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

**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.**

**[12 marks]**

**Question 7**

Students were asked to talk about specific fitness tests and use of different forms of feedback. The banded mark scheme used for this stretch and challenge aspect of the examination requires students to do more than simply put down 12 creditworthy points to gain maximum marks. Marks are awarded for the whole of the response, based on what might be expected of a AS student’s response – range and depth of knowledge, answering all (both) areas of the question using good technical language and grammar.

Many students restricted their responses by making the assumption that a group of AS PE students could not be beginners or learners and therefore failed to use these thoughts in their responses. The use of a group of AS PE students for subjects is the norm for this question. Such a group of subjects can easily be novices when it comes to any aspect of the Applied Exercise Physiology and Skill Acquisition in a practical situation question, especially when it comes to the Skill Acquisition component.

AS PE students can easily be being taught things that they have never encountered before or that they have yet to clearly grasp. Similarly, the stating of assumed knowledge of the subjects in terms of the time available to train/coach them, the number of students involved, and the facilities available cannot and should not be made. The response to this question, especially in regards to the skill acquisition area, is all about ‘it depends; if the subjects are…., then’.

The main fitness tests described by students were the vertical jump test for power and the Illinois agility run test for agility. Mark schemes were also prepared for other popular tests, and any other test encountered by an examiner was directed to the Principal Examiner for marking. Many students described inappropriate tests, such as bleep test for agility, one rep max test for power, and even the stork stand test for agility. Because of the wide discrepancy in content of the descriptions provided, the mark scheme was quite specific in order to provide discrimination between the ranges of responses.

In general most students could name appropriate tests, *but many descriptions were superficial and lacked detail such as distances involved, technique required and methods of actually measuring the fitness component concerned. In other words, what specifically is measured to provide an objective measure of power and/or agility?*

The responses to the part of the question on feedback were generally quite extensive, but *often failed to answer the question*. A list of possible types of feedback was not required, nor was a description of the different forms of feedback. Credit was only given where the different forms of feedback were firstly *identified correctly, as per the specification*, so extrinsic not external, concurrent not continuous. The type of feedback needed to be named and described.

Here many students confused positive/negative feedback with reinforcement. Then finally, the student had to suggest 'how the different forms of feedback may help a performer to improve their skills'. In general terms this always involves either reinforcement of a successful performance, correction of an inaccurate performance, and/or motivation to repeat the performance.