.2.3.1.4 – Anxiety
3.2.3.1.5 – Aggression
3.2.3.1.6 – Motivation
3.2.3.1.7 – Achievement motivation theory
3.2.3.1.8 – Social facilitation
3.2.3.1.9 – Group dynamics
3.2.3.1.10 – Importance of goal setting
3.2.3.1.11 – Attribution theory
3.2.3.1.12 – Self-efficacy and confidence
3.2.3.1.13 – Leadership
3.2.3.1.14 – Stress Management

Sport and Society and Technology
3.2.4.1 – Concepts of Physical Activity
3.2.4.2 – Development of Elite Performers
3.2.4.3 – Ethics in Sport
3.2.4.4 – Violence in Sport
3.2.4.5 – Drugs in Sport
3.2.4.6 – Sport and the Law

3.2.1.3 – Injury Prevention	3.2.4.7 – Commercialisation 3.2.4.8 – Technology

Meet the Staff:

Mr O'Neil (Head of PE)
Skill Acquisition & Sport Psychology, NEA

Mr R Williams
Applied Anatomy & Physiology, Biomechanics

Mr Payne
Sport and Society & Technology in Sport, Exercise Physiology

Course Breakdown
70% Theory (EXAM) ● 30% Coursework (NEA)

Paper 1: Section A: Applied Anatomy and Physiology Section B: Skill Acquisition Section C: Sport and Society **Written Paper**	35%	• 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
Paper 2: Section A: Exercise Physiology and Biomechanics Section B: Sport Psychology Section C: Sport and Society and Technology in Sport **Written Paper**	35%	• 2 hour written paper • 105 marks • Combination of multiple choice, short answer and extended writing questions • Including use of data
NEA / Coursework: Practical performance in physical activity and sport – 15% Written analysis and evaluation of performance – 15%	30%	• 90 marks • One activity (45 marks) plus written analysis and evaluation (45 marks) • Internal assessment, external moderation

Please follow the instructions in the boxes below. The aim of these activities is to introduce you to the study of this subject at Advanced Level by:

- reinforcing your core knowledge and understanding of your chosen subject;
- encouraging you to think more deeply about your subject;
- supporting you to develop a deeper understanding of and appreciation for your subject as an academic discipline.

Core Knowledge and Understanding Task

Whether you have studied this subject before or not, there are elements of core knowledge and understanding that you must have prior to starting the A Level course.

Please provide a written answer to each of the following questions. There are links below to help you discover the answers.

Please complete a subject audit of your GCSE qualification (this should just be the theory aspects of the paper). This means making a list of all the key topics you studied at GCSE.

Then regardless of whether you studied AQA GCSE or any other examination board, use your subject audit to make links to the AQA A Level syllabus. This will show you both the areas you will build upon knowledge from your GCSE and where you will learn new knowledge.

Please highlight the links as appropriate.

Levers in Sport

Using the YouTube clip below for background information and recapping from GCSE level, complete the table to demonstrate knowledge and understanding of levers within sport.
https://www.youtube.com/watch?v=d1wS_OlJzmI

Lever Type	1st Class	2nd Class	3rd Class
Diagram of Lever			
Where it can be found in the body Provide 2 examples			
Give 2 examples of where the lever system can be used in sport			

What is the mechanical advantage of the lever system?			
What is the mechanical disadvantage of the lever system?			

Biomechanics

Calculate the speed of Usain Bolt in the 100m. Time = 9.58 seconds
Calculate the speed of Mo Farah in the 5000m. Time = 12 minutes 53 seconds
Calculate the speed of Allyson Felix in the 400m. Time = 49.26 seconds

Sport Psychology

Complete the Personality Test.
https://www.quietrev.com/the-introvert/test
Explain the role personality plays on sporting performance.

Key Skills

One key skill involved with GCSE and A Level PE is to be able to understand the way examination answers are marked. This gives you as the pupil a deeper understanding of how to gain marks when answering examination questions. In order to do this well it is important to understand each key assessment objective, these are outlined below:

- **AO1**: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO2**: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO3**: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

The task is as follows;
Using the answer below, please highlight, in your opinion, how each part of the answer relates to the key assessment objectives outlined above. It is an 8 mark A Level question.

