



LHSPHysEd



LARBERT HIGH SCHOOL HIGHER PHYSICAL EDUCATION



Factors Impacting on Performance
Course Notes

**Physical: Skill & Physical
Gymnastics**

Name: _____

Teacher: _____

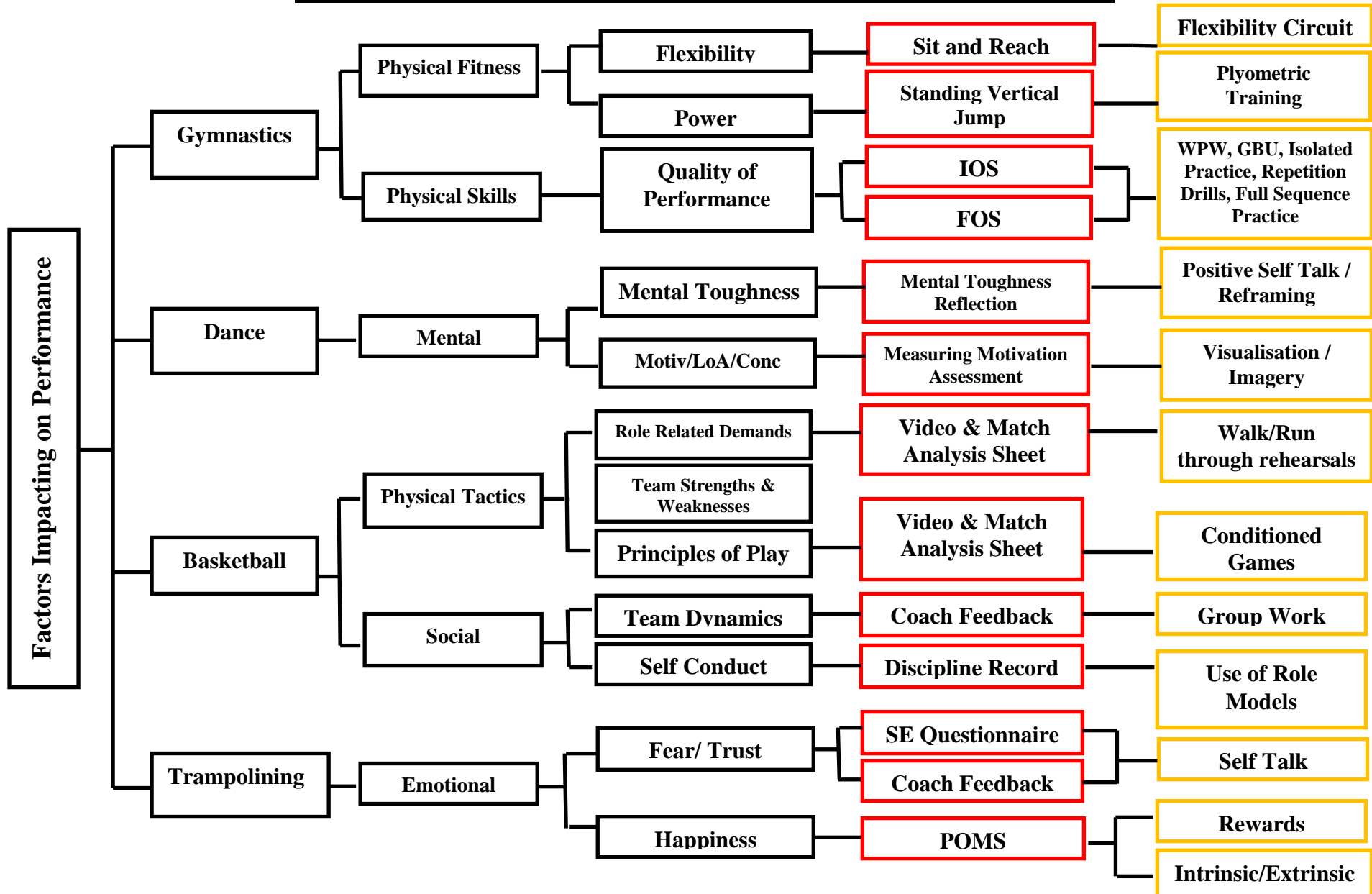
Contents

TOPIC	PAGE
FACTORS IMPACTING ON PERFORMANCE (FIP) TABLE	3
LHS COURSE OVERVIEW TABLE	4
SECTION 1 : PLANNING AND PREPARATION	5
1.2 EVALUATE THE IMPACT OF POSITIVE AND NEGATIVE FACTORS ON PERFORMANCE	
PHYSICAL FACTOR FITNESS	6-7
Physical Fitness	
PHYSICAL FACTOR SKILLS	8-9
Qualities of Performance	
1.1 ANALYSE METHODS USED TO GATHER DATA	
PHYSICAL FACTOR FITNESS	11-12
Standardised Tests	
PHYSICAL FACTOR SKILLS	13-15
General Observation Schedule	
Focussed Observation	
BENEFITS AND LIMITATIONS	18-19
1.3 EXPLAIN APPROACHES TO IMPROVE PERFORMANCE	
PHYSICAL FACTOR SKILLS	20-21
Methods of Practice	
PHYSICAL FACTOR FITNESS	21
Methods of Training	
2.1 PERFORMANCE DEVELOPMENT PLAN	22-24
2.2 METHODS TO RECORD AND MONITOR DEVELOPMENT	26
2.3 PERFORMANCE DEVELOPMENT PROGRAMME	27-28
2.4 EVALUATION OF PERFORMANCE	29-30
2.5 FUTURE DEVELOPMENT NEEDS	31
APPENDIX 1 – SKILLS – PRINCIPLES OF EFFECTIVE PRACTICE	32
APPENDIX 2 – SKILLS – STAGES OF LEARNING	33
APPENDIX 3 – SKILLS – HANDSPRING DEV PROGRAMME	34
APPENDIX 4 -6 – FITNESS – ASSESSING FITNESS LEVELS, SETTING PERSONAL GOALS BEFORE TRAINING, PRINCIPALS OF TRAINING	35 - 37
SECTION 3 - EVALUATION	38
HWB PROFILING	40-42

MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL FACTORS IMPACTING ON PERFORMANCE TABLE

Mental	Emotional	Social	Physical		
			Fitness	Skills	Tactics
<p>Concentration</p> <p>Level of Arousal</p> <p>Mental Toughness</p> <p>Decision Making</p>	<p>Happiness / Sadness (affecting confidence and resilience)</p> <p>Anger (affecting decision making and self-control)</p> <p>Fear (affecting confidence and decision making)</p>	<p>Team Dynamics: Co-operating with Others</p> <p>Contributing to a Team</p> <p>Relationships</p> <p>Self-Conduct</p> <p>Working in Isolation</p> <p>Etiquette Respect for self and others</p> <p>Environmental Issues: Barriers to participation</p>	<p>Physical aspects fitness: Cardio-Respiratory Endurance, Muscular Endurance, Speed, Strength, Flexibility Power</p> <p>Skill-related aspects fitness: Co-ordination, Agility, Reaction Time, Balance</p>	<p>Skill repertoire</p> <p>Technical qualities: Rhythm, Timing, Consistency</p> <p>Special qualities: Imagination, Flair, Creativity</p> <p>Quality of performance: Fluency, Effort, Accuracy, Control</p>	<p>Personal strengths and weaknesses</p> <p>Role related Demands</p> <p>Team Strengths and Weaknesses</p> <p>Principles of play: Width, Depth, Mobility, Penetration, Support, Communication</p>

