

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 1-4 need to be completed by the start of the 2017-18 academic 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	