Question:
The picture below shows a tennis player in a stable position ready to return a serve.

Use the picture to explain how the musculo-skeletal and neuromuscular systems assist the player with maintaining stability?

Answer:
She remains stable because of her excellent body position. The tennis player has achieved a wide base of support to help her. Her line of gravity falls within the base of support she has created with her feet and her centre of mass is low which all contribute to her stability. The tennis player has achieved the wide base of support by abducting her legs at the hip in an attempt to spread her feet wider than shoulder width. The base of support is then created with her feet and due to their wide position, the more stable the tennis player has made herself. The hip is a ball and socket and joint, it therefore allows adduction and abduction of the hip to create a wide base of support.
The tennis player has also lowered her centre of mass by flexing her hips to allow her to lean forward. The lower the centre of gravity the more stable the tennis player is. She has also flexed her legs at the knee, which also means her centre of mass is lower over her wide base of support, when compared to a standing position. This enables the tennis player to maintain stability as she prepares to return a serve. The hinge joint at the knee allows for flexion and extension to occur. The gluteals contract eccentrically (isotonic) to allow for the hip flexion to occur and the quadriceps contract eccentrically (isotonic) to allow for flexion at the knee to achieve the lowered body position shown in the picture.
In order to hold the stable lowered body position the tennis player will be using fast twitch fibres. These are muscle fibres which produce fast contractions altogether to push off powerfully if she needs to move to return a serve. The muscle spindles within the quadriceps will detect the stretch and prevent the muscle from overstretching in the lower position shown in the picture.
From the picture, it appears that the tennis player has positioned her line of gravity over the base of support created by her feet to also increase her stability. The line of gravity is the line extending down from the centre of mass which will be in front of the player, around her belly button and so will fall between her feet. This is because she has her feet spread equally and it appears her weight is evenly distributed between her left and right foot.
Another factor that can influence her stability is the weight of the performer but this cannot be determined by looking at the picture.

Links to support:

A Level Specification - https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF

A Level Specification (AQA) - https://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582

GCSE Specification (AQA) - https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582

Use any search engine to find the appropriate specification you studied at GCSE.

The Bigger Picture Task

As well as reinforcing your core knowledge and understanding, our A Level curriculum will expose you to what are called the 'established orthodoxies' within each subject, which can include key research, important people who have contributed to the field, as well as broader methods and theories that exist within the subject.

Prior to starting the A Level course, it is important that you are aware of the following themes and topics so that you can develop an understanding of how they contribute to some of the established orthodoxies within Physical Education.

Theories of Learning

Research the following four theories of learning. Create a PowerPoint presentation highlighting the key features of the theory, how this might relate to learning within sport and also the positives and negatives of the theory's application within sport.

- Operant conditioning - https://www.youtube.com/watch?v=WhIr5DfXNJk
- Observational learning - https://www.youtube.com/watch?v=dpXo4ceg9wg
- Insight learning - https://www.youtube.com/watch?v=1YZhFlOgJ-Y

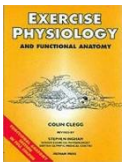
Recommended Reading List and the Department's 'Top Pick' Title

As an A Level student, we want you to value academic endeavour (scholarship) and develop a thirst for learning in your chosen subject. Our curriculum will help you to understand that scholarship is not just about learning facts, it is about nurturing powerful knowledge.

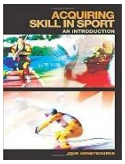
We will help you with this by directing you to resources that will not only deepen your knowledge and strengthen your understanding of the A Level content, but also broaden it beyond that of the exam board specification.

Please find the full subject reading list alongside our prospectus on the Sixth Form section of the STRS website here: https://strschool.co.uk/sixthform/prospectus. We would encourage you to explore as many of these titles as you can.

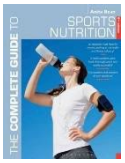
From the published reading list, the most highly recommended book(s)/article(s) to read before September are:



Clegg, C. 1995. *Exercise Physiology and Functional Anatomy*. Feltham Press



Honeybourne, J. 2006. *Acquiring Skill in Sport: An Introduction*. Routledge



Bean, A. 2017. *The Complete Guide to Sports Nutrition*. Bloomsbury Publishing.

