



Key Skills – GCE AS/A Level Physical Education

This Appendix offers detailed guidance on the Key Skills evidence that a candidate might produce during their programme of study. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing work for assessment as evidence of C3.2 (Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.) a candidate is required to:

- select and read material that contains the information you need;
- identify accurately, and compare, the lines of reasoning and main points from text and images; and
- synthesise the key information in a form that is relevant to your purpose.

The Key Skills and Evidence Requirements below are quoted from the Part B of the QCA Key Skills specifications and, as such, are addressed to the candidate. The text below the Evidence Requirements is guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications for use in programmes starting from September 2000.

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

C3 Communication Level 3

C3.1a *Contribute to a group discussion about a complex subject.*

Evidence requirements

- i. Make clear and relevant contributions in a way that suits your purpose and situation.
- ii. Listen and respond sensitively to others, and develop points and ideas.
- iii. Create opportunities for others to contribute when appropriate.

Possible opportunities

Discussion work should be on going throughout the course. As the candidates' knowledge develops, discussion work is an ideal way of encouraging a more synoptic view of the subject in preparation for Unit 2566.

Module 2562 Section B

Candidates could discuss the effects of transfer on the learning and performance of a variety of skills.

Module 2563

Candidates could discuss the transition from the concept of physical recreation to sport.

Module 2565 (Historical Studies in Physical Education option)

Candidates could discuss the influence of the railways on sport in late 19th century Britain.

Module 2565 (Biomechanical Analysis of Human Movement option)

Candidates could discuss the use of spin in a chosen activity. They could talk about the effect of the spin and the advantages of using it in particular cases.

Module 2565 (Psychology of Sport Performance option)

Candidates could discuss the theories of aggression in a sporting context.

Module 2566

There could be a discussion considering the effectiveness of the use of ergogenic aids on performance.

C3.1b *Make a presentation about a complex subject, using at least one image to illustrate complex points.*

Evidence requirements

- i. Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation.
- ii. Structure what you say so that the sequence of information and ideas may be easily followed.
- iii. Use a range of techniques to engage the audience, including effective use of images.

Possible opportunities

Module 2562 Section A

Candidates could present a mechanical analysis of either their individual or team activity.

Module 2563

Candidates could give a talk on outdoor activities as a medium for the promotion of educational values.

Module 2564

A candidate could be asked to observe a performance (image) and to talk about what they see. They could be asked to comment on the following aspects of performance: strengths, weaknesses and physical fitness in a format that enables the assessor (listener) to follow what they are saying. The performer (image) could be asked to perform several times to enable the candidate to illustrate their main points.

Module 2565 (Comparative Studies in Physical Education option)

Candidates could explain the notion of stacking in American sport.

Module 2565 (Biomechanical Analysis of Human Movement option)

Candidates could present a drawing of a pin diagram showing all the forces acting on an athlete from their chosen activity at a particular moment in time. They could explain their image and use it to explain the subsequent motion.

Module 2566

Candidates could give a talk outlining an appropriate training programme for either their individual or game activity.

Module 2567

Candidates could be asked to observe and analyse a performance (image) within a game applying theoretical knowledge from several areas to their analysis whilst creating an action plan to improve the performance.

C3.2 *Read and synthesise information from two extended documents that deal with a complex subject. One of these documents should include at least one image.*

Evidence requirements

- i. Select and read material that contains the information you need.
- ii. Identify accurately, and compare, the lines of reasoning and main points from texts and images.
- iii. Synthesise the key information in a form that is relevant to your purpose.

Possible opportunities

There are many opportunities for candidates to generate evidence relating to C3.2 throughout the specifications. Candidates should be encouraged to select their material from a variety of sources for example, access relevant CD ROMS and the internet, in addition to the recommended texts and journals. Comprehension tasks can be set to help candidates develop and practise the skills required for this type of task.

Module 2562 Section A

Candidates could explain how physiological changes during exercise help to accelerate the dissociation of oxygen from haemoglobin.

Module 2562 Section B

Using a variety of sources candidates could explain the major theories of learning.

Module 2563

Candidates could investigate changes which occur in the sports and pastimes of a tribal society of their choice as a result of colonisation.

Module 2565 (Historical Studies in Physical Education option)

Candidates could use any available material to support the argument that war is an effector of change in the context of organised physical activity in British elementary schools between 1902 and 1954.

Module 2565 (Biomechanical Analysis of Human Movement option)

Candidates could identify the three axes of rotation and describe the body positions needed for a high moment of inertia and a low moment of inertia in each case. They could explain the effect of changes in moment of inertia to angular velocity in each case.

Module 2565 (Psychology of Sport Performance option)

Candidates could identify theories of leadership discussing the advantages and disadvantages of each one.

