



## Teacher Resource Bank

A-level Physical Education

PHED4 – Section B&C

**Exemplar Material**



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# PHED 4

## Sections B and C



# NETBALL PERFORMER

## 2012

## AREA OF ASSESMENT 1

### Attacking Skill 1- Chest Pass in Netball

**B2- Elite Performer- Serena Guthrie, England/Team Bath Centre or Wing Defence**

#### Preparation

Serena Guthrie is one of England's brightest young players, she plays in the key position of centre and can also play wing defence. In netball, the most common pass used is the chest pass as it can be executed quickly and it can allow a player to move the ball in a highly efficient manner over a relatively short distance (eg 5-15m). Serena Guthrie has an excellent chest pass and she can use it anywhere on court, for example, when bringing the ball up court on the attack or when feeding into the shooting circle. The key to a good chest pass is the preparation. As a centre Serena has to do a lot of running around court so when she catches the ball, she has to make sure that she controls her landing so that her body is in the perfect position to give a chest pass as quickly and efficiently as possible. She lands with her body upright and one foot in front of the other- for example when she takes the ball on the right hand side of the court her right foot should land first followed by her left. This allows her to remain open to the court so she can see as much as possible what is happening on it. She also keeps her body weight fully behind the ball. Serena's knees are slightly flexed; she is on the balls of her feet and her body weight is evenly distributed between both legs/feet so that her centre of mass is over her base of support. She demonstrated this perfectly during the FIAT International Netball Series 2011, where England played New Zealand in Manchester. She brings the ball into her body by flexing her elbows and adducting them back to the body's central line. Her head is up and scanning the court looking for the next pass. And as you can see in the picture her hands are gripped tightly round the back of the ball, with her thumbs creating a 'W', this will allow her to give the ball in the direction she wants by using a chest pass as quickly and efficiently as possible.

#### Execution/Follow Through

A chest pass is a "direct pass"- it should be hard and have a flat trajectory so that it reaches a team mate as quickly as possible and cannot be intercepted by a defender. When executing a chest pass Serena keeps her head up and her body balanced- keeping her knees slightly flexed, she takes a step forward and transfers her weight onto her front leg and this will provide her with extra power to make sure the ball cannot be intercepted. As she steps forward she extends her elbows straight out in front of her, keeping them close to her body, and pushes the ball forward off her fingertips extending them out once the ball has been released- this will allow her to direct the ball straight to her chosen target. Serena demonstrated this playing against New Zealand in London in the FIAT International Netball Series 2011 and she demonstrated how to keep her body tall allowing her to get more power behind the ball making it a better pass. She releases the ball at a 45 degree angle. This is the optimum angle of release to allow for a hard relatively flat trajectory.

### **Result/Recovery**

Many times during a game Serena will give a chest pass and execute it perfectly as described above. Once she has given the pass she will create space for another player by her excellent dynamic movement off the ball or offer again for the next pass.

## **AREA OF ASSESSMENT 1**

### **B1- Attacking skill 1- My Weaknesses in chest passing**

#### **Preparation and Execution/ Follow Through**

When I prepare to give a chest pass, I am sometimes a little tired and do not always open my body to the court. Therefore, when I give a chest pass I have to pass the ball across my body which means I cannot put as much power into it as I would like, meaning it could easily be intercepted. After I have caught the ball, I am not always balanced, and tend to have my weight resting too much on my back leg. This means that I have to put more effort into transferring my weight to my front leg, and as a result, lift my back leg up, meaning my base is not as strong as it could be. Therefore, I lose power from my pass and it does not always get to my intended target. Another weakness of mine is that sometimes I have the ball resting in the palm of my hand rather than on my fingers. This means when I release the ball I cannot extend my fingers as much as I need to, meaning that I do not always get the direction I need in my pass.

When I am executing my pass, I do not always fully extend my elbows and I cross my arms over. (Particularly when nearing the end of games when I am starting to tire.) This means that I am not using all the power that I have and by crossing my arms, I do not always get the direction of my passing totally correct which gives the defenders a greater chance of intercepting the ball and turning defence into attack. Occasionally I do not throw the ball with a flat trajectory and the pass becomes “loopy”, making it an easy intercept for the defender. When I played for college at home this season against “Team Huddersfield” this happened when I was feeding into the shooting circle and the goalkeeper took the intercept and we lost a goal as a result. This happened because the defender was a lot taller than me so I had to adjust my angle of release and this affected the trajectory of the pass.

#### **Result/Recovery**

Once I have given my pass, like Serena, I try to move out of the way to create space for the next person. However, once I have given the pass at times when demands on me are high, I tend to turn my back on the ball and do not offer again for a team mate and that can create problems for the team. This happened when I played for college away this season against Team Huddersfield; because I had turned my back on the ball I could not see that I needed to reoffer for a pass and as a result 3 seconds were up and the ball was turned over. If my pass has been intercepted I do not always get back and mark man to man meaning the other team has less pressure on them when they are setting up an attack up court.

## C1- Cause of passing inaccuracy – lack of stamina

I think that the main cause of the inaccuracy of my passing especially towards the end of the game is my **lack of stamina** which means my  $VO_2(\max)$  is low. The statistics we took last season showed that I made more passing errors in the last quarter of a game than any of the others. On average I had a 84% completion rate in the fourth quarter compared to 96% at other times. However, these errors occurred in the games when I played GA rather than when I played GS. When I play GA the intensity I play at is much higher than when I play GS so I tire a lot quicker. I also made more errors in matches that were close against strong teams where I had to work hard throughout and was not substituted for a quarter (eg my lack of open body position as I prepare to pass/lack of arm extension in the chest pass when fatigued). This leads me to believe that my lack of stamina is a major causal factor contributing to a decline in my passing accuracy.

Stamina is often referred to as  $VO_2(\max)$ . The latter can be defined as the maximum amount of oxygen that can be taken in and used in one minute. It is  $VO_2(\max)$  that determines my endurance in a game of netball. The higher the  $VO_2(\max)$  the more oxygen that is supplied and used by my working muscles, resulting in more energy being produced aerobically. Therefore if I could increase my  $VO_2(\max)$  then I would not tire as easily when playing a hard match at GA and consequently would make fewer passing errors due to fatigue.

My  $VO_2(\max)$  is determined by various factors. The first is how well I can inspire and expire. Once I have inspired how effective the transportation of the oxygen is from my lungs to where it is needed and finally how well that oxygen is then used in my muscles. My  $VO_2(\max)$  is also affected by factors such as my maximum cardiac output, lactate threshold, slow twitch hypertrophy, levels of myoglobin, number and size of mitochondria, and capillarisation.

The chemical compound that provides muscles with energy for contraction is ATP. The duration of my league netball matches is one hour (4 x 15 minute quarters). As a result the majority of energy I use is produced by the aerobic system. This system oxidises glucose forming carbon dioxide and water in three stages. The first stage is glycolysis where glucose is broken down to form pyruvic acid, producing 2 ATP. The next stage that takes place is Krebs cycle and this occurs in the matrix of the mitochondria. Here 2 ATP are produced and then the hydrogen that is released is taken through the electron transport chain in the cristae of the mitochondria to form water and 34 ATP.

The two waste products produced by the aerobic system (carbon dioxide and water) are not fatiguing bi-products so when I play GS I do not use as much energy and can quite easily rely almost solely on the aerobic system. This means fatigue is not a problem and the accuracy of my passing is quite consistent. However when the intensity of a match increases either through me playing a more active position (GA) or through a hard, competitive match I start to rely more on the anaerobic energy systems at different stages throughout the game and one produces fatiguing bi-products such as lactic acid. This has an effect on my passing accuracy. The build up of lactic acid through the game increases my blood acidity levels and consequently my enzymes become denatured. This means I cannot produce energy as effectively and this affects my passing accuracy. With a greater  $VO_2(\max)$ /higher stamina levels I would rely less on anaerobic energy production and its detrimental effects on my performance. In

addition I would also be able to tolerate the negative effects of blood acidity more so my lactate threshold would increase. After executing a chest pass this becomes evident by my lack of movement off the ball into a support position to receive a pass back.