LHS Creative and Aesthetic Overview



Physical: Skill & Fitness

PLANNING FOR SUCCESSFUL PERFORMANCE IN GYMNASTICS

**Explain the relevance of two challenges that you face in this single, one off
performance**
(4 marks)

Challenge 1

Challenge 2

Explain how you will prepare to meet these challenges
(4 marks)

Challenge 1

Challenge 2

FACTORS AND SUB FACTORS (1.2)

PHYSICAL - FITNESS

Flexibility

Definition

*Flexibility is the range of movement across a joint. There are two types of flexibility: **static** and **dynamic** flexibility. Static flexibility is necessary when you are holding a part of the body still. Dynamic flexibility uses the full range of movement across a joint for a short time within your overall performance.*

Positive Impact on Performance

Static Flexibility is required in activities like gymnastics where you have to hold your body still during various balances. For example, a good range of movement is needed across the hips to be able to perform the splits well. Dynamic flexibility in the shoulders is also very important to a gymnast performing a handspring. A big range of movement across the shoulders means the gymnast will have a bigger range of movement which they can apply a force over, meaning that they can extend the body fully in pre-flight and post-flight.

Negative Impact on Performance

Poor flexibility may also result in injuries if muscles are overstretched or not being able to perform skills fluently and with control. Lack of flexibility can mean that some complex skills cannot be performed on a range of equipment e.g Front and Back Walkover.

Upperbody Strength

Definition

*Strength is the maximum force a muscle or group of muscles can exert at any one time. Strength can be further divided into **Static Strength** (muscles contract and hold one position), **Dynamic Strength** (muscles repeatedly apply force over a short period of time) and **Explosive Strength or Power** (muscles exert force in a short, fast burst).*

Positive Impact on Performance

Performing a handstand in gymnastics would be an example of where Static Strength is required. Gymnasts are required to use Static Strength to hold their body weight on their hands in a steady and balanced position. Explosive Strength would be required for skills such as Backward roll to Handstand. This is used in the action phase of the skill to push up into the handstand position. Explosive Strength is used in single actions when maximum energy is needed.

Negative Impact on Performance

If you have poor upperbody strength it will mean that you are not able to hold your body in stillness for balances such as a straddle lever. You will limit the amount of time to get your legs in a straddle position which will mean the skill is incomplete. This lack of control will lose you marks with the judges.

Power

Definition

Power is a combination of speed and strength

Positive Impact on Performance

Some performances require you to create strong movements that are performed at speed. For example, if you are able to create strength and speed in your run up and take off in the handspring it will have a positive impact on your performance – you will achieve an extended first flight and second flight. Strength and speed allow you to generate a strong action from your core which helps achieve the thrust action to clear the vault.

Negative Impact on Performance

If you lack explosive power in your performance then you will be unable to use strength over a short period of time. This can have a negative impact on your performance, as you will be unable to use fast and powerful movements effectively in your performance. For example during a round off backflip you must be able to convert your speed and strength into explosive power to drive your body backwards.

Balance

Definition

*Balance is the ability to retain the centre of gravity above the base of support when stationary (**static balance**) or moving (**dynamic balance**).*

Positive Impact on Performance

Static balance is the ability to maintain control of position whilst remaining stationary – for example, balancing on one leg or holding a headstand in gymnastics. Dynamic balance is the ability to maintain balance and control of the body whilst moving. In gymnastics, dynamic balance is very important in order to stay on the beam when performing a range of skills in a sequence.

Negative Impact on Performance

Lack of static balance in gymnastics will mean that you cannot hold balances such as arabesques still when on the floor and beam, causing you to fall and lose marks. A lack of dynamic balance can have a negative impact on performance in gymnastics for skills such as a forward walkover as you must be able to move your body over your hands, in a straight line whilst maintaining control

PHYSICAL - SKILL

Quality of Performance

Fluency

Definition

Fluency is regarded as the smoothness or flow in which actions/movements are joined together to perform one skill or multiple skills together with ease and grace.

Positive Impact on Performance

A gymnast needs to link the subroutines of the handspring together in order to complete the action efficiently and smoothly (fluently). Performing actions with fluency will make them appear automatic and natural. Within a routine a gymnast has to ensure that their sequence flows with grace and ease from one movement to the next by using linking movements and embellishment.

Negative Impact on Performance

Lack of fluency can make a performance look disjointed. Skills will not be smooth and transitions between movements will not be pleasing to the audience.

Control

Definition

The ability to manage yourself when performing or a moving object.

Positive Impact on Performance

You must have control of your body within Gymnastics, this is important in all sports where balance is important and to have a strong base from which to execute skills from. It is especially important in Gymnastics where control is a key element of performance. Having a high level of control will allow you to execute both simple and complex skills to a high level. This will in turn allow your performances to look more fluent and will allow you to develop a good repertoire of skills on a range of equipment. Any model performer in an activity will display a high level body control.

Negative Impact on Performance

Having a low level of control will have a major impact on performance as you are unlikely to be able to perform skills to a high level. Your performance will not look fluent as you will lack the necessary control. Lack of control could mean that there is no start and end to skills as they fall into each other. It can lead to performers falling off the mats or beam or stumbling on a landing which will lose them marks. Novice performers will have a lack of control in their performance.

Effort

Definition

The amount of work you are putting into the performance in order to be successful.

Positive Impact on Performance

In gymnastics, applying effort in vaulting during a performance can ensure that the timing, speed and accuracy of the vault are successful meaning you can land safely. When training for gymnastics, effort is required to ensure that you are working at the correct levels to bring about improvement on each practice.

Negative Impact on Performance

Lack of effort may lead to mistakes, lack of speed and power to get over the vault and performance may look sloppy which will lose overall marks. Lack of effort can lead to skill level plateau where no improvements are made.

Accuracy

Definition

Accuracy is the ability to direct a ball, shuttle or any other object used in an activity to a target area with precision.

Positive Impact on Performance

A performer can demonstrate accuracy performing movements with precision so that they look exactly like a model performance. In gymnastics, a performer may also demonstrate accuracy by performing a sequence of moves in an exact order with precision and correct technique. The exact execution of their routine is more likely to gain them higher marks.

Negative Impact on Performance

When your performance lacks accuracy you are more likely to make mistakes. If you do not place your hands or feet accurately on the beam you will lose balance and could fall off and lose marks in your performance.

Consistency in Skill

Definition

Consistency is the ability to perform skills / movements correctly over and over again.

Positive Impact on Performance

If you are able to perform consistently in your performances, you can rely and count on the skills you perform. This will have a positive impact on your performance, as you will be able to perfect a range of skills that you require and can be used with success throughout a performance.