Module 2566

Candidates could compare and evaluate two different training approaches to improve performance in team activities.

C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.

Evidence requirements

- i. Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- ii. Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- iii. Ensure your text is legible and your spelling, grammar and punctuation are accurate so your meaning is clear.

Possible opportunities

Many natural opportunities arise to produce different types of documents. In A2 tasks can be set that encourage candidates to develop a more synoptic approach, which is more demanding in terms of linking information and ideas in a clear and coherent manner.

Module 2562 Section A

Candidates could conduct an investigation into the flexibility of both the hip and shoulder joints of students within their group. They could write a report of their findings with reference to the gender, type of training and chosen activities of each subject.

Module 2562 Section B

Candidates could write a plan outlining how they would teach a skill in their practical activity.

Module 2563

Candidates could use available resource material to differentiate between football hooligans and hooligans at football.

Module 2565 (Comparative Studies in Physical Education option)

Candidates could compare the nature and place of ethnic sports in Britain with one other country.

Module 2565 (Biomechanical Analysis of Human Movement option)

Candidates could using a sport of their choice candidates could analyse the application of the Magnus Effect. They could suggest ways in which the design of the ball can enhance this effect.

Module 2565 (Psychology of Sport Performance option)

Candidates could outline the methods that they use psychologically prepare to take part in competition.

Module 2566

Candidates could complete an analysis of a subject during a competitive team situation to monitor intensity of play. They could write a report of their findings and suggest the most appropriate form of training for the subject.

WO3 Working with Others Level 3

You must:

Provide at least **one** substantial example of meeting the standard for WO3.1, WO3.2 and WO3.3 (you must show you can work in both one-to-one and group situations).

WO3.1 *Plan complex work with others, agreeing objectives, responsibilities and working arrangements.*

Evidence requirements

- i. Agree realistic objectives for working together and what needs to be done to achieve them.
- ii. Exchange information, based on appropriate evidence, to help agree responsibilities.
- iii. Agree suitable working arrangements with those involved.

Possible opportunities

Agree pro-active relationship between staff and candidates, where the responsibility for analysing knowledge is shared. Working arrangements established between partners and small groups in physical performance situations and in the discussion of issues in theoretical modules.

Module 2563

Candidates could plan a role play, showing the conflicting view of a teacher with that of his/her pupils who have just demonstrated gamesmanship in a school football fixture.

WO3.2 *Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.*

Evidence requirements

- i. Organise and carry out tasks in ways that help you to be effective and efficient in meeting your responsibilities and produce the quality of work required.
- ii. Seek to establish and maintain co-operative working relationships, agreeing ways to overcome any difficulties.
- iii. Exchange accurate information on progress of work, agreeing changes where necessary to achieve objectives.

Possible opportunities

Candidates could take responsibility in a leadership role in a group or team in outdoor activities or games and in exploring issues such as racism in football and the use of documentary evidence such as the extent to which the strategy 'lets kick racism out of football' might supply answers.

Module 2565 (Psychology of Sport Performance option)

In groups, candidates could devise a questionnaire to assess the attitude of others towards racism in sport.

WO3.3 *Review work with others and agree ways of improving collaborative work in the future.*

Evidence requirements

- i. Agree the extent to which work with others has been successful and the objectives have been met.
- ii. Identify factors that have influenced the outcome.
- iii. Agree ways improving work with others in the future.

Possible opportunities

Small group evaluation of current problems in candidate physical performance together with a discussion of reports arising from such tragedies as accidents in private outdoor education centres. A review of the role of the governing bodies in this process, and the use of theoretical knowledge to prevent ineffective policies and practices in the future.

Module 2567

In groups, candidates could devise a strategy for an attacking short corner in hockey. They could put their plan into action and discuss factors, which could have made the set piece more effective.

LP3 Improving Own Learning and Performance Level 3

You must:

Provide at least **one** substantial examples of meeting the standard for LP3.1, LP3.2 and LP3.3.

LP3.1 *Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.*

Evidence requirements

- i. Seek information on ways to achieve what you want to do, and identify factors that might affect your plans.
- ii. Use this information to agree realistic targets with appropriate people.
- iii. Plan how you will effectively manage your time and use of support to meet targets, including alternative courses of action for overcoming possible difficulties.

Possible opportunities

Candidates could establish a system which involves private study as a preparation for intended learning and as a follow up to conclude issues analysis arising in the taught session. In physical performance terms this involves the individual in self analysis and independent analysis of other performers. This system of self questioning and observation of others should include written and oral statements on proposed plans and solutions.

Module 2566

Candidates could plan a training programme, for example, to improve the aerobic capacity of a swimmer, using appropriate examples.