Once you have read the recommended book/chapter/article, consider the following:

- What did you learn from the reading?
- Have you identified any patterns or made any connections?
- What unanswered questions has the reading left you with?
- Did you agree entirely with what you have read? If so, why? If not, why not?
- Are there any themes or topics that you would like to explore further?

Other Recommended Activities

Please find below a selection of suggested additional activities that the department feel it would be useful for you to explore prior to starting the A Level course in September.

SCHOLARLY ARTICLES (please email Mr O'Neil, Head of PE, to access the articles below no@strs.org.uk)

Polley, M. 2008. 'The amateur rules': Amateurism and professionalism in post-war British athletics. Contemporary British History, pages 81-114.

Quennerstedt, M. Ohman, M & Armour, K. 2014. Sport and exercise pedagogy and questions about learning. Sport, Education and Society, pages 885-898.

Alexandris, K. Tsorbatzoudis, C. & Grouios, G. 2017. Perceived Constraints on Recreational Sport Participation: Investigating their Relationship with Intrinsic Motivation, Extrinsic Motivation and Amotivation, Journal of Leisure Research, pages 233-252.

Zaichkowsky, L. 2004. Arousal in Sport. Applied Psychology.

Weinberg, R. S. (2002) Goal setting in sport and exercise: Research to practice. Exploring sport and exercise psychology, pages 25-48.

YOUTUBE CLIPS
Venous Return https://www.youtube.com/watch?v=J80hhCkLuaA
Stages of Learning https://www.youtube.com/watch?v=n7UcobScnck
Rational Recreation https://www.youtube.com/watch?v=SPrTPKj4ONQ
Diet and Supplements https://www.youtube.com/watch?v=pBAPapMCRIo
Newton's Laws https://www.youtube.com/watch?v=MAm6LOUnJ80
Aggression in Sport https://www.youtube.com/watch?v=DlrTha8cbAI
Revision https://www.youtube.com/watch?v=Hf9CUHsrKcQ

CHANNELS
My PE Exam – https://www.youtube.com/channel/UCtQWDngwhYgmMjKyzZy2dUQ
The PE Tutor - https://www.youtube.com/channel/UCUVsiR-1u_oSZ32CHQmD4Ug
James Morris – https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBIklu3Xw

PODCASTS

Title	Where to find it	What it's about
Don't Tell Me The Score Podcast (BBC Radio 4)	Apple Android	What can sport teach us about life and how best to live it? Each week Simon Mundie sits down with an expert and uses sport to answer life's big questions. Stand out episodes: • 05/03/20 – Max Whitlock - Motivation • 28/11/19 – Jonny Wilkinson - Obsession • 12/09/19 – Sir Alistair Cook – Hard Work • 04/07/19 – Christie Aschwanden – Rest and Recovery • 11/04/19 – Ed Warner - Cheating • 21/03/19 – Tracy Edwards - Sexism • 14/02/19 – Dame Katherine Grainger - Perseverance • 07/02/19 – James Haskell - Nutrition • 13/12/18 – Ben Ryan - Motivation • 06/12/18 – Mike Brearley - Leadership • 01/11/18 – Ian Price - Resilience • 01/11/18 – Kelly Holmes – Power of Belief
The Science of Sport Podcast	Apple Android	World-renowned sports scientist Professor Ross Tucker and veteran sports journalist Mike Finch break down the myths, practices and controversies from the world of sport. From athletics to rugby, soccer, cycling and more, the two delve into the most recent research, unearth lessons from the pros and host exclusive interviews with some of the world's leading sporting experts. For those who love sport. Stand out episodes: • 26/02/20 - The Science of Perfect Training • 08/02/20 - The Shoe That Broke Running II • 25/11/19 - Mary Cain & RED-S • 23/10/19 - The Shoe That Broke Running • 23/09/19 - Why the All Black Are The Greatest Sports Team