Negative Impact on Performance

When your performance lacks consistency it can have a negative impact on your performance. If you are unable to use your skills consistently you will make more errors, which will knock your confidence on certain pieces of equipment and less successful.

METHODS OF GATHERING INFORMATION (1.1)

Before we design a programme of work it is essential that we **gather information** on our performance using the following methods:

FITNESS FACTORS

Standardised Fitness Tests

Aspects of Physical Fitness										
Name	Test	Cardio-Fit			Strength			Flexibility		
		Cardio-Fit	Cardio-Fit	Cardio-Fit	Strength	Strength	Strength	Flexibility	Flexibility	Flexibility
Cardio-Fitness	1000m Run Test									
Cardio-Fitness	1000m Run Test									
Cardio-Fitness	1000m Run Test									
Strength	Hand Grip Dynamometer									
Strength	Hand Grip Dynamometer									
Strength	Hand Grip Dynamometer									
Flexibility	Shoulder Flexion									
Flexibility	Shoulder Flexion									
Flexibility	Shoulder Flexion									

Aspects of Skill Related Fitness										
Name	Test	Agility			Balance			Coordination		
		Agility	Agility	Agility	Balance	Balance	Balance	Coordination	Coordination	Coordination
Agility	Shuttle Run Test									
Agility	Shuttle Run Test									
Agility	Shuttle Run Test									
Balance	Stork Test									
Balance	Stork Test									
Balance	Stork Test									
Coordination	Hand Eye Coordination Test									
Coordination	Hand Eye Coordination Test									
Coordination	Hand Eye Coordination Test									

SKILL FACTORS

Model/Skilled Performer



Video Analysis



Initial Observation Schedule

SKILL REPERTOIRE SHEET (Initial Data)

To be completed by the observer while they observe the performer, or by replay/working a video of a previous performance to a judge.

NAME	Date					
	1		2		3	
	Good	Ok	Poor	Good	Ok	Poor
1. Freebase						
2. Forward roll						
3. Back to shoulder stand						
4. Back diagonally to half split						
5. Cartwheel on diagonal						
6. Handstand into forward roll						
7. Flipping round-off						
8.						
9.						
10.						

Observation 1 to identify weaknesses
Observation 2 to evaluate progress

Focused Observation Schedule

PREPARATION/ ACTION/ RECOVERY (Focused Data Sheet)

Analyse of Specific Technique (Technical Breakdown)

TECHNIQUE: HORIZONTAL FORWARD ROLL		
NAME	Date	
	1	2
PHASE OF ACTION	MODEL PERFORMANCE	MY PERFORMANCE
PREP/INTEN	<ul style="list-style-type: none"> Stand straight Raise both arms and one leg 	
ACTION	<ul style="list-style-type: none"> Place hands on next shoulder width apart Kick up straight with leading leg Bring other leg up to meet leading foot and H.O.D. Send arms in control Tuck head inward roll on curved back 	
RECOVERY	<ul style="list-style-type: none"> Push up through legs to stand Flex in backward control ready to move to next action in the sequence 	

✓ performed
○ needs attention
? assessable

PHYSICAL FITNESS STANDARDISED FITNESS TESTS

Aspects of Physical Fitness								
Name	Test	Initial Test	Re-Test	Fitness Block		Norms for age group		
				Start	End	Excellent	Average	Poor
Cardio Respiratory Endurance	Multi Stage Fitness Test					M: 13 - 11	9 - 7	<5
						F: 12 - 9	8 - 6	<4
Muscular Endurance (No. in 1 Minute)	Press Ups					>35	20	<10
	Sit Ups					>33	22	<14
	Squat Thrusts					>30	20	<15
Strength	Hand Grip Dynamometer					M: 52 - 56	48 - 51	<43
						F: 34 - 37	32 - 33	<29
Power	Standing Broad Jump					>56cm	50cm	<40cm
Speed	25m Sprint (1 length)					<20sec	25sec	>30sec
Flexibility	Sit and Reach					>12	7	>4

Aspects of Skill Related Fitness								
Name	Test	Initial Test	Re-Test	Fitness Block		Norms for age group		
				Start	End	Excellent	Average	Poor
Agility	Illinois Agility Test					16.7sec	18.6sec	<18.8sec
Balance	Stork Test					60sec	30sec	10sec
Co-Ordination	Alternate Hand Ball Toss					>30	25	<20
Reaction Time	Ruler Drop							

Sit and Reach Test

Aim: To measure static flexibility of the hamstring muscles

Aspect: Flexibility

Equipment: A sit and reach box (preferred) or a box and ruler

Procedure:

The participant performs a thorough warm up and dynamic stretching. Have participants remove their shoes and sit on the floor with head back and hips at 90 degree angle from the hip joint. Have the participant extend one leg at a time against the box. The participant places one hand on top of the other and reaches as far forward as possible along the measuring line. Ensure that the hands remain at the same level, not one reaching further forward than the other. After some practice reaches, the subject reaches out and holds that position for at least one-two seconds while the distance is recorded. A negative score is when the participant doesn't reach the box, a positive score is when they reach the box.

Norms

Rating	Males	Females
Super	> +27cm	> +30cm
Excellent	+17 to +27cm	+21 to +30cm
Good	+6 to +16cm	+11 to + 20cm
Average	0 to + 5cm	+ 1 to + 10cm
Fair	-8 to - 1cm	-7 to 0cm
Poor	-20 to -9cm	-15 to -8cm
Very Poor	<-20cm	<-15cm

Explosive Power

Name: **Standing Vertical Jump**

Aspect: Power

Aim: To measure the muscular power of the lower body

Equipment: A ruler/measuring tape, chalk and a wall

The athlete stands side on to a wall and reaches up with the hand closest to the wall. Keeping the feet flat on the ground, the point of the fingertips is marked or recorded using the chalk. This is known as the standing reach height. The athlete then stands away from the wall, and leaps vertically as high as possible and attempts to touch/mark the wall at the highest point of the jump. The difference in distance between the standing reach height and the jump height is the score. The best of three attempts is recorded.

Norms

Rating	Males (cm)	Females (cm)
Excellent	>70	>60
Good	56-60	46-60
Average	41-55	31-45
Fair	31-40	21-30
Poor	<30	<20

PHYSICAL SKILLS INITIAL/GENERAL OBSERVATION SCHEDULE (IOS)

To be completed by my classmate while they observe my performance, or by myself watching a video of my own performance.

