

You have been asked to measure the fitness and to improve the skills of a group of AS Physical Education students.

JUNE 2013

Name and describe one suitable test that would measure the students' leg power and one test to measure their agility.

Using examples, explain how the different forms of feedback may help a performer to improve their skills.

A. Power – Sergeant/ vertical jump test	A. Standing long/broad jump	A. Margaria (Kalamen) (power/stair) climb Test	A. PWC 170 Test	A. (40) metre sprint
B. Preparation – chalks/licks his/her finger tips/ use measuring device	B. Stand behind line marked on the ground	B. Run up flight of (12) stairs	B. Pedal on exercise bike/ergometer	B. Stand behind line marked on the ground
C. Pre-jump – reaches up as high as possible with one hand and marks wall/ pushes green scale up wall with tips of fingers	C. A two foot take-off	C. (6m) run up before stairs	C. increase resistance/ power every 2/3 minutes	C. Sprint/run/ move as fast as possible
D. Jumps as high as possible	D. Jump as far as possible, landing on both feet	D. Three stairs at a time	D. Measure heart rate at each increase in power	D. Measure time taken
E. Distance above stretch height = power measure	E. Distance achieved to nearest landing point = power measure	E. Calculate power from time and weight ($P = \text{Mass} \times \text{Distance} \times 9.8 / \text{time}$)	E. Calculate power output for HR of 170	E. Calculate power output from time and mass/weight

A. Must be correct name of test – Do not accept jump test or stair test or cycling test

B. C. and D. require detailed description

E. Idea of how power is actually calculated

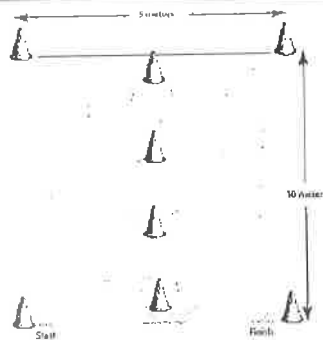
F. Illinois agility run

G. 10 metres long / 60 metres in total

H. Subject starts lying down (on their front)

I. Subject sprints and weaves (accept/expect diagram)

J. Time taken/measured in seconds = agility



K. Intrinsic/kinaesthetic – from within - performer feels own responses/reinforces

L. Extrinsic – from outside/coach/crowd helps motivate/can correct errors

M. Concurrent – during skill action – can motivate/reinforce;

N. Terminal – following skill performance – can motivate/reinforce/correct;

O. Positive – praise and acknowledgement of a correct or successful action - motivates;

P. Negative – critical comments about how a movement was incorrect or could have been better;

Q. Immediate – feedback given straight after performance to motivate/correct/reinforce;

R. Delayed – feedback that is given some time after the event to reinforce/correct;

S. Knowledge of results (KR) – feedback in the form of information about how successful the movement was in accomplishing the task/feedback about the outcome;

T. Knowledge of Performance (KP) – information given as feedback as to how well the movement was executed, regardless of end result - correct/reinforce

F – correct name only

G – Some idea of distances involved

H – Not standing start

I – idea of different techniques used/ change direction too vague

J – some idea of what represents agility

Feedback responses require name and description AND how it helps performer - command word is EXPLAIN

Majority motivate/reinforce/correct errors
Eg:

K – intrinsic - from within - feels movement – all three parts required for credit

S. Do not accept that KR is knowledge of results

T. Do not accept that KP is knowledge of performance