		● 09/09/19 - How to Cheat at Sport and Get Away With It ● 27/08/19 - How to Make a Champion (Part II) ● 13/08/19 - How to Make a Champion (Part I) ● 09/07/19 - The Drugs In Sport Episode ● 18/08/19 - The Science of Cricket with Gary Kirsten ● 29/04/19 - Caster Semenya: Explaining Sex v Gender
That Triathlon Show	Apple Android	The one triathlon show focusing on practical and actionable advice that you can use in your own triathlon training and racing. New episodes are released twice per week. Includes some excellent discussions on the science of training. Stand out episodes: ● 06/02/20 - Hill repeats and long runs; Protein for endurance ● 27/01/20 - Race hydration, calories and sodium ● 06/01/20 - Volume, intensity and physiological adaptations ● 18/11/19 - Nutrition trends and current evidence ● 24/10/19 - Fuelling workouts; Diet and body types ● 14/10/19 - Improve your running speed, endurance and performance ● 03/10/19 - Aerobic and anaerobic capacity ● 19/09/19 - Does compression clothing improve performance and recovery
You're Dead To Me BBC Radio 4	Apple Android	The History of Football – Where did football come from? Was it really invented in China or is the truth a little closer to home? Why was knife crime such a problem for football hundreds of years ago? And what's the real truth behind the history of the women's game? Public historian Greg Jenner joins comedian Tom Parry and historian Prof Jean Williams to teach you the true history of the beautiful game.

The Clean Sport Collective	Apple Android	The Clean Sport Collective is a community of powerful voices comprised of athletes, brands, events, clubs, fans and the public to support the pursuit of clean sport and athletics through the absence of performance enhancing drugs. Stand out episodes: ● 01/02/20 - New Shoe Regulations with Ross Tucker ● 26/01/20 - Evan Dunfee - Bronze Medalist in 50km walk ● 05/01/20 - Steve Magness, Nike Oregan Project Whistleblower ● 17/11/19 - Mary Cain Tells Us Her Story ● 20/10/19 - Tyler Hamilton: Convicted Doper and Whistleblower ● 07/10/19 - Kara and Adam Goucher on the 4-Year Bans ● 31/05/19 - Travis Tygart, CEO of USADA

DOCUMENTARIES

Title	Where to watch it	What it's about
The Dawn Wall	Netflix	Legendary free climber Tommy Caldwell tries to get over heartbreak by scaling the Dawn Wall of El Capitan in Yosemite National Park.
Free Solo	All 4	Professional rock climber Alex Honnold attempts to conquer the first free solo climb of famed El Capitan's 900-metre vertical rock face at Yosemite National Park.
Icarus	Netflix	When filmmaker Bryan Fogel sets out to uncover the truth about doping in sports, a chance meeting with a Russian scientist transforms his story from a personal experiment into a geopolitical thriller.

Iron Cowboy	Amazon Prime	The Story of the 50.50.50 Triathlon is the true story James Lawrence's (aka the Iron Cowboy) herculean 50-day journey to complete 50 Ironman distances in 50 consecutive days in all 50 states as he redefines the limits of what is humanly possible.
Eliud	YouTube	Our short film from inside Eliud Kipchoge's training camp, that explores the philosophies that have made him the greatest marathon runner of all time
The Man With The Halo	YouTube	The Man with the Halo – A story of bravery and determination in the face of adversity.
Nike: Breaking 2	YouTube and National Geographic	Breaking 2 was a project by Nike to break the two-hour barrier for the marathon.
The Edge	Amazon Prime	Between 2009 and 2013, the England Test cricket team rose from the depths of the rankings to become the first and only English side to reach world number one (since ICC records began). The Edge is a compelling, funny and emotional insight into a band of brothers' rise to the top, their unmatched achievements and the huge toll it would take.
Breaking 60	Amazon Prime	Exploring the world of extreme running, as athletes take on the Hong Kong Four Trails challenge and attempt to complete all 298km in 60 hours. The challenge spans the entire width of Hong Kong, and is equivalent to seven marathons back-to-back.
Game Changers	Netflix	James Wilks travels the world on a quest for the truth about meat, protein, and strength. Showcasing elite athletes, special ops soldiers, and visionary scientists to change the way people eat and live.
The Test	Amazon Prime	The Test: A New Era for Australia's Team, is a docuseries following the Australian Men's Cricket Team, offering a behind-the-scenes look at how one of the world's best cricket teams fell from grace and was forced to reclaim their title and integrity.