NAME:	Date		1.			
			2.			
	Fluency, Control, Accuracy and Effort		Fluency, Control, Accuracy and Effort		Fluency, Control, Accuracy and Effort	
	GOOD		OK		POOR	
	1	2	1	2	1	2
<u>Balance</u>						
Forward Roll (Tuck)						
Forward Roll (Pike)						
Forward Roll to Straddle						
Circle roll – one half circle						
Backward roll (Tuck)						
Backward roll (Pike)						
Backward roll to straddle – straight leg entry						
Handstand forward roll						
Backward roll to Handstand						
<u>Jumps</u>						
Straight						
Star						
Tuck						
Chasse step						
Half turn						
Full turn						
Straddle						
Hurdle Step						
<u>Balances</u>						
Dish						
Arch						
Front support						
Back support						
Arabesque						
Y balance						

Straddle lever						
L support						
Shoulder balance – with/without hands						
V-sit						
Headstand – (Tuck)						
Headstand – (Pike)						
Handstand						
Acro Skills						
Cartwheel (either front or side entry)						
Cartwheel with a quarter turn						
2 cartwheels connected						
Round off						
Round off straddle						
Barani						
Back handspring						
Round off back handspring						
Round off back tuck						
Bridge kick out						
Back Walkover						
Front walkover						
Handspring to one foot						
Handspring to two feet						
Handstand pirouette – 180 degrees						
Flexibility						
Bridge – must start on floor & return to floor						
Splits - front						
Splits - side						
Vaulting						
Handspring						
Straddle						
Thru						
Half on Half off						
Squat on						
Round off						

PHYSICAL SKILLS FOCUSED OBSERVATION SCHEDULE (FOS)

TECHNIQUE: HANDSPRING						
NAME:						
Date					1.	
					2.	
PHASE OF ACTION	SKILLED PERFORMANCE	MY PERFORMANCE				
		<u>Good</u> Fluency Control Accuracy Effort	<u>Ok</u> Fluency Control Accuracy Effort	<u>Poor</u> Fluency Control Accuracy Effort		
PREPARATION	- Runs with increasing speed down runway - Hurdle step onto springboard, arms brought forward from behind					
	- Strong first flight, reaching for the vault top, body in tension, arms straight					
ACTION	- Place hands just beyond the middle of the vault top					
	- Lift legs upwards powerfully, as shoulders extend to achieve thrust					
	- Extended body shape in second flight off the vault					
RECOVERY	- Bend knees as contact with the mat is made					
	- Controlled, balanced landing and extend to finish in standing position					

Description of Gathering Information

Model Performer

I watched a model performer, who is a pupil in the class; perform a range of skills with a high level of control and fluency. I was then able to get a **visual picture** of how I should perform in Gymnastics so that I could copy them. I can also use this method as a way of **comparing** my own performance to see my strengths and weaknesses.

Video

I was videoed **performing a routine** in gymnastics and all of the skills and techniques to the best of my ability on a range of apparatus. This allowed me to watch my performance **over and over** again, as well as being able to pause and rewind the tape. This made it very easy and accurate to complete all my observation schedules.

Initial Observation Schedule (IOS)

The **IOS** is a piece of paper with all the skills and techniques of gymnastics down the left hand side and two columns of less effective and very effective along the top. We used a **criteria sheet** and my observer compared my performance to a **model performer**, this highlighted my **strengths and weaknesses**. The *HS* was identified as my major **weakness** from the IOS.

Focused Observation Schedule (FOS)

The FOS is a piece of paper with the HS broken down into **subroutines** - preparation, action and recovery down the left hand side with **two columns** less effective and very effective. My observer compared my performance to the model performer to identify the **parts of the skill** I needed to work on.

Teacher Feedback

I continually received immediate feedback from my teacher on skills that I was weak at. She was also able to give me **technical feedback** on parts of the HS that I was poor at as she has a **good knowledge of gymnastics**.

Kinaesthetic Feedback

I was getting **continuous kinaesthetic feedback** when I was performing, I **could feel** when the HS was going to be successful and I knew if fear was going to affect my performance.

Why were the methods appropriate?

- Watching a **Skilled/Model performer**
 - gives me a clear picture of what I am trying to achieve;
 - allows me to compare my performance against it;
 - help me construct observation sheets, such as my Skill Repertoire and PAR sheets.
 - can **motivate** me to improve.
- **Video analysis** allowed me to:
 - watch my own performance;
 - analyse in more accurate detail using freeze-frame, rewind, slow-motion, etc.
 - they can be accurately repeated;
 - keep a permanent record that can be used for comparison to monitor / evaluate later.
- **Observation sheets:**
 - highlight strengths and weaknesses within my performance;
 - have set rules / procedures for each method;
 - can be accurately repeated;
 - can be used for comparison to monitor / evaluate later.
- **Video analysis** and **Observation sheets** allow me to plan my **programme of work** so it:
 - is focused on my weakness;
 - is set at the appropriate level of difficulty;
 - has appropriate targets.

Why else should I gather information on my performance?

- *Allows me to identify my **strengths** / **weaknesses** then I can focus on my weakness.*
- *Allows me to make **comparisons** to a model/skilled performer.*
- *Allows me to plan my **programme of work** so it:*
 - *is focused on my weakness;*
 - *is set at the appropriate level of difficulty;*
 - *has appropriate targets.*
- *Gives me a **permanent record**:*
 - *set rules / procedures for each method;*
 - *they can be accurately repeated;*
 - *they can be used for comparison when monitoring / evaluating later.*
- *Can **motivate** me to improve*

Gathering Data

Benefits/Limitations

PHYSICAL FITNESS - Sit and Reach

The participant performs a thorough warm up and dynamic stretching. Have participants remove their shoes and sit on the floor with head back and hips at 90 degree angle from the hip joint. Have the participant extend one leg at a time against the box. The participant places one hand on top of the other and reaches as far forward as possible along the measuring line. Ensure that the hands remain at the same level, not one reaching further forward than the other. After some practice reaches, the subject reaches out and holds that position for at least one-two seconds while the distance is recorded. A negative score is when the participant doesn't reach the box, a positive score is when they reach the box.

Benefits of the Sit and Reach Test

- *The test offers a consistent mechanism to gather data on the flexibility of a performer, which produces reliable results if completed correctly.*
- *The test is simple and quick to conduct*
- *Making comparisons between performers is simple, as scores and national averages are available*
- *Carried out indoors, therefore the environment is controlled*

Limitations of the Sit and Reach Test

- *All performers must complete the test under identical conditions. If they do not, the results may be valid or reliable*
- *Mistakes can be made when recording information and analysing data, especially when making comparisons to norms.*

PHYSICAL FITNESS – Standing Vertical Jump

The athlete stands side on to a wall and reaches up with the hand closest to the wall. Keeping the feet flat on the ground, the point of the fingertips is marked or recorded using the chalk. This is known as the standing reach height. The athlete then stands away from the wall, and leaps vertically as high as possible and attempts to touch/mark the wall at the highest point of the jump. The difference in distance between the standing reach height and the jump height is the score. The best of three attempts is recorded.

Benefits of the Standing Vertical Jump

- *The test offers a consistent mechanism to gather data on the power of a performer, which produces reliable results if completed correctly.*
- *The test is simple and quick to conduct*
- *Making comparisons between performers is simple, as scores and national averages are available*
- *Carried out indoors, therefore the environment is controlled*

Limitations of the Sit and Reach Test

- *All performers must complete the test under identical conditions. If they do not, the results may be valid or reliable*
- *Mistakes can be made when recording information and analysing data, especially when making comparisons to norms.*

PHYSICAL SKILL - Initial Observation Schedule (IOS)

The **IOS** is a piece of paper with all the skills and techniques of gymnastics down the left hand side and two columns of less effective and very effective along the top. We used a **criteria sheet** and my observer compared my performance to a **model performer**, this highlighted my **strengths and weaknesses**. The *HS* was identified as my major **weakness** from the IOS.