LP3.2 *Take responsibility for your learning by using your plan and seeking feedback and support from relevant sources, to help meet your targets.*

Improve your performance by:

- studying a complex subject;
- learning through a complex practical activity;
- further study or practical activity that involves independent learning.

Evidence requirements

- i. Manage your time effectively to complete tasks, revising your plan as necessary.
- ii. Seek and actively use feedback and support from relevant sources to help you meet your targets.
- iii. Select and use different ways of learning to improve your performance, adapting approaches to meet new demands.

Possible opportunities

Candidates could make informal presentations of personal strategies to others, for examples such as a swimming schedule to improve personal fitness and performance speed, or correct a fault. This is a self learning experience where various attempts are tried to improve personal performance. This reflective approach can also apply to confidence building and self realisation in the context of issues analysis and the ability to target and tackle specific problems.

Module 2562, Section B

A candidate could teach front crawl to a group of swimmers of varying standards, adopt the appropriate teaching style to be used with each swimmer and assess any improvements with the use of video analysis.

LP3.3 *Review progress on two occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands.*

Evidence requirements

- i. Provide information on the quality of your learning and performance, including factors that have affected the outcome.
- ii. Identify targets you have met, seeking information from relevant sources to establish evidence of your achievements.
- iii. Exchange views with appropriate people to agree ways to further improve your performance.

Possible opportunities

Candidates could demonstrate an ability to tackle personally complex decision making situations where theoretical concepts and principles are successfully applied to physical performance situations and where an individual is independently able to analyse physical performance in the context of the society he / she lives in.

Module 2564

Candidates could observe a video of themselves performing one demonstration from their chosen activities. They could discuss how their performance has improved and agree with their coach/teacher ways in which it can become even better.

PS3 Problem Solving Level 3

You must:

Provide at least **one** substantial example of meeting the standard for PS3.1, PS3.2 and PS3.3.

PS3.1 *Explore a complex problem, come up with three options for solving it and justify the option selected for taking forward.*

Evidence requirements

- i. Explore the problem, accurately analysing its features, and agree with others on how to show success in solving it.
- ii. Select and use a variety of methods to come up with different ways of tackling the problems.
- iii. Compare the main features of each possible option, including risk factors, and justify the option you select to take forward.

Possible opportunities

The presentation of knowledge in the form of questions engages candidates in the learning process. In problem situations individuals and groups could be given responsibilities for finding solutions and presenting alternative strategies having due regard to safety procedures

Module 2564

Candidates could discuss the constraints on opportunities for women to participate in a specific sport in the UK in the context of inequalities of opportunity, provision and esteem. They could discuss how they would go about solving these inequalities in a specific case.

PS3.2 *Plan and implement at least one option for solving the problem, review progress and revise your approach as necessary.*

Evidence requirements

- i. Plan how to carry out your chosen option and obtain agreement to go ahead from an appropriate person.
- ii. Implement your plan, effectively using support and feedback from others.
- iii. Review progress towards solving the problem and revise your approach as necessary.

Possible opportunities

Role play and group decision making in complex and critical physical performance situations such as a potential procedure to be taken by a mountain activity group in a white-out situation would allow candidates to generate evidence for PS3.2. Such case studies can recognise independent decision making, alternative solutions and evaluation of perceived success criteria

Module 2564 (Comparative Studies in Physical Education option)

Candidates could discuss the reasons why professional teams in the UK are not as successful as those in Australia. They could suggest examples of good practice the UK could adopt to solve this problem and explain the likely success of their suggestions.

PS3.3 *Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving.*

Evidence requirements

- i. Agree with an appropriate person, methods to check if the problem has been solved.
- ii. Apply these methods accurately, draw conclusions and fully describe the results.
- iii. Review your approach to problem solving, including whether alternative methods and options might have proved more effective.

Possible opportunities

Candidates could link issues arising in physical experiences with related theory particularly in complex scenarios such as justifying the banning of drugs in sport on ethical and health grounds. This to include a study of existing documents and systems such as random drug testing.

Module 2564

Candidates could take some responsibility for decisions about their learning, using suitable approaches and methods and making changes to their plan when needed.

A candidate might need to improve their leg strength in order to achieve a greater height in high jump. They could set themselves a realistic target and plan how to achieve it.

Module 2565 (Psychology of Sport Performance Option)

'An adolescent has a negative attitude towards swimming, due to a bad personal experience as a young child'. A candidate could imagine they had been given the task of teaching this individual to swim. They could make a plan to change the individual's attitude to swimming, explain how they would implement it and how they would evaluate its effectiveness.

Module 2566

'You are the coach of hockey team, your centre mid field player is just returning from illness and therefore has a poor aerobic capacity.' Candidates could devise a plan to solve this problem, suggest how they could evaluate the effectiveness of their programme and explain the reasons for choosing the programme they had devised.