## **C2- Corrective Measure – Fartlek Training**

To try to improve my  $VO_2(\max)$  so I don't fatigue as quickly and make errors, I think the most relevant form of training for me to do is fartlek training. This is slightly different method of continuous training where the word 'fartlek' means speed-play. Here the performer varies the pace of the run to stress both the aerobic and anaerobic energy systems. This is a much more demanding type of training and it replicates the netball game really well. When I play GA I constantly vary the pace I play at sometimes jogging and working aerobically and other times sprinting and working anaerobically. A typical fartlek training session will last for approximately 40 minutes with the intensity ranging from low to high.

**The session I am going to do in my first week is as follows:**

10 minutes jogging  
 6 x (20 seconds fast running with 80 seconds recovery)  
 5 minutes walk  
 5 minutes jog  
 Run uphill for one minute, jog down, repeat twice.  
 3 minute jog  
 2 minute walk

I will keep this session the **same for the first three weeks** and then I will apply the principles of training in order for me to improve my  $VO_2(\max)$ . The principles of training are SPORT and FITT:

- **S stands for *Specificity***

Here the training should be relevant to the sport the individual is training for. Fartlek is very relevant for netball as it uses all three energy systems.

- **P stands for *Progression***

This involves the application of overload. It is important to overload the body in order to improve fitness but this should be done gradually.

- **O stands for *Overload***

This is achieved by manipulating **FITT**

### ***Frequency***

The number of times that you train per week. I do not have a huge amount of spare time so I have decided to train just three times per week. I am going to stick to three times all the way through my training.

### ***Intensity***

This refers to the how hard a performer works, for example, it is possible to increase the intensity of a run though an increase in the pace or the addition of some uphill runs. If I want to increase my  $VO_2(\max)$  it is important to increase the intensity of the exercise by training above the aerobic threshold but below the anaerobic threshold. Training zones help us to do this and one of the most recognised methods of calculating this is the 'Karvonen Principle'. He suggests a training intensity of between 60-75% of maximum heart rate, using the following calculation:

$$60 = \text{Resting heart rate} + 0.6 (\text{max heart rate} - \text{resting heart rate})$$

$$75 = \text{Resting heart rate} + 0.75 (\text{max heart rate} - \text{resting heart rate})$$

My resting heart rate is 60 beats per minute and I am 17 years old so using the calculation, I need to work between 146 and 167 beats per minute.

As my body gets used to my fartlek session I am going to increase the intensity. In weeks 4, 5 and 6 I will make the following changes (highlighted in italics)

10 minutes jogging  
 6 x (20 seconds fast running with *70* seconds recovery) *reduced recovery time by 10 seconds*  
 5 minutes walk  
 10 minutes jog – *increased jog by 5 minutes*  
 Run uphill for one minute, jog down, repeat twice.  
 3 minute jog  
 2 minute walk

In weeks 7, 8 and 9, I will make the following changes highlighted in italics:

*15* minutes jogging *5 minute addition*  
 6 x (20 seconds fast running with *65* seconds recovery) *5 second reduction*  
 5 minutes walk  
 10 minutes jog  
 Run uphill for one minute, jog down, repeat twice.  
 3 minute jog  
 2 minute walk

In weeks 10,11 and 12 I will make the following changes highlighted in italics:

*20* minutes jogging *5 minute addition*  
 6 x (20 seconds fast running with *60* seconds recovery) *5 second reduction*  
 5 minutes walk  
 10 minutes jog  
 Run uphill for one minute, jog down, repeat twice.  
 3 minute jog  
 2 minute walk

### **Time**

This is the length of the session. The time changes I have made are highlighted in the above examples

### **Type**

This refers to the type of training that is most suitable, for example if the aim of the training session is to improve stamina/ $\text{VO}_2(\text{max})$  fartlek training would be a suitable method of training

### **R stands for Reversibility**

This is often referred to as detraining. If you stop training the adaptations that have occurred as a result of training will deteriorate. I aim to not miss any sessions if possible.

### **T stands for Tedium**

A training programme needs to have variety in order to maintain interest and motivation. I hope to carry out my training in different places or hopefully with friends to keep me motivated.

Hopefully by the end of my 12 week programme adaptations should have taken place in my body that will help improve my  $\text{VO}_2(\text{max})$ . These adaptations are listed in the table above.

All these changes will help my body to take in and transport oxygen more effectively and then utilise it more efficiently in my muscles. Only then will I be able to improve my stamina and hopefully cut down on my passing errors particularly when the positional and game demands are at their highest.

Heart	Hypertrophy of the myocardium (heart gets bigger and stronger)		Increase in stroke volume and maximum cardiac output	Decrease in resting heart rate	
Lungs	Maximum minute ventilation increases		Respiratory muscles more efficient	Increase in resting lung volume	Diffusion rates improve
Blood	Blood volume will increase due mainly to an increase in blood plasma and a small increase in red blood cells			Blood less acidic at rest but more acidic during exercise due to the greater tolerance to lactic acid	
Vascular system	Aerobic training can increase the elasticity of the arterial walls making it easier to cope with fluctuations in blood pressure			Increased density of the capillary networks surrounding the lungs and skeletal muscle	
Muscles	Increase in myoglobin	Hypertrophy and hyperplasia of slow oxidative fibres	Increase in mitochondria	Increase in the number of oxidative enzymes	Increase in energy stores in the muscle cell (glycogen and triglycerides)

## **AREA OF ASSESSMENT 1- Attacking Skill 2- High Release Shot in Netball**

**Elite Performer- Pamela Coockey, England/Team Bath Goal Attack**

### **Preparation**

Pamela Coockey is one of the best goal attacks in the world, she is vice captain of the England team and plays a vital role within the side. She has a very strong shooting technique and very rarely misses. The key to her ability to perform a good shot is the preparation – for example, her stance as she prepares to take a shot. When taking a shot it is vital to have a strong base. Pamela stands on the balls of her feet and makes sure they are shoulder width apart. Her knees are slightly flexed with her right leg more flexed than the other is and this allows her to push up and extend her legs to give her the power she needs in her shot. Her body is square to the post and her shoulders are relaxed. When she is getting ready to shoot, the ball rests on the fingers of her dominant hand (ie her right), with her elbow parallel to the post while her wrists are dorsi flexed. During the International World Netball Series 2011 in Auckland, Pamela Coockey demonstrates how the correct preparation technique should look. She holds the ball with her right hand and her left hand is used to steady the ball. When she begins her shooting action the left hand will take no part in the shooting execution. Pamela looks at where she wants the ball to go usually towards the back of the ring.

### **Execution/Follow Through**

When executing her shot Pamela keeps her head still allowing her to remain balanced so when she takes the shot her aim will be in the correct direction. To execute the shot she extends her right leg and pushes up - at the same time she drops her right elbow slightly and allows her dominant hand to take control of the action by letting go with her left hand. She extends upwards and plantar flexes her wrists, this creates a flick causing backspin on the ball so when she takes her aim towards the back of the post the backspin will allow the ball to drop through the middle of the ring. The backspin also allows Pamela to put more height on her shot increasing its chances on going in. Pamela makes sure her angle of release is greater than 45 degrees so her shot has a high arc trajectory.

During the bronze medal match at the Commonwealth Games of 2011, the match was contested by England and Jamaica, and Pamela demonstrated how an execution and follow through should look. Pamela's ankles are plantar flexed and she remains on the balls of her feet. Her right elbow is fully extended to make the marking of the shot more difficult!

### **Result/Recovery**

If Pamela is successful with her shot, she runs back to the third line for the next centre pass, hopefully before her defender to gain her position on the line. If the ball does not go in, she will follow her shot and position herself so she can get the rebound ahead of her goal defence. Whilst playing for Mystics, and even though she missed her shot, Pamela was fighting for the rebound by blocking out the defender away from the post.