Benefits of a General Observation Schedule

- *Observation Schedules allow you to gather information on a specific feature of their performance (e.g consistency, control and accuracy of skills)*
- *The information can be gathered easily as there are specific skills to collect information on and the observer simply needs to note whether the skill has been successful or not.*
- *This could then be followed up by a detailed analysis.*

Limitations of a General Observation Schedule

- *If the performance is fast paced, it may be difficult to keep up and collect all of the information on the schedule. Vital data may be missed and feedback may not accurately reflect the performance*
- *It can be time consuming to complete, especially if there are many performers each requiring individual information on their performance. This may lead to the schedule not being completed in its entirety and vital information being missed.*
- *If the observer is susceptible to bias, then the reliability and validity of the information collected could be questioned*

PHYSICAL SKILL - Focused Observation Schedule (FOS)

The FOS is a piece of paper with the HS broken down into **subroutines** - preparation, action and recovery down the left hand side with **two columns** less effective and very effective. My observer compared my performance to the model performer to identify the **parts of the skill** I needed to work on.

Benefits of Focussed Observation Schedule

- *More focussed – allows you to look more closely at one skill*
- *Allows comparison to a model performer*
- *Breaks the skill down further into to specific phases – preparation, action and recovery*
- *Results are easy and quick to interpret*
- *Identifies cause of inaccuracy/control.*
- *The test can be designed to suit your activity and your routine*
- *It will give you measurable information on how your performance development is progressing for the skill*
- *The test can be designed to look at specific aspects of the skill, such as accuracy and consistency, which increases the validity of the information gathered.*

Limitations of a Focussed Observation Schedule

- *All performers must complete the test under identical conditions. If they do not, the results may not be valid or reliable.*
- *Mistakes can be made when recording information and analysing data as the skills are often performed at a fast pace.*

APPROACHES TO DEVELOP PERFORMANCE (1.3)

SKILL

METHOD OF PRACTICE	REASONS FOR USING METHOD	BENEFITS	LIMITATIONS
<p><u>Whole-part-whole</u></p> <p>When developing a skill, I will practice and develop one subroutine of the skill and then try the whole skill again.</p>	<p>To find a weakness in the whole skill/tactic. To develop one part of the skill/tactic. To improve the whole skill/tactic by improving one particular weakness.</p>	<p>Learn the correct technique with little pressure. Isolate specific subroutines of technique and practice this. Improves the whole skill by improving one weakness at a time. Build up subroutines at own pace.</p>	<p>If there are a lot of weaknesses, may take some time to improve them at this rate.</p> <p>When focused on one weakness, other weaknesses are not getting any better and may still affect the skill</p>
<p><u>Gradual build-up</u></p> <p>This a useful method for learning complex skills. It allowed me to break the handspring down into smaller, simpler parts and increase the complexity by adding another part of the skill. This allowed me to develop my confidence as well as ensuring quality.</p>	<p>The skill/tactic is new or complex or dangerous. Skills can be learned progressively. The complexity of the skill can gradually be increased.</p>	<p>Each part of the skill is introduced, practised and mastered before a new part is introduced.</p> <p>Makes it easier to learn the skill step by step.</p> <p>Each performer can progress at their own rate as their confidence increases</p>	<p>The performer must master one step before moving on to the next step.</p> <p>The skill will not be improved if the steps are rushed. The performer will lose confidence because they will not improve. Motivation level will decrease.</p>
<p><u>Isolated Practices</u></p> <p>Isolation practices can be used to improve a skills or techniques without pressure, opposition or partners. These are especially effective for improving more closed skills.</p>	<p>I performed a range of <u>progressive isolated practices</u>. These allowed me to <u>focus on joining the different subroutines</u> of the handspring together <u>in context (over the vault)</u>.</p>	<p>I could progress at my own rate so that I reduced the chance of injury</p> <p>I was focussing on one practice at a time which meant I could master that before moving on</p> <p>I received teacher feedback which I could then act on immediately and make corrections</p> <p>I increased my confidence by mastering each drill before moving on which in turn made me more motivated.</p>	<p>The practice can become boring and the performer can therefore lack motivation / concentration which leads to mistakes.</p> <p>By doing the same practice over and over the body becomes fatigued quickly.</p>

<p><u>Full Sequence Practice</u></p> <p>The performers might be asked to join together a series of skills / techniques in a routine to replicate the demands of competition and practice under this pressure.</p>	<p>To work in a competition situation but focus on specific skills. To improve decision making skills. To improve problem solving skills To increase motivation/confidence to perform the skills more fluently in a routine. Used mainly at associative/autonomous stage of learning.</p>	<p>Focus remains on the weak skill but allows the performer to practice other skills.</p> <p>Uses the movement that is required in a competition</p>	<p>Performers still require support with some skills.</p> <p>Performance can lack confidence performing in front of others and skill level deteriorates</p> <p>Skill level in sequence can deteriorate towards the end due to fatigue</p>
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FITNESS

METHOD OF TRAINING	REASONS FOR USING METHOD	BENEFITS	LIMITATIONS
<p><u>Flexibility Circuit</u></p> <p>There are several different types of stretching the can be included in a flexibility programme.</p> <ul style="list-style-type: none"> • Ballistic stretching • Dynamic stretching • Static stretching • Active stretching • Passive (relaxed) stretching • PNF stretching 	<p>Flexibility allows ease of movement when performing skills, and increases stamina and dexterity. Other benefits include an increase in bodily awareness and a relaxation in the stretched muscle groups. Both of these benefits have positive implications for skill acquisition, recovery, and performance.</p>	<p>By increasing range of motion in the joints before exercise, the risk of injury is reduced and performance is often enhanced. The reasons for this are because an extremity or limb can move further before a muscle pull occurs, and the increased ROM allows for greater force production.</p>	<p>Static stretching will improve flexibility at a specific body position and only to a small degree outside of that position, limiting its effectiveness for those wanting to increase flexibility in multiple ROMs.</p>
<p><u>Plyometric Training</u></p> <p>Plyometric training also known as jump training is a training approach designed to increase muscular power and explosiveness.</p>	<p>It is based around having muscles exert maximum force in as short a time as possible, with the goal of increasing both speed and power.</p> <p>Examples of plyometric exercises: <i>Box jumps</i> <i>Plyo lunges, Hurdle bounds</i> These can be made more difficult by increasing height/speed.</p>	<p>It is a very effective way to improve your explosive strength. The power stored in the muscles after extended plyometric training greatly increases the speed and power of your legs, abdominal region, glutes and other muscle groups.</p>	<p>The main disadvantage is the high risk of injury. The repetitive jumping and bounding can cause stress on the joints, particularly knees and ankles.</p>

PERSONAL DEVELOPMENT PLAN (2.1)

Example Programme of Work **Handspring**

I must consider the stages of learning, methods of practice and principles of effective practice in order to ensure my programme of work is effective. I will train twice per week working on my skill and whole performance. Each session will start with a warm-up including a run and a stretching routine using both static and dynamic stretches of all major muscle groups and joints. An alternative activity is used to practice other skills within the sequence and to prevent boredom setting in.