All or Nothing Manchester City	Amazon Prime	In this ground-breaking docu-series, follow Manchester City behind the scenes throughout their Premier League winning, record-breaking '17-18 season. Get an exclusive look into one of the best global sports clubs, including never-before-seen dressing room footage with legendary coach Pep Guardiola, and delve into the players' lives off and on the pitch.
The English Game	Netflix	Two 19th-century footballers on opposite sides of a class divide navigate professional and personal turmoil to change the game — and England — forever.
All or Nothing Brazil National Team	Amazon Prime	The Brazilian National Team goes on a journey of faith, brotherhood, and hard work to reimagine their identity and to re-engage a disgruntled fanbase as they attempt to win the 2019 Copa América on home soil. From the locker room, trough the trainings, to the games, we go exclusively behind-the-scenes with the world's most famous football team.
Michael Johnson: Survival of the Fastest	YouTube	Olympian Michael Johnson makes a personal genealogical and scientific journey to discover if African American and Caribbean athletes are successful as a result of slavery.

NEA COURSEWORK GUIDANCE

Summary

As well as your written examination, you are required to complete an area of Non-Examined Assessment (NEA).

It is worth 30% of your final grade and requires you to complete the following:

- Be assessed in one sport of your choice (from the list) in a full competitive situation
- Complete a verbal/written analysis of performance.

This will be internally assessed and externally moderated.

Practical Performance (45 marks)

In your practical performance you will be assessed against the following assessment objectives

You will be assessed for all activities in the following skills:

Area of assessment 1: Technical quality – Aspect 1 (Attacking/Event 1) - 15 marks
Area of assessment 2: Technical quality – Aspect 2 (Defending/Event 2) - 15 marks
Area of assessment 3: Application of strategic/tactical awareness - 15 marks

Player/performer: Area of assessments 1 and 2
Detailed guidance explaining the relevant skills/techniques is outlined for each activity.

Player/performer: Area of assessment 3
You will be assessed on their execution and performance of the following considerations:

- General strategies employed to achieve the overall aim/objective
- Specific tactics that help achieve the strategies/decision making skills game or performance plans related specifically to attacking and defensive play
- Specific set plays to outwit an opponent
- Ability to modify and execute changes as required either due to personal analysis of the situation or via the instructions of a leader/coach.

Written/Verbal Analysis of Performance (45 marks)
You are required to analyse and evaluate, using your knowledge of the specification, a performance of a player in one activity from the specific list. This can be either your own performance or the performance of another person.

You can complete this in either:

- A purely written format or
- A combination of a written presentation with additional verbal explanation

You will be assessed on your performance analysis assessment in the following two skills
Analysis (20 marks)
Evaluation (25 marks)

Your weaknesses must:

- Link to the core skills of the performance
- Be from area of assessment 2 and 3 **(NOT 1)**
- Be from a competitive context

You may choose just one cause/corrective measure (to show depth of knowledge or you may choose to discuss more than one relevant cause/corrective measure (to show breadth and depth)

You need to analyse a weakness from:

- AA2 (defensive/event 1)
- AA3 (strategies and tactics/Event 2)

The emphasis here is on your ability to identify weakness in your own performance or the performance of another, i.e. at A-level 2 weaknesses; 1 from Area of assessment 2 and one from Area of assessment 3.

You need to use your knowledge of the course in order to provide a detailed breakdown of the technique. You will need to discuss aspects from as many areas of the course as you can.

Practical Performance (15% and 45 marks)

You will need to assume one role only. This can be either a performer or a coach. Your chosen sport MUST come from the agreed activity list (appendix 1)

Each sport has 3 areas of assessment. These can be classed as follows:

- **Area of assessment 1 (AA1)** which is your attacking skills/event 1 or dance 1
- **Area of assessment 2 (AA2)** which is your defending skills/ event 2 or dance 2
- **Area of assessment 3 (AA3)** which is your tactics and strategies or choreography.