## **B1- AREA OF ASSESSMENT 1**

### **Attacking Skill 2- My Weaknesses in the High Release Shot**

#### **Preparation and Execution/Follow Through**

When I prepare to take a shot, I stand flat-footed rather than on the balls of my feet. I flex both knees rather than just one and when I take the shot I bend them even more and then extend up. I feel that this is where I gain my power rather than from my arms. I also rest the ball in both hands rather than my dominant one and this means I am more likely to over shoot the ball and fail to score for my team in a game. I do not always keep my elbow parallel to the post and as a result, I tend to spin the ball, when I release it, to get the direction. Another weakness of mine is if I come up against a tall defender in a match. This has happened in games regularly this season as I tend to arch my back to try to avoid shooting the ball straight into into my opponents hands. However, this means that I lose my power from my shot and because I am leaning back my weight falls back to the heels of my feet, meaning I do not have a strong base, which could cause me to lose my balance. During a home game for college in Super League this season against Loughborough, I arched my back because the defender was taller than I was, and as a result I lost the power and direction from my shot and the ball did not get near the ring of the post, we lost the ball and they gained possession and moved up court with it.

During execution, my elbows are turned out. This makes it harder for me to get the direction on the ball that I need for it to go in. My elbows could also turn out whilst executing the shot because I use both hands to shoot the ball rather than my dominant one.

I also tend to dip just before I shoot to give the shot extra power but this impacts negatively on my accuracy as I tend to lose my aim and at the same time it makes the shot easier to defend in a match. This was the case in the National qualifiers last year when the pressure was really on me to score a high percentage of my shots.

#### **Result Recovery**

If the ball goes in the net, I run back to the third line for the next centre pass. However, if the ball does not go in I do not always position myself to get the rebound ahead of my defender. On occasions, I stand and watch the shot. This happens too frequently in matches such as when I played for college at home this season against Oldham. I was not shooting very well and instead of trying to get the rebound I stood and watched meaning the defenders got in ahead of me and turned defence into attack from which they usually scored as they were an excellent team.

#### **C1- Cause of weaknesses when performing a high release shot- anxiety**

My main weakness when shooting is the accuracy of my shots, and in a game situation it is my anxiety that has the biggest effect on this accuracy. An example of this was in the deciding game in the first round of National schools when I missed a relatively simple shot for me because the game was close and tense and I could feel the muscular tension in my arm in my biceps, triceps and deltoid. I also felt a lot of pressure from the rest of my team who were willing me to score.

Anxiety is when you experience feelings of fear and apprehension and is defined as a negative aspect of stress, which includes worries and irrational thoughts about an individual's performance in sport. There are four different types of anxiety: trait, state, cognitive and somatic.

**Trait anxiety** is innate, stable and enduring and is a characteristic of personality that is consistent. I worry about how many shots will be successful and whether my accuracy will be consistent during the game. I also worry that I will let the team down if I miss a shot which might cost us the game.

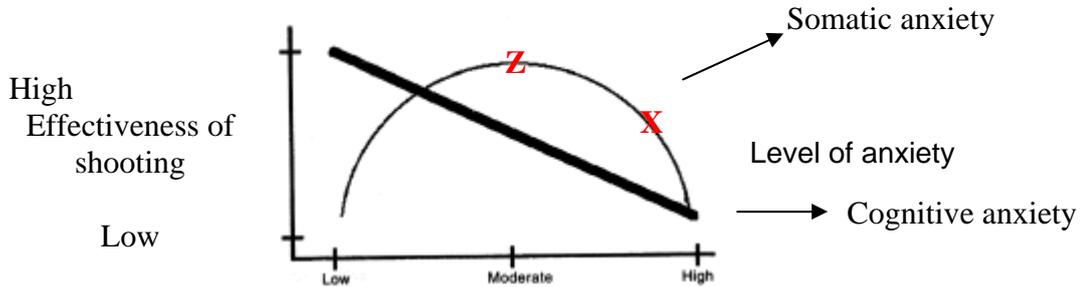
**State anxiety** is specific to the current situation and is a temporary state of emotion when responding to a threatening situation. Before each match I am moderately anxious but as the game begins my levels of anxiety decrease, increasing at specific moments. For instance my levels of anxiety are particularly high when the score is close and I have the opportunity to shoot. Also when I find myself further away from the post in the semi-circle, I feel as though I am out of my shooting range but I do not always have a passing option so have to shoot before I break the 3 second rule. In one particular game when I was in year 11 I missed a shot when the scores were even and lost us the game. Since then I have shown some trait anxiety towards shooting, being nervous about the quality of my shooting before every game, thus I am more likely to show state anxiety. If I am playing an important match, such as the qualifiers for National schools or British Colleges, I am temporarily more anxious when I am shooting as there is more pressure to score and win (eg as mentioned in B1 above- the fault of dipping back just before the shot/as I execute the shot-leaning back onto my heels and losing balance).

**Cognitive anxiety** is psychological (in the mind) and brings with it a fear of failure and negative thoughts. This type of anxiety results in lower levels of concentration and the perceptual field narrowing as incorrect cues are selected. Because I am anxious before I take a shot, I do not concentrate fully on shooting, and become more distracted by the movements of other players and noises from the crowd. I worry that if I do not score a goal when I attempt to, I will be letting my team and coach down, even more so if the match is of increased importance. Cognitive anxiety can be explained by:

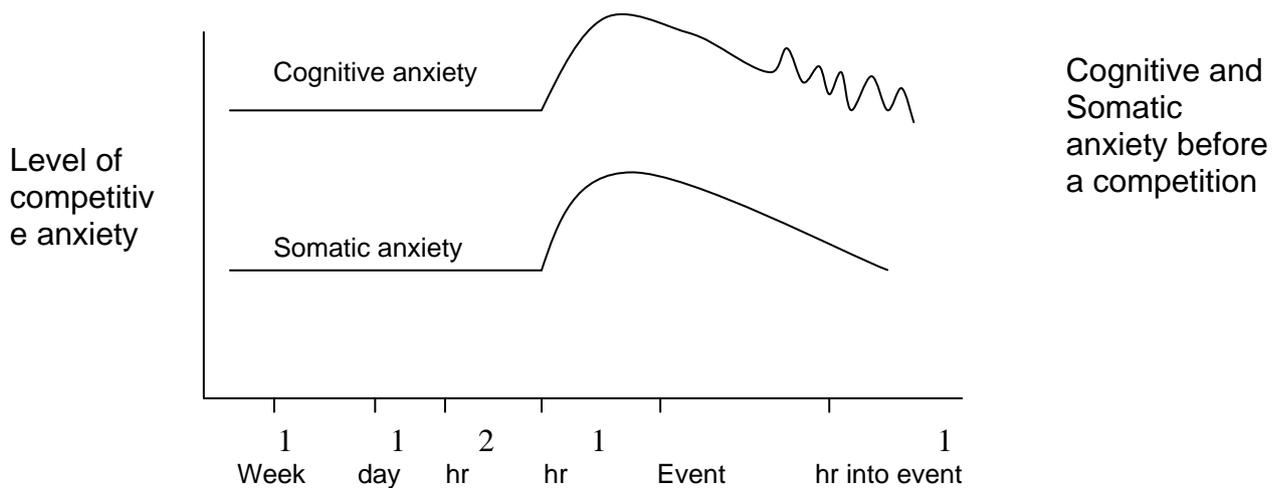
Perceived arousal → increased cognitive arousal (thinking that I will miss) → errors made (miss the shot) → more arousal. This is the snowball effect.

The final type of anxiety is **somatic**, which is in the body or 'physiological'. Increased arousal levels can have physical effects on the body, such as poor co-ordination, sweating, increased muscular tension and an increase in heart rate.

The Relationship between Somatic and Cognitive Anxiety and Performance.



This graph shows how my shooting is affected by both cognitive and somatic anxiety. You can be mentally calm at the same time as showing high levels of somatic anxiety and vice versa. When shooting I suffer from increased cognitive anxiety, even more so if there is a larger crowd when parents and friends come to watch important games. As my cognitive anxiety increases, the effectiveness of my shooting decreases, showing a negative linear relationship. According to research by Burton, an individual's best performance occurs when that person has a moderate level of somatic anxiety. Therefore I should welcome a certain amount of increased heart rate and muscular tension as it would optimise my shooting technique. If I was not that worried about the quality of my shooting, I would not perform as well (point 'Z'). Increased levels of somatic anxiety only increase the effectiveness of my shooting to an optimum. After this point I become so anxious that my performance deteriorates significantly. My muscles become tense and I get butterflies in my stomach. I become so worried that I will miss the shot and that my team will be disappointed in me that my shooting percentage dips significantly. The 'X' marked on the graph is the point at which this happens, and my levels of somatic anxiety are mainly around this point in all of the close matches when I am shooting. In order to be more successful against stronger opposition I need to **decrease my somatic anxiety levels** to the point marked 'Y' on the graph, which is the optimum level.



