

EAPI

A-Level PE

The Evaluation and Analysis of Performance for Improvement (EAPI)

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

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

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

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

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

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

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

** Coaching points – where the action plan relates to a component of fitness; details of the exercises to be performed, their relevance to the weakness identified and the

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

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

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

Tasks instructions

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

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

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

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

Planning resource

Evaluating and Planning for the Improvement of Performance

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

Component 1	
Component 2	
Component 3	

To start.....

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

Example

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

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

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

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

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

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

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

“This would suggest that the performer”

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