For whichever sport you choose, there are several factors that must be taken into account:

- The performance must be done in a fully recognised version of the activity
- There are two exceptions
    - Dance – must be in a formal setting with an audience
    - Climbing – Must have natural features that challenge the climber

Each sport has a particular set of skills that will be used to form the basis of your assessment. For each sport, these are listed in appendix 2.

AA1 and AA2

- How well you perform core and advanced skills in a fully competitive environment
- How accurate and successful these skills are
- The level of competition you are performing at
- The level of fitness you have for your activity
- The level of psychological control you have for your activity

AA3

- The level of motivation and commitment you show
- Your understanding and application of rules within your activity
- Your ability to use advanced strategies and tactics or the ability to compose routines for your activity
- The use of different skills and techniques to affect the performance

How to record evidence?

You (and it is your own responsibility, not ours) need to record yourself performing. You need to try and gather as much evidence as you can. This will provide you with the best opportunity to get the highest mark.

When recording yourself you need to follow these guidelines:

- You need to be performing at your highest level
- It must be the full version of your sport (e.g. not 5 a side)

- It must be clear and you must be able to be identified
- You should stay in shot throughout performance but also use a wide angle so the examiner can see what is going on in the game
- You will need to include a commentary/narration of your evidence. A 'voice over' might be best.
- You will need evidence of all three Areas of assessment.

Analysis and evaluation task (15% and 45 marks)

You will be required to analyse and evaluate your own or someone else's performance using appropriate theoretical content from the specification.

You can complete this in two ways

- A written piece of work (you will be doing this)
- A mixture of written and additional verbal explanation

Analysis (20 marks)

You need to analyse how well the person has performed in a fully competitive context.

You will need to identify one weakness from areas of assessment 2 and 3 only. Therefore you will need to pick a weakness in the defensive play and a weakness in strategies and tactics. You can choose more than one weakness and show breadth and depth of knowledge. THIS IS ADVISABLE TO ENSURE EVEYRTHING IS COVERED.

When choosing a weakness you must remember to choose a skill. This is very important as your understanding of the technique used and the impact of weak technique on performance forms part of your assessment.

Try to use the following structure for your weakness

Person being analysed:	Activity performed:
Area of assessment:	Weakness identified:
Background information (where/when/what/how)	
Technical explanation of the weakness and the impact this weakness had on performance.	

Some points to consider when analysing

- Make sure your weakness is a skill.
- Use technical terms that are relevant to the activity
- Mention as many aspects of the technique as you can
- You must explain the impact of the poor technique on performance.

- You should reference an elite performer who you feel uses the perfect technique. Some comparison to this performer might help you fully explain the weakness you have.
- Use diagrams and pictures to help you.
- **Break it down into 3 sections: preparatory, execution, result/recovery.**

It is worth spending time planning what you believe your weaknesses are in relation to your skill. Spend some time annotating some diagrams of either you performing or an elite performer.

Try to think about the following things

- Position of body parts
- What were they doing with their body parts
- How did this affect their performance?

Evaluation (25 marks)

For the weakness you have identified, you now need to suggest appropriate causes and corrective measures which have come from the theoretical content within the specification.

For example

- My weakness is **poor tackling in rugby** (I have explained what I am doing wrong with my technique and how this affected performance.
- My cause of this is the fact I am **over aroused.**
- My possible corrective measure is the use of **cognitive stress management techniques.**

If you have discussed more than one weakness you should only identify causes and corrective measures for only one weakness.

You have two options -

- You may choose one theoretical area for the cause/corrective measure (to show how well you understand the aspect of the theory).
- You may reference more than one relevant theoretical area for your cause/corrective measure (to show your knowledge across several areas and how they link together).

Please see the flow chart to help you meet the criteria:

1. **Decide what theoretical areas could explain why the weakness occurred.**
2. **Why does this explain why the weakness occurred?**
3. **The theoretical area is fully explained showing a full understanding**
4. **You have used more than the textbook to apply to the weakness.**
5. **The corrective measure it identified and explained**
6. **The corrective measure is fully applied to the weakness (how will it help improve the weakness)**
7. **You have used a high level of technical language and terms appropriate to the theory**