Cognitive and somatic anxiety are experienced at different times in the build up to a game or event in sport. It is the cognitive effects that appear first, with the somatic effects becoming more obvious as the competition approaches. The graph above demonstrates this and shows my anxiety levels during the build up to the qualifying

tournament to get through to the British Colleges finals. About a week before the tournament my cognitive state anxiety built up, then increased slowly as the day and time of the competition neared. Once we began playing this dropped and continued to fluctuate throughout the shot. When I was passing the ball around the circle my levels of cognitive anxiety were lower, but once I was in an isolated shooting position I started to worry about missing and letting the team down. I experienced lower levels of somatic anxiety the week before the tournament but this rose quickly close to the start of the first match. As soon as the whistle was blown and we started playing, the level of competitive somatic anxiety decreased.

My main reasons for feeling anxious before competition include worrying that I will let my team down, that my performance may not be at its best or that I might damage personal relationships with team-mates and coaches. Other reasons for feelings of anxiety are that I become worried that I am not able to meet the demands of training before the competition, or I may suffer an injury during the match or even that my old injury (shin splints) may flare up again!

### **Corrective Measure-methods to control cognitive anxiety levels**

There are many ways to control the levels of cognitive anxiety experienced by an individual, which would result in improved performance or in my case improved accuracy of my shot. These include:

- **Imagery** – where the performer creates an emotional feeling, picturing past successes and imagining the feeling of winning/scoring. I could use imagery by setting targets of how many goals I aim to score and evaluating, being positive that I can score, using all my senses to create a vivid image and imagining real situations where I have shot successfully under pressure.
- **Visualisation** – I would create a mental image of a successful shot with the accompanying sounds (eg, our supporters and my team-mates encouraging me) and sights, together with how I felt. When I score in training I can lock this feeling in my memory and take it to matches. Here I would visualise this moment before each shot I take.
- **Positive self talk before and during performance** – if I tell myself “I can do this” and “I will score”, I can control my cognitive anxiety. My muscle tension would be reduced in my shooting arm especially and my levels of concentration as I shoot would improve. The benefits of self talk are that it breaks bad habits, motivates the individual and lowers arousal.
- **Mental rehearsal** – (without moving, go over the performance in the mind). Picturing in my head the position of my head, hands, arms, torso, legs and feet and what they should be doing during the execution of a shot will decrease my anxiety. To make this method more effective I would use real time (only allow myself to think about it for the 3 seconds I can have possession of the ball), concentrate on success, focus on my weakness, practise, evaluate and set goals (to have at least a 95% completion rate) and rehearse how I should cope in different situations (in a penalty shot as oppose to having a defender mark the shot).

If I can control my levels of anxiety I will be able to improve the accuracy of my shooting and consequently more of my shots will have the desired outcome.



## Netball performer B&C Commentary

### AA1 Weakness 1 Chest pass

#### B2 Elite model

- The section of work being completed is clearly identified and linked to a specific technique (ie AA1- Chest Pass in netball)
- An elite performer is clearly named (otherwise no marks!)
- The elite performer is “introduced” and put into context in terms of her position on court and how this links to the chosen technique being focused on
- The technique of the chest pass is broken down into distinct phases to analyse in terms of the “perfect model”
- **NB Whilst it is appropriate in this case to use the Preparation/Execution/Result model, techniques do not always need to be analysed in this way if it is irrelevant or students want to complete it in a different way which is more appropriate to the activity/role they are analysing!**
- There are lots of references to games/game related contexts which are necessary to access the high/very high achievement bands (NB- simply identifying a game context, via date for example, would not necessarily be classed in the higher achievement bands- it all depends on the level of relevant detail outlined in relation to the perfect model in fully competitive contexts)
- Key technical points in relation to the perfect model are clearly highlighted (ie in bold type)
- Use of technical terms is clearly evident/relevant (eg flexed/centre of mass over base of support/flat trajectory/release of the ball at a 45 degree angle/optimum angle of release)
- There is very good use of relevant pictures to illustrate technical points being made
- Work in “high or very high” achievement band-got to award whole marks-
- **Very high achievement mark awarded- 5 marks**

#### B1 Self analysis of weaknesses when chest passing in netball

- The section of work being completed is clearly identified and linked to the same specific technique as in B2 above (ie AA1- Chest Pass in netball)
- The “candidate as a performer” is “introduced” and put into context in terms of her position on court and how this links to the chosen technique being focused on
- The technique of the chest pass is broken down into distinct phases to analyse in terms of her own relative weaknesses
- There are lots of references to games/game related contexts which are necessary to access the high/very high achievement bands (NB- simply

identifying a game context, via date for example, would not necessarily be classed in the higher achievement bands- it all depends on the level of relevant detail outlined in relation to the perfect model in fully competitive contexts)

- Key technical points in relation to “own relative weaknesses” are clearly highlighted (ie in bold type)
- Some use of technical terms is evident/relevant (eg flat trajectory)- but more could be used!
- There is good use of relevant pictures to illustrate technical points being made
- **High achievement mark awarded- 4 marks**

#### **C1 Cause of weaknesses when chest passing- lack of stamina**

- A clearly distinct “cause section” is evident
- 1 cause for the weaknesses identified in B1 is clearly identified and focused on (ie a lack of stamina)
- The reasons behind identifying a lack of stamina as a key cause of chest passing weaknesses are outlined in the first paragraph of C1 and then linked to match situations/positional demands which make this evident (eg lack of open body position as prepare to pass; lack of arm extension as chest pass is made)
- A theoretical explanation of “stamina” is given to clearly illustrate a very high level of understanding of the theory behind the aspect of the syllabus chosen as a focus for C1.
- Theory is clearly linked to game related situations and weaknesses identified in B1. Eg lack of movement off the ball into support positions for team mates once the chest pass has been made.
- **Very high achievement mark awarded- 5 marks**

#### **C2 Corrective measure for chest passing weaknesses- Fartlek training**

- 1 aspect of the specification is clearly identified as an appropriate corrective measure to rectify the weaknesses identified in C1 (ie Fartlek training)
- The corrective measure is linked to the demands of netball and the performer in particular (ie in the position of GA with its higher movement demands)
- There are clear links to weaknesses identified in previous sections- ie B1/C1
- Principles of training are appropriately applied to fartlek training to illustrate a high level of understanding of the measures needed to improve the weaknesses identified
- **NB It is acceptable to use SPORT/FITT in this case linked to the training method as a corrective measure (ie Fartlek training) as to access the higher marks it is extremely likely that students will need to outline how hard they will be working, how long they will be working (etc) as well as how they intend to progress the training for it to be effectual over a designated time period. (ie SPORT/FITT!!) It must be clearly and relevantly linked to the corrective measure rather than just covered in general as an aspect of theory!**
- There could perhaps be more detail on the actual application of the Fartlek regime- eg the actual heart rate intensities used for each progressive phase of the fartlek training programme.
- **High achievement mark awarded- 4 marks**

## AA1 Weakness 2- High release shot in netball

### B2 Elite model

- The section of work being completed is clearly identified and linked to a specific technique (ie AA1- High release shot in netball)
- An elite performer is clearly named (otherwise no marks!)
- The elite performer is “introduced” and put into context in terms of her position on court and how this links to the chosen technique being focused on
- The technique of the high release shot is broken down into distinct phases to analyse in terms of the “perfect model”
- There are lots of references to games/game related contexts which are necessary to access the high/very high achievement bands (NB- simply identifying a game context, via date for example, would not necessarily be classed in the higher achievement bands- it all depends on the level of relevant detail outlined in relation to the perfect model in fully competitive contexts)
- Key technical points in relation to the perfect model are clearly highlighted (ie in bold type)
- Use of technical terms is clearly evident/relevant (eg knees are slightly flexed/elbow parallel to the post whilst her wrists are dorsiflexed/angle of release is greater than 45 degrees to give the shot a high trajectory)
- There is good use of relevant pictures to illustrate key technical points being made
- **Very high achievement mark awarded- 5 marks**

