



Teacher Resource Bank

GCE Physical Education

Specification Amendments – PHED1, 2 & 4



3.1 Unit 1 PHED1 Opportunities for and the effects of leading a healthy and active lifestyle

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Skill acquisition

This section focuses on how skill is acquired and the impact of psychological factors on their performance.

- Characteristics and definitions of skill
- Difference between motor and perceptual abilities
- Difference between skill and ability
- Types of skill – cognitive, perceptual and psychomotor
- Classification of skill, use of skill continua (open – closed, discrete – serial – continuous, gross – fine, self paced – externally paced).
- Information processing
 - input – senses, receptors, proprioception, perception, selective attention
 - memory – functions and characteristics of short-term sensory store, short-term memory and long-term memory; strategies to improve memory, chunking, chaining, mental rehearsal and practice
 - decision making – reaction time, simple reaction time, choice reaction time, response time, movement time and the relationship between them
 - anticipation temporal and spatial
 - factors affecting reaction time, Hick's law, psychological refractory period, single channel hypothesis
 - motor programmes and sub routines
 - open and closed-loop control
 - factors affecting the efficiency of the components of the information processing system and strategies for improvement.....

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The following content should be delivered in Unit 2, but will be assessed by a question in Section B of the Unit 1 written paper.

Skill acquisition in practical situations

Candidates should be able to understand the advantages and disadvantages of the following factors and explain how to improve performance.

- Factors to consider when developing skill and planning training/coaching sessions
- Teaching styles – command, reciprocal, discovery and problem solving
- Methods of presenting practice; whole, part and whole-part, progressive part and whole-part-whole
- Types of practice: massed, distributed, variable and mental practice
- Methods of guidance: verbal, visual, manual and mechanical
- Feedback – types of feedback, Knowledge of Performance, Knowledge of Results, terminal, concurrent, delayed, positive and negative, intrinsic, extrinsic.

3.2 Unit 2 PHED2 Analysis and evaluation of physical activity as a performer and/or in an adopted role/s

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Section A – Ability as a performer, official or leader

Each candidate will be assessed on their ability to perform effectively in **one or** two of the following roles: **in a chosen activity** (ideally candidates will experience all three roles to develop an appreciation and understanding of each):

- practical performer
- official/referee/umpire/judge
- leader/coach.

The candidate may choose to be assessed in two different roles or the same role twice; for example, performer and coach or, performer and performer. If they choose two different roles, they can either use the same activity twice or two different activities. If they choose the same role twice, the activities must be different.

If candidates choose the same role twice with two different activities, these two activities can be from the same category of activity but **cannot** be variations of the same activity. The following list shows the variations that cannot be chosen by a candidate who is performing in the same role twice:

- Canoeing **and** Kayaking
- two types of Hockey (Field/Roller/Ice)
- Rowing **and** Sculling
- Rugby Union **and** Rugby League
- two activities from Sailing/Windsurfing/Kitesurfing
- Skiing **and** Snowboarding
- two activities from Softball/Baseball/Rounders
- two types of Cycling (Track/Road/Mountain Biking)
- two types of Dance (Contemporary/Creative/Ballet)
- one activity from the list **and** another that is an adaptation of this criteria allowed by AQA.

There are activities where only two roles are available for assessment. For example, the criteria for Mountain Activities does not allow the role of official, only that of practical performer and leader. Where this occurs the specification will clearly highlight the restriction.

3.4 Unit 4 PHED4 Optimising practical performance in a competitive situation

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Nature of the practical coursework

At the start of the course, centres must advise AQA (pe@aqa.org.uk) of their intention to enter candidates so that a moderator can be allocated to the centre.

Introduction

The nature of the unit requires candidates to utilise the knowledge and understanding developed from the course to improve their own personal performance, as a practical performer, coach/leader or official in **one** activity (this can be the same activity as used at AS).

The candidate should use the experiences gained in Unit 2 as a foundation and strive to optimise their performance in **one** of the nominated roles.

In order to optimise performance in competitive or performance conditions, candidates will need to evaluate the quality and level of their own/others' performance. They achieve this through identifying their own weaknesses, suggesting and implementing a programme for improvement and then evaluating whether the changes have enabled the performer to optimise their performance.

There will need to be clear reference to the **priorities required to improve physiological, biomechanical and psychological aspects of performance, theoretical aspects covered in units 1 and 3:**

- physiological
- biomechanical
- psychological
- cultural
- historical
- socio-economic

and an explanation of how these **aspects** relate and impact on one another.

Through this analysis and evaluation, the coursework in Unit 4 is designed to give candidates the context for the application of their acquired knowledge and understanding from all the units of the GCE course.....

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Section C – Application of knowledge and understanding to optimise performance

Following the candidate's identification of his/her own or other's weaknesses (depending on the choice of role) they should be able to critically evaluate the factors affecting their/others' performance and suggest strategies that will lead to an optimisation of performance. Candidates can demonstrate their knowledge and understanding either through an oral discussion or written notes.

The following criteria should apply:

- Performer – analysis of their own performance
- Leader/coach – analysis of a named performer
- Official – analysis of their own performance.

By analysing their/others performance across the three areas of assessment with direct reference to a range of theoretical aspects of the specification (units 1 and 3), candidates must:

- Identify the causes of the weaknesses
- Using the knowledge and understanding acquired throughout the GCE course, suggest appropriate physiological, biomechanical, psychological corrective measures.

The theoretical aspects may include:

- physiological
- biomechanical
- psychological
- cultural
- historical
- socio-economic.

The extent to which each aspect is referred to depends on the role being analysed by the candidate. For example, corrective measures for the official role will relate less to physiological aspects than the performer role.

The marks are assigned as follows.....