Sessions 1 and 2

Correcting any technical errors in isolation

Flexibility/Power

Whole Part Whole

Gradual Build Up

Alternative Activity

Sessions 3 and 4

Linking all of the subroutines together to achieve control and fluency

Flexibility/Power

Progressive Practices

Repetition Drills

Mini Sequence

Sessions 5 and 6

Once you have achieved the Handspring it has to be put into context

Flexibility / Power

Mini Sequence

Alternative Activity

Whole Sequence Focusing on direction, quality of movement and flow.

Adapting my Programme of Work

In order for me to continue to improve my performance I had to regularly adapt and progress my programme of work, for example...

To make programme of work less challenging:

- Minimise movement involved
- Decrease work time
- Increase rest time
- Decrease number of skills involved
- Decrease level of pressure
- Use a simpler practice/routine

To make programme of work more challenging:

- Adding movement
- Increase work time
- Decrease rest time
- Increase number of skills involved
- Increase level of pressure
- Use a more complex practice/routine

PERSONAL DEVELOPMENT PLAN (2.1)

FACTOR 1

Factor:
Impact on Performance:

Targets:

-
-

Methods of Practice you wish to use and why:

How do you plan on monitoring your progress?

FACTOR R 2

Factor:
Impact on Performance:

Targets:

-
-

Methods of Practice you wish to use and why:

How do you plan on monitoring your progress?

RECORDING AND MONITORING (2.2)

Recording and monitoring your personal development programme is essential in order to check progress and make adaptations to your programme correctly as you go along. It is crucial to your performance development because it ensures;

- **the content and methods of training/practice were suitable.**
- **the programme was neither too demanding nor not demanding enough.**
- **you can continue to identify strengths and weaknesses of the whole programme**
- **it allows you to make comparisons between your recent performance and that of the original performance, to see if development had taken place.**
- **you can make adaptations to your programme, so that you can adapt the Frequency, Intensity and or Duration to your precise needs.**
- **your objectives were being achieved**
- **you know if further training was needed to continue improvements**
- **it is used as a motivational tool, especially if you are improving, which will make you want to continue working**
- **you can reset you objectives to continue with development.**

This can be done through:

- Keeping a **training diary** throughout your programme including how you felt the programme was progressing, where you adapted the programme and/or any problems you may have had. This should be completed following each training session.
- **Re-testing performance** by using the methods of gathering information from before e.g. Initial Observation Schedule and Focussed Observation Schedules both at the mid-way point and at the end of the training programme will help monitor performance development.

Why use a Training Diary?

A training diary is a very effective way of **monitoring the plan** because it allows the performer to consider aspects such as the time of day, how they were feeling before, during and after the session on a scale of 1-10. The performer can also refer back to the diary at a later date to compare or to make changes to the programme throughout the programme. This can all be recorded in one area.

Why re-test?

By repeating the same methods of gathering information you should be able to **see improvement** in your performance. For example, you may notice an improvement in your General Observation Schedule findings or have improved all of the weak subroutines that you identified within your chosen skill to practice. You must ensure that you follow the exact same procedures as you did in the original analysis - for example using the same methods of data collection, the same conditions, the same way of testing and the same people to help if possible. In this way you will be able to collect accurate and valid information to make your comparisons with

(2.3) PERFORMANCE DEVELOPMENT PROGRAMME

Session / Week	Description of training completed	Feelings before, during and after session	Next steps / Plan for next session
1			
2			
3			

Session / Week	Description of training completed	Feelings before, during and after session	Next steps / Plan for next session
4			
5			
6			

FEEDBACK AND EVALUATING

(2.4)

When evaluating your personal development programme it is essential to identify your current level of performance and **compare** this against your initial performance. For example, you could repeat the General Observation Schedule of you performing against the same opponents.

Comparing these results will allow you to evaluate the effectiveness of your approaches by checking the progress you have made. When comparing your results you need to be able to explain the effects your personal development programme has had on your weak skill and on your overall performance.

For example, you may have developed your handspring by improving weak subroutines within the preparation phase of the skill. This may have improved the effectiveness of your handspring as well as all other skills.

Why Evaluating performance is useful?

- Using the same methods as before improves the reliability of results
- Allows you to see if also if performance has improved and also if the performance development programme has worked
- Re-testing using all methods is appropriate as the programme may have improved your technique but had no improvement on your effectiveness in the game
- If results are positive then this can improve motivation to develop performance even further.
- New strengths and weaknesses can be identified and future development needs can be agreed.
- The information from the evaluation process can also be used to plan a new training programme that will be specific to developing these future development needs.

FEEDBACK AND EVALUATING

(2.4)

Having monitored my performance during the development programme, I am now in a position to evaluate my progress and achievements from the information collected. I will then also be in a position to identify my future development needs. I will consider the information collected and describe the progress under the following headings –

Have I improved?

Why have I improved?

What evidence do I have to support these claims?

FACTOR	METHODS OF MONITORING	EVALUATION OF PERFORMANCE – Have I improved? Why have I improved? What evidence do I have to support this?
PHYSICAL: SKILL	TRAINING DIARY GENERAL OBSERVATION SCHEDULE FOCUSED OBSERVATION SCHEDULE	

FACTOR	METHODS OF MONITORING	EVALUATION OF PERFORMANCE – Have I improved? Why have I improved? What evidence do I have to support this?
PHYSICAL: FITNESS	SIT AND REACH TEST SARGEANT JUMP (STANDARDISED FITNESS TESTS)	

FUTURE DEVELOPMENT NEEDS

(2.5)

Following your process of monitoring and evaluating the success of your approaches to development, you may be able to identify next steps or future needs. By retesting and evaluating the process you have completed you will be able to identify any features within the factors that still require focus.

- You may decide to continue to work on the same factor
- Change to another factor or particular feature of that factor (See Section A)

FACTOR	IMPACT ON PERFORMANCE	FUTURE DEVELOPMENT NEED

EXTRA INFORMATION

APPENDIX 1 - SKILL Principles of Effective Practice

I designed a development programme to improve my handspring in Gymnastics. I used the **four principles of effective practice** to ensure that my development programme was as **successful as possible**.

I identified my strengths and weaknesses. I would **continue to train in the same way for my strengths** and try to **use these as much as possible in my routine and final performance**. Although I identified a number of weaknesses I designed the development programme to **improve my handspring as this would have the biggest impact on my overall score**.

I made sure that all the practices in the programme **became more difficult as my confidence and handspring improved**. Although the practices were getting more difficult I had to make sure that they were **challenging but attainable** so I would improve as **quickly as possible**. If the practices **did not become challenging enough** I will **not improve as quickly** as I should and would become bored. However, if the practices were **too difficult** I would not be able to practice my handspring **correctly or safely** and I would **not improve** and I would **quickly lose motivation**.