### B1 Self analysis of weaknesses when using high release shot in netball

- The section of work being completed is clearly identified and linked to the same specific technique as in B2 above (ie AA1- high release shot in netball)
- The “candidate as a performer” is “introduced” and put into context in terms of her position on court and how this links to the chosen technique being focused on
- The technique of the high release shot is broken down into distinct phases to analyse in terms of her own relative weaknesses
- There are lots of references to games/game related contexts which are necessary to access the high/very high achievement bands (NB- simply identifying a game context, via date for example, would not necessarily be classed in the higher achievement bands- it all depends on the level of relevant detail outlined in relation to the perfect model in fully competitive contexts)
- Key technical points in relation to “own relative weaknesses” are clearly highlighted (ie in bold type)
- Some use of technical terms is evident/relevant - but more could be used!
- There is good use of relevant pictures to illustrate technical points being made
- **High achievement mark awarded- 4 marks**

**C1 Cause of weaknesses when shooting- anxiety**

- A clearly distinct “cause section” is evident
- 1 cause for the weaknesses identified in B1 is clearly identified and focused on (ie anxiety)
- The reasons behind identifying anxiety as a key cause of shooting weaknesses are outlined in the first paragraph of C1 and then linked to match situations/positional demands which make this evident
- A theoretical explanation of “anxiety” is given to clearly illustrate a very high level of understanding of the theory behind the aspect of the syllabus chosen as a focus for C1.
- Theory is linked back at times to game related situations and weaknesses identified in B1. (perhaps could be a few more eggs of this to achieve at the “very high” level)
- **High achievement mark awarded- 4 marks**

**C2 Corrective measure for shooting weaknesses- Cognitive anxiety/stress management techniques**

- 1 aspect of the specification is clearly identified as an appropriate corrective measure to rectify the weaknesses identified in C1 (ie cognitive anxiety/stress management techniques)- It is ok to use more than 1 cognitive stress management technique in this instance as they are expanding on their 1 main focus which is “Cognitive stress management techniques”. They do not really give much detail on their actual implementation which is what C2 is mainly focused on.
- The “corrective measure” (ie cognitive stress management techniques) is linked to the demands of netball and the performer in particular (ie in the position of GA with its higher demands on shooters)
- There are some links to weaknesses identified in previous sections- ie B1/C1
- It is succinct but does give some relevant strategies to apply to correct the anxiety weaknesses identified in C1/B1
- There could be more detail on the actual application of these strategies; in addition the cognitive strategies outlined could be combined with relevant somatic ones under the heading of “stress management techniques”. Deep breathing/progressive muscular relaxation could be outlined theoretically and applied in detail to themselves (ie B1/C1) to access high/very high achievement bands
- **Considered limited mark of 2 but felt there was enough for-Sound achievement mark to be awarded- 3 marks**



## Achievement Descriptors at A2 for Unit 4 Sections B and C – Role of Performer (for all activity categories)

**NB** To identify the three Areas of Assessment for the chosen activity, please refer to the criteria in the specification/amended criteria sheets. For some activities, Areas of Assessment vary from technical quality of attacking skills, technical quality of defensive skills and application of strategy/tactics, eg cricket.

### Section B

The emphasis here is on the ability of candidates to identify a number of weaknesses in their own performance

**(ie 2 weaknesses in each of the 3 Areas of Assessment = 6 weaknesses in total).**

Candidates then need to compare these to a perfect technical/tactical/strategic model of named elite performer(s) as appropriate.

This can be completed in **either**:

- (1) a **purely written** format, or
- (2) via a **combination** of a **written format** (eg continuous prose/power-point slides etc) and **additional verbal explanation** (eg expanding on power-point presentation/interview).

**NB** It is a prerequisite that some written evidence exists, even if it is only notes for an interview. It is also very important that the evidence collected reflects the mark awarded.

Candidates are marked and placed into an appropriate achievement band according to the level of detail provided by either format (1) or (2) as explained above in relation to the following descriptors:

### Very High Achievement (25–30 marks)

- candidate is able to explain their own identified weaknesses in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating an excellent level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a very high level of analysis when analysing their weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon the performance
- candidate is able to demonstrate to a very high level how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/equivalent
- candidate clearly identifies a named elite performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates an excellent level of understanding across all of the technical, tactical and strategic models of an elite performer/s they compare themselves to
- overall, candidate illustrates an excellent in depth knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models

- candidate uses highly appropriate and correct technical language to a very high level in their self analysis and elite performer comparison/s.

### **High Achievement (19–24 marks)**

- candidate is able to explain their own weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a high level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a high level of analysis when analysing their weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon the performance
- candidate is able to demonstrate to a high level how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/equivalent
- candidate clearly identifies a named elite performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a high level of understanding across all of the technical, tactical and strategic models of an elite performer/elite performers they compare themselves to
- overall, candidate illustrates a good/in depth knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- candidate uses appropriate and correct technical language to a high level in their self analysis and elite performer comparison/s.

### **High Sound Achievement (13–18 marks)**

- candidate is able to explain their own weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a satisfactory level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a satisfactory level of analysis when analysing their weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon the performance
- candidate is able to demonstrate satisfactorily how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/equivalent
- candidate clearly identifies a named elite performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a satisfactory level of understanding across all of the technical, tactical and strategic models of an elite performer/s they compare themselves to
- overall, candidates illustrate a satisfactory level of knowledge and understanding of the different techniques/tactics/strategies chosen for analysis both in relation to perfect models to compare to as well as in relation to identification of their own key weaknesses in relation to these models
- candidate uses appropriate and correct technical language to a satisfactory level in their self analysis and elite performer comparison/s.

### **Low Sound Achievement (7–12 marks)**

- candidate is able to explain their own weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a limited level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a basic level of analysis when analysing their weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon the performance

- candidate is able to demonstrate at a basic level how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/equivalent
- candidate clearly identifies a named elite performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a basic level of understanding across the technical, tactical and strategic models of an elite performer/s they compare themselves to
- overall, candidate illustrates a basic knowledge and understanding of the different techniques/tactics/strategies chosen for analysis both in relation to perfect models to compare to as well as in relation to identification of their own key weaknesses in relation to these models
- candidate uses technical language at a basic level in their self analysis and elite performer comparison/s.

### **Limited Achievement (0–6 marks)**

- candidate is rarely able to explain their own weakness/es identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a very basic level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a very limited level of analysis when analysing their weaknesses, with very little highlighting of prominent technical/tactical/strategic errors that impact upon the performance
- candidate is rarely able to demonstrate how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/equivalent
- candidate identifies a named elite performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a very limited level of understanding across the technical, tactical and strategic models of an elite performer/s they compare themselves to
- overall, candidate illustrates very little knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- the use of technical language is rarely evident by candidates in their self analysis and elite performer comparison/s.

### **No work offered = 0 marks**

## Section C

The emphasis here is on the ability of candidates to explain the causes of weaknesses identified in Section B. Candidates then need to explain how they would correct these weaknesses using a range of different theoretical measures drawn from across the AS/A Level Physical Education specification.

The format options for Section C are exactly the same as for Section B with student's continuing along their chosen route (ie purely written or a combination of verbal and written).

Candidates are marked into the following bands according to the level of detail provided in relation to the achievement descriptors set out below.

### Very High Achievement (25–30 marks)

- candidate illustrates an excellent in depth knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details very high level in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a very high level
- corrective measures for weaknesses are highly relevant in relation to causes identified with a variety of theory from the specification applied in a highly appropriate manner
- candidate provides very high level in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are very well developed and directly linked back to the causes and weaknesses
- candidate uses a very high level of technical language throughout this section of work.

### High Achievement (19–24 marks)

- candidate illustrates a good in depth knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details good in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a high level
- corrective measures for weaknesses are very relevant in relation to causes identified with a variety of theory from the specification applied in an appropriate manner
- candidate provides good in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are developed to a high degree and directly linked back to the causes and weaknesses
- candidate uses a high level of technical language throughout this section of work.

### High Sound Achievement (13–18 marks)

- candidate illustrates a satisfactory depth of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details in satisfactory depth, theoretical causes in line with the detail required in the specification for that topic. The causes are developed and linked back to the weaknesses.

- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a satisfactory level
- corrective measures for weaknesses are relevant in relation to causes identified with a variety of theory from the specification applied in an appropriate manner to a satisfactory level
- candidate provides a satisfactory depth of theoretical corrective measures with a satisfactory level of detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a satisfactory level of technical language throughout this section of work.

### **Low Sound Achievement (7–12 marks)**

- candidate illustrates a basic level of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details in basic depth the theoretical causes in line with the detail required in the specification for that topic. The causes are developed to a basic level and with limited linkage back to the weaknesses.
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a basic level
- corrective measures for weaknesses are mainly relevant in relation to causes identified with a variety of theory from the specification applied in a basic manner
- candidate provides some theoretical corrective measures with limited detail from that required in the specification for that topic. The corrective measures are sometimes developed and linked back to the causes and weaknesses
- candidate uses a basic level of technical language throughout this section of work.

### **Limited Achievement (0–6 marks)**

- candidate illustrates a very basic level of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to different areas of assessment
- candidates detail in very limited depth theoretical causes in terms of the detail required in the specification for that topic. The causes are rarely developed or directly linked back to the weaknesses
- candidate is rarely able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies
- corrective measures for weaknesses are rarely relevant in relation to causes identified with a limited range of theory from the specification applied in a very basic manner
- candidate provides a very limited depth of theoretical corrective measures with very limited detail compared to that required in the specification for that topic. The corrective measures are not developed and rarely linked back to the causes and weaknesses
- candidate uses a very basic level of technical language throughout this section of work.

### **No work offered = 0 marks**

**NB** When marking student work, such descriptors should be taken into account as appropriate to the part being completed.

When considering each of the 2 weaknesses in each of the sections of work, you should give a mark out of 5. (5 links to Very High Achievement, 4 links to High Achievement, 3 links to High Sound Achievement, 2 links to Low Sound Achievement and 1 links to Limited Achievement).

If a candidate achieves 5 marks in each of the 2 weaknesses considered, they score 5+5 (ie 10) divided by 2 = 5 for that area of assessment.

**Marking Grid**

		<b>Area of Assessment 1</b>	<b>Area of Assessment 2</b>	<b>Area of Assessment 3</b>	<b>Total</b>
<b>SECTION B</b>	<b>Weaknesses</b>	5 marks max.	5 marks max.	5 marks max.	15 marks
	<b>Comparisons</b>	5 marks max.	5 marks max.	5 marks max.	15 marks
<b>SECTION C</b>	<b>Causes</b>	5 marks max.	5 marks max.	5 marks max.	15 marks
	<b>Corrective Measures</b>	5 marks max.	5 marks max.	5 marks max.	15 marks
				<b>TOTAL</b>	<b>60 marks</b>

# PHED 4

## Sections B and C



# FOOTBALL OFFICIATING

## 2012

## **AREA OF ASSESSMENT 1**

### **Refereeing “attackers” at corners**

#### **B1- Self analysis of own technical weaknesses**

The first weakness I would like to talk about is corners and decisions I give which link to attackers (ie the team in possession, taking the kick and trying to score a goal!). I will relate what I am saying to fully competitive situations where I have assistants to help me make decisions.

When the corner is going to be taken by an attacker I have a variety of positions I take with one of the “worst” being when I stand on the goal line close to the goal post on the side of the pitch the corner is being taken from. By taking up such a position my line of vision is poor and I am not able to see all the players in and around the penalty area. This can cause lots of problems if fouls/misconduct is happening and I cannot see it due to my poor positioning. In a recent local league match after 20 minutes of the game I gave my first corner and positioned myself as described above. By doing this I missed an off the ball push/lashing out by an attacker who was trying to get free from his marker. As a result, a melee developed with players from both sides pushing and arguing with each other. In the end I had to caution the 2 players first involved but did not really know what I was doing as I did not see clearly what had happened.

Another problem as a result of my poor positioning on corners is when I cannot see my far side assistant. If he wanted to get my attention there would be a delay in me seeing him as my line of vision to him was not very clear. This happened in a local schools match in a cup semi final I refereed at the end of the 2010/11 season. 80 minutes into the game a team scored from a header following a corner and I initially gave the goal and was running back to the centre when I spotted my assistant waving his flag. I therefore went to speak to him and he told me he saw the player wearing 8 push a defender to win the header and score. A lengthy argument followed between the players on the team who scored and my assistant/myself which made the game more difficult to control after that.

All this because of my poor positioning at corners!

#### **B2- Comparison to perfect technical model of elite official- Howard Webb**

When Howard Webb officiated the 2010 Premier League match between Everton and Aston Villa he awarded a number of corner kicks to Everton which will be the one's I focus on as the attacking team.

On every one of these corner kicks he positioned himself on the edge of the penalty area in the “text book” position. This allowed him to see every player in the penalty area. His far side assistant referee could watch the goal line to spot if the ball crossed the line. His near side assistant could monitor any players behind his back and the fourth official could monitor the dug outs. Webb's perfect positioning came into effect on Everton's second corner when he spotted some shirt pulling in the penalty area. He stopped play to draw both of the offenders out and away from the others so he could speak to them. When finished, Webb allowed them back into the area and restarted play. By doing this he managed to diffuse a potentially serious situation.

Another example of his perfect positioning on corners was in an FA Cup match between Spurs and Charlton in the 2010/11 season. Webb awarded Spurs a corner kick early in the second half and positioned himself on the edge of the penalty area to give him a good view of the goal mouth. The corner was taken and the goal keeper came out well to claim the ball and catch it cleanly. A Spurs player then jumped into the goalie and he dropped the ball close to goal before a spurs player lashed it into the back of the net. Before the Spurs players had time to celebrate Webb awarded a free kick to Charlton for a spurs player pushing the goalie. Excellent quick decision making meaning order was maintained on the field of play and the game carried on being played in a good spirit.

### **C1- Theoretical reason for my poor positioning at corners- As a referee I am at the “cognitive stage of learning”**

The theoretical reason for my poor positioning at corners is that I am still in the cognitive stage of learning as a referee. I am still trying to understand the demands of spotting infringements in the penalty area from a corner. To spot infringements in the penalty area I need to be in the right position to see all the players which I am not as I have only just started refereeing. To acquire the skill of having good positioning at corners I need to have a mental image of how to perform the skill. This is not possible because I have not seen how it should be done from an elite official. By being in the cognitive stage of learning I am undergoing trial and error to complete initial movement patterns. For example, when I position myself in the correct position I will see all the players when the ball is played in but when I am not in the correct position I will not be able to see them all and problems might occur. Because I am in the cognitive stage of learning I do not know how the skill should be performed. If I do not spot an infringement because of my poor positioning then players will express their frustration and the game will be more difficult for me to officiate.

### **C2- Theoretical corrective measures to improve my weaknesses- Observational learning**

To improve my weakness I will need to go and watch more elite officials. By watching them I can get a perfect demonstration of how the techniques should be performed whilst refereeing football matches. This allows me to develop and refine my skills of officiating. All of this will help me move to the associative stage of learning which is the next stage I should be aiming for. One day I hope to reach the autonomous stage which is where Howard webb is at and decisions made are almost “natural” and more or less correct every time he makes them.

## AREA OF ASSESSMENT 3

### **B1- Own Weakness 1- Low Levels of fitness**

A weakness I have when officiating matches particularly those of a “higher level” in the local men’s league is my lack of fitness which negatively affects my ability to keep up with play. For example, I was too far behind play in lots of game situations whilst it was in open play which caused me to miss “minor fouls”/little off the ball incidents. In an end of 2010/11 season local league match which was important as a promotion decider, I found the pace of the game a lot faster than I was used to and made a number of decisions from “behind play” which did not inspire confidence in the players who often questioned my decisions, making the game more difficult to control than it probably would have been if I kept up with play better. To make things more difficult for me I did not have any assistants to help me as no neutral one’s were available and I decided to do it all myself rather than ask officials from the 2 clubs to do it as sometimes they are not always fair!