When setting goals I used **S.M.A.R.T.E.R.** to make sure that they were as **effective as possible**. I also set **different goals for different stages** of the development programme. These were split into short, medium and long term goals. These goals helped to **keep me motivated** by always **pushing me to improve** as much as I could. I made sure that the skill I was working on in the development programme was an **important part of a successful performance** in gymnastics. For me, improving the handspring would significantly improve my **overall performance** and score. I had to make sure that I could check for **improvement** in an objective manner, **through testing**, to make sure that my development programme was improving my handspring. This would allow me to **adapt/change** the programme **quickly if I was not improving** to the extent I hoped. I agreed my goals with my teacher as she had lots of **experience and knowledge in gymnastics**. This ensured that my goals/ were **realistic and not too easy or hard**. (challenging but attainable).

If my targets were too easy I would **not be challenged enough** and my handspring would not improve to my full potential. If my targets were **too hard then I would not be able to attain these and I would become increasingly demoralised**.

I had to make sure that my **targets constantly changed** for different weeks of the development programme and these would be **split into short, medium and long term goals**. Short term goals would be used for every training session. Medium term goals relate to targets for the end of the training programme and long term goals are my targets for the year. Giving myself targets to aim for helped to keep me **focused and motivated**. This also gave me an **objective** for every training session. By **writing down my targets this gave me a permanent record** and allowed me to **compare my levels** at the start and end of the development programme, as well as all the way through the programme. I made sure that I had an appropriate work to rest ratio. If I worked **too long on a practice then I would become bored and tired** and my **skill level would begin to drop**. In gymnastics this is also a **huge safety concern**. If I did **not work for long enough** on a practice then my **handspring would not improve** as much as I am capable of doing.

APPENDIX 2 - SKILL **Stages of Learning**

1. Cognitive

At the cognitive stage of learning the performer is a beginner and has very little experience of the activity, skill and/or technique. At this stage you find out what the skill involves, establish the subroutines of the skill and make your first attempts at learning each part. There is little control or fluency when performing the skill and movement patterns are awkward and uncoordinated.

Errors are likely at this stage in learning and the performance will be inconsistent:

- ◆ Get a mental picture of the skill;
- ◆ Slow the movement down if possible;
- ◆ Compare with a model performer.

2. Practice

At the practice stage of learning you can perform the skill more consistently with fewer errors. You still need to focus on the various subroutines of the skill. At this stage you **link together** all the required parts of the skill. Effective practice will reduce the number of mistakes made during performance:

- ◆ Repeated practice, so that you become more consistent in performing the skill or technique successfully.
- ◆ Practice in a controlled environment
- ◆ Pressure gradually increased as you improve E.g. gradually reducing the amount of support given
- ◆ Builds confidence

3. Automatic

At this stage of learning the performer makes very few errors and is able to focus on other aspects of their performance other than the skill itself. At this stage errors are much less likely and most key parts of a skill have become 'automatic'. Due to your higher skill level you can give closer attention to more detailed aspects of your performance.

- ◆ Put the skill/technique you have learned into a sequence situation;
- ◆ Quality and consistency of the skill are maintained in the sequence;
- ◆ Concentrate on your 'finishing touches' (pointed toes, body tension)

APPENDIX 3 - SKILL

Handspring Development Programme

I designed a development programme to improve my handspring in gymnastics. I used the **four principles of effective practice** to ensure that my development programme was as successful as possible. I planned the training programme to last for **6 weeks**, with **three sessions every week** lasting for **one hour** each.

The development programme consists of 3 Stages these are; **Preparation** (Cognitive), **Practice** (Associative), **Automatic** (Autonomous)

Preparation Stage

In the preparation stage every practice was performed **out of context** I broke the handspring down and focused on each part in **in isolation**. I was getting **continuous feedback** from the teacher as the different subroutines of the handspring had many **technical errors**. During this stage I used two methods of practice, **gradual build up** and **whole-part-whole**. I used **gradual build up** as it is a useful method for learning complex skills. It allowed me to break the handspring down into smaller, simpler parts and increase the complexity by adding another part of the skill. This allowed me to develop my confidence as well as ensuring quality.

For example

*Run Up and hurdle step – high knees, resistance runs, one leg runs, standing hurdle step
Handspring- I kicked up to handstand on a mat and back down. I then kicked up to handstand towards a safety mat at the wall to ensure that I was driving my legs up and over my head. I then progressed onto stepping onto a safety mat on the floor and kicking up to handstand, using my thrust action to drive my legs up and over whilst remaining in an extended position. I practiced my run up, hurdle step then holding a handstand on the top of the biscuit with support and kicking back down.*

The second method of practice I used was **whole-part-whole**. I identified the subroutine of the handspring that I was doing wrong from my **Focussed Observation Schedule** and practiced this on its own.

Example – Accelerated run up and hurdle step

I practices high knees in isolation before adding resistance then ensuring my toes pointed to the floor. I then practised my hurdle step whilst on the floor. I then practised my hurdle step going onto a springboard. I then practised bringing my arms forward from behind to generate power. I put both of these back together again.

Once I had perfected this sub routine I then put it back into the handspring. This ensured that my handspring became technically perfect. After **1 week** I reached the end of the preparation stage of my development programme. At this point subroutines of my handspring looked more like the model performers, but only when performed under **no pressure and in complete isolation**.

Practice Stage

The practice stage is used to move the handspring from completely **out of context and in isolation**, towards gradually putting the handspring under **increased pressure and in context**. The practices became more **sequence based** and the handspring was performed as part of a **series of linked skills on the floor and all the subroutines joined together on the vault**. I was still getting a **lot of teacher feedback** in this stage but I was also beginning to get a little **kinaesthetic feedback**. My handspring was **technically good** but I was unable to link all of the subroutines together effectively over a vault. The methods of practice I used in this stage were **isolated practices and repetition drills**. This stage lasted for **4 weeks** and the handspring was **beginning to look like the model performers**

at the end of the stage. In this stage I performed a range of **progressive isolated practices**. These allowed me to **focus on joining the different subroutines** of the handspring together **in context (over the vault)**. By doing this I was able to perform the handspring on a mat and over the vault by working on isolated progressive stages.

Example

Once I was confident with this I put my run up, take off and vault together and performed a practice over the biscuit onto layered safety mats with support. I was then able to do this in a practice without support on the biscuit. I was then able to take away the safety mats down to one and perform with support and gradually reduce the amount of support.

Every practice I did was a **repetition drill** which allowed me to practice the handspring **over and over again** and become **grooved**. This meant I was able to perform the handspring **far more often** than in a competition which allowed my handspring to become more **fluent** and meant I could perform this with **reduced support**. This **increased my confidence** when performing a handspring.

Automatic Stage

The automatic stage is performed **in-context** as the handspring now needs to be practised in realistic performance situations. I was only in the automatic stage for **1 week** as I came to the end of my 6 week programme, but I was aware that this stage should have lasted for considerably longer. The methods of practice used in this stage were **Full Sequence / Performance Practices**. I needed to **practice (replicate) the demands** that I would face during my final performance.

Example

Rather than using the biscuit I set up the vault and performed my handspring with the class watching me and performed it as part of my floor sequence.