One example of my lack of fitness leading to poor positioning was when one of the goalkeepers caught the ball from a corner and immediately launched a throw wide/up field to start a counter attack. As the attack developed I found myself struggling to keep up with it and maintain a good view of what was happening. As a result I was still in the centre of the pitch on the half way line with lots of players between me and the ball when an attacker received the ball and took on a defender at the edge of the box. As the attacker played the ball it appeared to me that the defender took his ankles away without touching the ball at all. However I was not totally sure where the offence took place (ie in or outside the box) so I gave a free kick just outside the box to the attacking team. Whilst the defender gave me a bit of grief saying he got a touch on the ball, the attackers were far more angry claiming the offence clearly occurred in the box!

My lack of fitness and poor positioning resulted in my view of this key incident being obscured so I could not give a penalty as I was not totally sure the offence had happened in the box.

### **B2- Elite Official- High Fitness levels**

FIFA registered ref Martin Atkinson is an expert at keeping up with play. He isn’t the quickest ref in the Premier League and therefore he needs to read play and anticipate play in order to keep up with it. Atkinson is often one step ahead of play because he cannot afford to get behind it. Strategies he uses include giving himself “an extra yard” on play during the match. An example of this is on corner kicks when Atkinson will take up the correct position at the edge of the box where the players will be between himself and the assistant ref. When the keeper takes the ball cleanly and launches a counter attack he is already on the move forwards to keep up with play so he can make a decision as necessary close to where the offence took place. His high fitness levels mean he is able to maintain closeness to the ball throughout the match, unlike me as I struggle at times, particularly towards the end of a game.

One example of Atkinson keeping up with play which enables him to make correct decisions was during the Liverpool vs Arsenal game in the 2010/11 season when he sent Joe Cole off for “serious foul play”. The incident which led to the sending off happened in the corner on the opposite side to his near side assistant referee so it was

important that Atkinson was able to move quickly into position to get a clear view of the offence ( ie Cole's poor tackle) and then act as speedily as possible to give his decisions in relation to it. Due to his good positioning and excellent fitness levels he was able to get a clear view of the incident and acted correctly in sending off Cole.

### **C1- Theoretical reason for weakness- poor cardio vascular fitness**

The theoretical reason for me not being able to keep up with play is because of my inefficient aerobic energy system which affects my cardio vascular endurance. By having a poor aerobic energy system it restricts my ability to maintain a constant pace throughout the entire game. This means I cannot keep up with play and often means I am unable to make correct decisions.

Because the games I officiate are high intensity I need my ATP/PC system to continue to produce energy to re-synthesise itself. My ATP/PC system cannot keep up with the demands of high intensity football matches. Indeed I start to feel tired towards the end of each half of a game- the reason for this is that my oxygen consumption is not high enough for aerobic respiration. There is not enough oxygen to keep up with the demand of re-synthesising ATP. I am therefore unable to meet the energy demands of refereeing as I cannot take in enough oxygen.

### **C2- Theoretical measure to improve my weakness- Use continuous training**

To improve my weakness I need to develop my cardiovascular system and aerobic energy capability. This will increase the ability of my heart, blood vessels, and lungs to supply oxygen to working muscles during physical activity for prolonged periods of time.

To achieve this I will have to take part in some continuous training. Continuous training would involve exercise for a sustained period of time without rest. By using these techniques the effects would be positive on my cardio vascular system. (eg hypertrophy of the heart; increase in cardiac output/stroke volume would result) My resting heart rate would be decreased and my maximal heart rate would increase.

To improve my weakness I will use the Karvonen principle which would involve training to 60-80% of my maximal heart rate.



## PHED4 Football Official B&C Commentary

AA1

### B1 Attackers at corners- self analysis of weaknesses

- Clearly identifies a relevant aspect of AA1 and links to attackers at corners/attacking situation
- Positional weaknesses at corners are identified and are the main focus of the work
- There are references to game situations which illustrate application into fully competitive situations (NB- this is necessary to access the high/very high achievement marks but it should be noted that by including such references it does not automatically guarantee such marks!!)
- There is not a lot of further information given which would give us a clearer picture of the weaknesses exhibited when officiating at corners (eg initial detail as official actually awarding the corner/signalling for the corner to be taken/weaknesses against officiating models of awarding various decisions against attackers given regularly at corners- eg pushing defender off the ball/tugging at an opponent's shirt/using an opponent for leverage upwards)
- **2 marks awarded- limited achievement**

### B2 Attackers at corners- elite model

- Clearly identifies a relevant aspect of AA1 and links to attackers at corners/attacking situation
- Clearly identifies an elite official (otherwise no marks in B2!)
- Positional weaknesses at corners are identified and are the main focus of the work (ie same in B2 as in B1 which is what it should be!)
- There are references to game situations which illustrate application into fully competitive situations (NB- this is necessary to access the high/very high achievement marks but it should be noted that by including such references it does not automatically guarantee such marks!!)
- There is not a lot of further information given which would give us a clearer picture of the perfect model exhibited when officiating at corners (eg initial detail as elite official actually stopped play before awarding the corner/signalling for the corner to be taken/officiating models of awarding various decisions against attackers given regularly at corners- eg pushing defender off the ball/tugging at an opponent's shirt/using an opponent for leverage upwards etc)
- **2 marks awarded- limited achievement**

### C1 Cause of weaknesses

- The main cause of the weaknesses identified in B1 is highlighted at the start of C1; 1 cause is clearly focused on!
- Some limited links are made between theory (ie being at the cognitive stage of learning! And why this affects officiating attackers at corners
- There is limited explanation of theory
- There is very little evidence of a link back to B1 and actual identification of weaknesses when officiating at corners

- **2 marks awarded- limited achievement**

**C2 Corrective measure**

- 1 aspect of the specification is clearly identified as an appropriate corrective measure
- Observational learning is outlined in very limited detail- very little explanation of what it actually entails and very little personal application to solve the weaknesses identified in C1/B1
- **1 mark awarded- very limited achievement**

## PHED4 Football Official- B+C Commentary

### AA3

#### **B1 Low fitness levels- self analysis of weaknesses**

- Clearly identifies a relevant aspect of AA3 (ie personal preparation and fitness levels in this case!)
- There are references to game situations which illustrate application into fully competitive situations- poor fitness levels negatively affect the ability to keep up with play and subsequently affect decision whether to give a penalty or not (NB- this is necessary to access the high/very high achievement marks but it should be noted that by including such references it does not automatically guarantee such marks!!)
- There is not a lot of further information given which would give us a clearer picture of the weaknesses exhibited when lack of fitness affects officiating(eg initial detail as official actually awarding the free kick/penalty; signalling for the free kick to be taken; movement up and down the pitch- how far does it meet the diagonal system!?)
- **3 marks awarded- sound achievement**

#### **B2 Attackers at corners- elite model**

- Clearly identifies a relevant aspect of AA3 and links to personal preparation in relation to fitness levels
- Clearly identifies an elite official (otherwise no marks in B2!)
- Positional strengths in open play linked to fitness levels are identified and are the main focus of the work (ie same in B2 as in B1 which is what it should be!)
- There are references to game situations which illustrate application into fully competitive situations (NB- this is necessary to access the high/very high achievement marks but it should be noted that by including such references it does not automatically guarantee such marks!!)
- There is not a lot of further information given which would give us a clearer picture of the perfect model exhibited when officiating in fast moving game contexts where fitness levels are particularly stressed (eg initial detail as elite official actually stopped play before awarding the free kick/signalling for the kick to be taken)
- **3 marks awarded- sound achievement**

#### **C1- Cause of weaknesses**

- The main cause of the weaknesses identified in B1 is highlighted at the start of C1; 1 cause is clearly focused on!
- Some limited links are made in relation to theory (ie poor cardio-vascular fitness- and why this affects officiating decisions)
- There is limited explanation of theory
- There is very little evidence of a link back to B1 and actual identification of weaknesses when giving decisions linked to poor fitness levels affecting the ability to keep up with play
- **2 marks awarded- limited achievement**

#### **C2- Corrective measure**

- 1 aspect of the specification is clearly identified as an appropriate corrective measure (ie continuous training)
- Continuous training is outlined in very limited detail- very little explanation of what it actually entails and very little personal application to solve the weaknesses identified in C1/B1
- **1 mark awarded- very limited achievement**



## Achievement Descriptors at A2 for Unit 4 Sections B and C – Role of Official (for all activity categories)

**NB** To identify the three Areas of Assessment for the chosen activity, please refer to the criteria in the specification/amended criteria sheets. For some activities, Areas of Assessment vary from technical quality of attacking skills, technical quality of defensive skills and application of strategy/tactics, eg cricket.