This meant I could **practice the handspring under realistic pressure** so that I could **transfer this to a competitive situation**. My teacher gradually reduced the support I was given in this situation. At this stage my handspring was **fluent, effective and accurate** and looked like the model performer. At this stage I was getting **limited external feedback** from the teacher, often small technical aspects and mainly relying on **Kinaesthetic Feedback**.

APPENDIX 4 - FITNESS

APPROACHES TO IMPROVING PERFORMANCE - THE IMPORTANCE OF ASSESSING YOUR LEVEL OF FITNESS BEFORE TRAINING

It is important to assess my level of flexibility and power, before planning a training programme, so that I can establish what my pre-training fitness levels are and identify what the fitness needs are, that I need to work on. I did this through standardised Fitness Tests (The Sit and Reach Test and Sergeant Jump). Knowledge of my pre-training fitness provides me with a 'bench-mark' to work from, allowing me to set realistic targets for my training programme, targets which I could achieve but would still make for a suitably challenging training programme. This information also helps me by allowing me to plan for realistic use of frequency, intensity and duration of the training sessions so that I can make suitably challenging demands on myself but within safe limits. Also by knowing my starting level of flexibility and power, I knew by the use of the table of norms how much I needed to improve by. One of the most important aspects of initially collecting data was that during the programme I would be able to monitor the success of the training schedule and after the programme I would be able to compare my results using once more the Standardised Tests, to find out how if I had improved, how much I had improved by and specifically where I had made the improvement. Lastly, if I had more than one fitness need, the information I collected before I started can also help me to prioritise my most urgent training needs.

APPENDIX 5 - FITNESS

APPROACHES TO IMPROVING PERFORMANCE SETTING PERSONAL GOALS BEFORE TRAINING

When planning a training programme it is important to set specific goals for the development of your current levels of performance. It gives you something to work towards, a target. When setting goals I used set principles to guide me. Firstly I made goals specific, specific to me, my ability and my experience in the activity. It made me focus of what I wanted to achieve. Secondly, I made sure my targets were measurable to check if improvement was being made by using Standardised Fitness Tests to evaluate my performance. Thirdly, I discussed and agreed my goals with the teacher, we made sure that they were realistic and achievable, otherwise they would be impossible to reach and my lead to disappointment. Therefore, in my case, I was clear where I was going and motivation remained high. Fourthly, my goals were time-phased, in other words I set short, medium and long term goals to achieve. Next I knew I was interested in achieving my goals and when I did I was pleased and excited. At all times I made a written record of what I wanted to achieve to refer back to and keep me focused. It is important to set short, medium and long term goals so that you have something that can be measured. Write in the boxes below your time-phased goals for your training programme.

APPENDIX 6 - FITNESS

APPROACHES TO IMPROVING PERFORMANCE - THE PRINCIPLES OF TRAINING

The Principles of Training are used to ensure that all training programmes will be safe and effective, no matter which sub factor they are trying to improve.

There are four Principles of Training, **Specificity, Progressive Overload, Adaptation and Reversibility.**

Using the Principles of Training to improve Cardio-respiratory endurance –

First, I ensured that I would improve my performance gradually, so that the training programme was straight away relevant to my needs, the activity itself and the role I play within the team (SPECIFICITY).

I tested my initial level of fitness through Standardised tests. This showed my strengths and weaknesses, provided baseline information for monitoring training, gave me my initial starting levels, the ability to compare performances during and after training and comparisons to other performers results i.e. national norms.

Using PROGRESSIVE OVERLOAD I needed to make my body work harder than usual, so I planned to set up a training programme to develop my weakness. Then by using the aspects of **Frequency, Intensity and Duration** I set up a safe but effective programme.

After monitoring during my training and reviewing my training progress at the end of the programme, I would need to use the principle of ADAPTATION. My body will react to the training load by increasing its ability to cope with these loads. So the body as to be made to work harder again to ensure that my fitness level keeps increasing and improvement continues.

In the final principle of REVERSIBILITY, I was to remember that if I stopped training, my fitness level would deteriorate to the original level before I started training. The shorter time I have trained for, the quicker I would return to this original level and conversely the longer I had trained for, the longer it takes to return to this fitness level. But I was motivated to continue with my training for the three months because I could see the results of my fitness level and performance level increasing within my performance.

EVALUATING PERFORMANCE

Evaluate your performance in relation to how you planned and prepared for your challenges

Analyse the effectiveness of your planning and preparation for the two challenges explained in 1(a)

Challenge 1

Challenge 1

Evaluate at least one strength of, and at least one area for development from, your performance

Strengths

Areas for development

UNIT AND COURSE ASSESSMENT HELP

Command Words

Throughout the FIP Unit you will be asked to demonstrate your understanding of the course through responding to the following command words:

Analyse – This requires critical thinking by exploring various concepts related to the course. For example, you will be asked to analyse different methods of gathering information on different factors. To answer this you should provide the advantages and any disadvantages of these methods and draw conclusions based on your analysis.

Evaluate – This involves making informed judgements supported by findings from your own experience, personal feelings and any other types of evidence. For example, you will be asked to evaluate the effectiveness of your development plan. To answer this you will need to comment on the effectiveness of your programme by highlighting any positive or negative effects it has had on your performance.

Explain – This requires you to demonstrate your understanding through reasoning. For example, you will be asked to explain the relevance of using certain approaches to develop performance. This involves making clear the main points and reasons why selected approaches are chosen to develop performance (advantages of method).

Justify – This is similar to explain although more evidence may be required to support reasons. For example, you will be asked to justify why a particular factor requires development. You could justify this by referring to data you have collected on your performance. These command words will also feature in the final course assessment as part of both the single performance and the question paper.

Single Performance

Here you are required to explain the relevance of two challenges you will face in the single performance and explain how you will prepare to meet these challenges. Following your performance you will be required to analyse the effectiveness of your preparation for the two challenges and evaluate your strengths and areas for development from your performance.

Question Paper

The question paper will have two sections. The first section will contain 3 questions which are worth a total of 24 marks. These questions will be similar to the types of questions you have answered in the FIP unit workbook. The second section will involve a scenario question worth 16 marks. You will need to apply your knowledge and understanding of the coursework across Gymnastics, Dance, Trampolining and Basketball to other sports and performance situations in order to access high end marks.

HWB Profiling

What parts of this unit/block I have performed well in...

How have you shown you can plan and organise?

Where have you shown problem solving skills?

When have you used oral communication?

When have you used written communication?

How have you used literacy across learning?

How have you used numeracy across learning?

When have you successfully worked with others?

When have you shown leadership?

In my performance I still need to work on...

How will I be able to achieve this?

Parental Signature:

Date:

Comment:

Senior Learning Conversations

Name

Date of Meeting

My teacher and I have identified the following strengths;

Within this area it has been agreed that I need to continue to work on..

From the list below we discussed the following skills as my strengths...

From the list below we discussed the following skills as areas to work on...

Planning & organizing
Problem solving
Customer handling
Team working
Other technical and practical
Oral communication
Written communication
Strategic management
Computer literacy/using IT
Literacy

Using numbers
Thinking skills
Health and wellbeing across learning
Working with others
Leadership
Personal learning planning and career
Enterprise and employability
Physical coordination and movement
Additional IT or software
Numeracy