### Section B

The emphasis here is on the ability of candidates to identify a number of weaknesses in their own officiating

**(ie 2 weaknesses in each of the 3 Areas of Assessment = 6 weaknesses in total).**

Candidates then need to compare these to a perfect technical/tactical/strategic model of named elite official(s) as appropriate.

This can be completed in **either**:

- (1) a **purely written** format, or
- (2) via a **combination** of a **written format** (eg continuous prose/power-point etc) and **additional verbal explanation**.

**NB** It is a prerequisite that some written evidence exists even if it is only notes for an interview. It is also very important that the evidence collected reflects the marks awarded.

Candidates are marked and placed into an appropriate band according to the level of detail provided by either format (1) or (2) as explained above in relation to the following descriptors:

### Very High Achievement (25–30 marks)

- candidate demonstrates a very high level of analysis when analysing the weaknesses in their officiating, highlighting appropriate prominent errors that impact upon their performance as an official.
- candidate is able to demonstrate to a very high level how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate may also fully explain the effect these weaknesses have on their relationship with other officials and/ or the performers
- candidate is able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 areas of assessment, illustrating an excellent level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate illustrates an excellent level of understanding across all of the officiating models of an elite official/s they compare themselves to
- overall, candidate illustrates an excellent in depth knowledge and understanding of the different models chosen for analysis both in relation to perfect models to compare to as well as in relation to identification of their own key weaknesses in relation to these models
- highly appropriate and correct use of technical language is evident to a very high level by the candidate in their self analysis and elite official comparison(s).

### **High Achievement (19–24 marks)**

- candidate demonstrates a good/high level of analysis when analysing the weaknesses in their officiating, highlighting appropriate prominent errors that impact upon their performance as an official
- candidate is able to demonstrate to high level how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate may also explain to a high level the effect these weaknesses have on their relationship with other officials and/or the performers playing
- candidate is able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 assessment areas illustrating a good/high level of awareness of their main weaknesses/deficiencies in relation to such models
- candidates illustrate a good/high level of understanding across all of the officiating models of an elite official/s they compare themselves to
- overall, candidate illustrates a good depth of knowledge and understanding of the different models chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- appropriate and correct use of technical language is evident to a high level by the candidate in their self analysis and elite official comparison(s).

### **High Sound Achievement (13–18 marks)**

- candidate demonstrates a satisfactory level of analysis when analysing the weaknesses in their officiating, highlighting appropriate prominent errors that impact upon their performance as an official
- candidate is able to demonstrate to a satisfactory level how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate may also explain to a satisfactory level the effect these weaknesses have on their relationship with other officials and/or the performers playing.
- candidate is able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 areas of assessment, illustrating a satisfactory level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate illustrates a satisfactory level of understanding across all of the officiating models of an elite official/s they compare themselves to
- overall, candidate illustrates some knowledge and understanding of the different models chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- appropriate and correct use of technical language is evident to a satisfactory level by the candidate in their self analysis and elite official comparison(s).

### **Low Sound Achievement (7–12 marks)**

- candidate demonstrates a basic level of analysis when analysing the weaknesses in their officiating, highlighting appropriate errors that impact upon their performance as an official
- candidate is able to demonstrate to a basic level how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate may also explain at a basic level the effect these weaknesses have on their relationship with other officials and/or the performers playing
- candidate is able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 areas of assessment, illustrating a basic level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate illustrates a basic level of understanding across all of the officiating models of an elite official/s they compare themselves to

- overall, candidate illustrates basic knowledge and understanding of the different models chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- appropriate and correct use of technical language is evident to a basic level by candidates in their self analysis and elite official comparison(s).

### **Limited Achievement (0–6 marks)**

- candidate demonstrates a very limited level of analysis when analysing the weaknesses in their officiating, highlighting appropriate prominent errors that impact upon their performance as an official
- candidate is rarely able to demonstrate how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate also rarely fully explains the effect these weaknesses have on their relationship with other officials and/ or the performers playing
- candidate is rarely able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 areas of assessment, illustrating a very basic level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate illustrates a very limited level of understanding across all of the officiating models of an elite official/s they compare themselves to
- overall, candidate illustrates very little knowledge and understanding of the different models chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- use of technical language is rarely evident by candidate in their self analysis and elite official comparison(s).

**No work offered = 0 marks**

## **Section C**

The emphasis here is on the ability of candidates to explain the causes of weaknesses identified in Section B. Candidates then need to explain how they would correct these weaknesses using a range of different theoretical measures drawn from across the AS/A Level Physical Education specification.

The format options for Section C are exactly the same as for Section B with student's continuing along their chosen route (ie purely written or a combination of verbal and written).

Candidates are marked into the following bands according to the level of detail provided in relation to the achievement descriptors set out below.

### **Very High Achievement (25–30 marks)**

- overall, candidate illustrates an excellent in depth knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details very high level in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, communication and safety to a very high level
- corrective measures for weaknesses are highly relevant in relation to causes identified with a variety of theory applied in a highly appropriate manner

- candidate provides very high level in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are very well developed and directly linked back to the causes and weaknesses
- candidate uses a very high level of technical language throughout this section of work.

### **High Achievement (19–24 marks)**

- overall, candidate illustrates a good in depth knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details good in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a high level
- corrective measures for weaknesses are highly relevant in relation to causes identified with a variety of theory applied in an appropriate manner
- candidate provides good in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a high level of technical language throughout this section of work.

### **High Sound Achievement (13–18 marks)**

- overall, candidate illustrates a satisfactory depth of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details in satisfactory depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses.
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, communication and safety to a satisfactory level
- corrective measures for weaknesses are relevant in relation to causes identified with a variety of theory applied in an appropriate manner to a satisfactory level
- candidate provides a satisfactory depth of theoretical corrective measures with a satisfactory level of detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a satisfactory level of technical language throughout this section of work.

### **Low Sound Achievement (7–12 marks)**

- overall, candidate illustrates a basic level of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details in basic depth of theoretical causes in line with the detail required in the specification for that topic. The causes are developed to a basic level and linked back to the weaknesses.
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, communication and safety to a basic level
- corrective measures for weaknesses are mainly relevant in relation to causes identified with a variety of theory applied in a basic manner

- candidate provides some theoretical corrective measures with limited detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a basic level of technical language throughout this section of work.

### Limited Achievement (0–6 marks)

- overall, candidate illustrates a very basic level of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to different areas of assessment
- candidates detail in very limited detail theoretical causes in terms of the detail required in the specification for that topic. The causes are rarely developed or linked back to the weaknesses
- candidate is rarely able to analyse causes of weaknesses in their performance in relation to techniques, communication and safety
- corrective measures for weaknesses are rarely relevant in relation to causes identified with a limited range of theory applied in a very basic manner
- candidate provides a very limited depth of theoretical corrective measures with very limited detail compared to that required in the specification for that topic. The corrective measures are rarely developed or directly linked back to the causes and weaknesses
- candidate uses a very basic level of technical language in this section of work

### No work offered = 0 marks

**NB** When marking student work, such descriptors should be taken into account as appropriate to the part being completed.

When considering each of the 2 weaknesses in each of the sections of work, you should give a mark out of 5 (5 links to Very High Achievement, 4 links to High Achievement, 3 links to High Sound Achievement, 2 links to Low Sound Achievement and 1 links to Limited Achievement).

If a candidate achieves 5 marks in both of the 2 weaknesses considered, they score 5+5 (ie 10) divided by 2 = 5 for that area of assessment.

### Marking Grid

		Area of Assessment 1	Area of Assessment 2	Area of Assessment 3	Total
<b>SECTION B</b>	<b>Weaknesses</b>	5 marks max.	5 marks max.	5 marks max.	15 marks
	<b>Comparisons</b>	5 marks max.	5 marks max.	5 marks max.	15 marks
<b>SECTION C</b>	<b>Causes</b>	5 marks max.	5 marks max.	5 marks max.	15 marks
	<b>Corrective Measures</b>	5 marks max.	5 marks max.	5 marks max.	15 marks
				<b>TOTAL</b>	<b>60 marks</b>