

Planning your answer

Mary Shepherd gives you some tips on how to plan an answer for AQA PHED1 Question 7.

The PHED1 examination involves answering seven questions in 2 hours. Each question is worth 12 marks and it is advisable to spend about 15 minutes answering each one. This gives you enough time to read the questions carefully and proofread answers to make sure you have not made any mistakes.

Section A covers the three areas of AS theoretical study: Questions 1 and 2 are related to theories of exercise physiology, Questions 3 and 4 apply skill acquisition concepts, while Questions 5 and 6 consider opportunities for participation. These questions are worth between 1–5 marks and as a general rule require 1–5 sentences to answer them.

Question 7 forms Section B of the PHED1 examination and comes at the end of the paper, so plan your time accordingly. You should make sure you have 15 minutes writing time to complete this important question.

The extended question requires students to apply exercise physiology and skill acquisition to a given practical situation. The practical scenario will refer to a 'general group of performers' (usually a group of AS physical education students) rather than being sport specific. You will be required to write in continuous prose in order to attain higher marks. The use of language, organisation of information and use of specialist vocabulary will also be assessed in Question 7 for an extra mark on top of the marks awarded for factual content. It is imperative that you plan a logical answer to maximise your potential in this question.

Answering Question 7

When answering Question 7, the first task is to identify which areas of the specification are being tested. To help you achieve this, it is useful to picture a 'star' to organise the possible topics in your revision/preparation for the exam. For the fitness and training star see Figure 1 and for the skill development star see Figure 2.

The question set will not address more than one area from 'fitness and training' and 'skill development'. For example, you will not be expected to discuss principles of training and value of warm-up with forms of guidance and types of practice in the same question. Instead the question would refer to one topic or the other. For example:

You have been asked to develop the flexibility of a group of AS physical education students. Describe different 'types of stretching' that could be safely used with the group and describe how you can use visual and manual 'guidance' effectively with the students. (January 2010)

No credit would be given for knowledge of principles of training or types of practice in

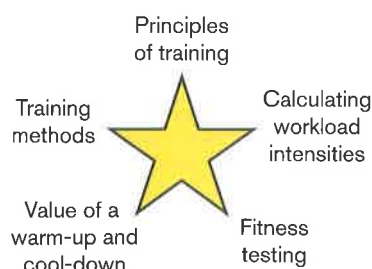


Figure 1 Question 7 fitness and training topics



this instance. You need to 'spot the topic' and only focus on that topic in your answer. You therefore need a strategy for writing detailed and extended answers on single topic areas if you wish to score highly.

Try to give each part of your answer equal weighting. A potential grade A — or Level 4 — answer might make 16+ points, or 8+ separate points for 'fitness and training' and 8+ separate points for 'skill development'.

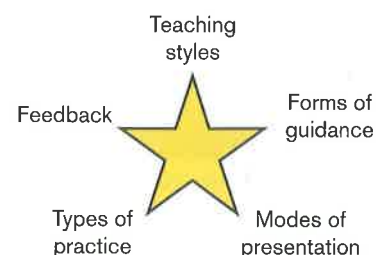


Figure 2 Question 7 skill development topics



You should apply SPORT and FITT to fitness and training answers

Extended fitness and training answers

Principles of training can be described in full by applying the acronyms SPORT and FITT to the given situation, which will generally refer to a group of AS physical education students. It is important to remember that this group of people are not necessarily fit and/or skilful. If you explain each principle and apply each principle you would be making 18 separate creditworthy points, which gives more than adequate detail.

If the question refers to the 'calculation of workload intensities' you need to be confident in explaining how to work out the relevant training zones for the group of students. The question may relate to heart rate, in which case an explanation of the Karvonen principle would be appropriate. You would need to use the formula to explain the age related maximum heart rate used. To give a detailed answer you should also discuss the aerobic training zone of 60–80% maximum heart rate.

Alternatively, the question may relate to 'perceived effort' to calculate workload intensities. Here you should explain the BORG scale of workload and apply it to the performers. Finally, if the question relates to a weight-training programme then workload

intensities should be explained in terms of working at a 'percentage of repetition maximum' depending on whether strength or stamina is required.

Another topic could be fitness testing. A detailed answer can be given by describing the specific fitness test protocol related to the question. You need to be able to describe the various test procedures and discuss the advantages and disadvantages of maximal and sub-maximal tests as well as taking into account the considerations for safe practice. Validity (does it measure what it is supposed to?) and reliability (can it be repeated to produce comparable results?) can be discussed to add depth to your answer.

The question may also refer to the value of a warm-up and cool-down. A detailed answer would apply both physiological and psychological benefits and also describe general principles for warming-up, with examples of safe practice. Stretching forms an important part of warm-up and cool-down and may be the focus of the question. If so, an explanation of the types of stretches is required. A detailed answer will describe active, passive, static, ballistic and PNF stretches (note, not 'dynamic' stretches) and go on to explain the benefits or safety considerations of stretching.

Finally, training methods could be the focus of the question. You may be asked to apply either continuous, intermittent, circuit, weights, plyometrics or mobility training to the group of students. The principles for each method should be discussed and specific examples given of their usage. Describe the potential advantages and disadvantages of each training method in order to give depth to your answer.

Extended skill development answers

Unlike fitness and training, the skill development aspect of the question can be

tackled using a generic template to structure an extended answer. The 12-step guide below could be used to develop detailed answers on teaching styles, forms of guidance, modes of presentation, types of practice or feedback:

- 1 Define the first term.
- 2 Give an **example** of its use.
- 3 Describe types of **tasks** it is appropriate for.
- 4 Describe types of **learners** it is appropriate for.
- 5 Describe a relevant **environment** it is useful in.
- 6 Give possible **drawbacks** or limitations.
- 7 Define the second term.
- 8 Give an **example** of its use.
- 9 Describe types of **tasks** it is appropriate for.
- 10 Describe types of **learners** it is appropriate for.
- 11 Describe relevant **environments** it is useful in.
- 12 Give possible **drawbacks** or limitations.

By using this model it is possible to give an extended and detailed answer to any skill development question. For example:

You have been asked to improve the skills of a group of AS physical education students. Explain why you might use command style and reciprocal style of teaching to do this.

- 1 Command style of teaching is autocratic; where the teacher decides and the students make few or no decisions.
- 2 For example, when a teacher tells students how to throw the javelin, when to throw the javelin and when to collect the javelin.
- 3 This method is suitable for dangerous tasks to ensure the safety of the students.
- 4 This teaching style is good for cognitive/associative learners as students know exactly what is required of them.
- 5 Another benefit of the command style is that it can be used effectively in environments of large group sizes.
- 6 However, the disadvantages of the command style of teaching are that it can be demotivating to students and can stifle creativity.
- 7 The reciprocal style of teaching is where learners make more decisions through partner work.

PE review

- 8 For example, when a teacher asks students to use worksheets in 'observer' and 'doer' roles to learn sports skills.
- 9 This method is suitable for discrete tasks that can be broken down into sub-routines such as the free throw in basketball.
- 10 This teaching style is good for mature/well behaved learners who can interact and work effectively in a team.
- 11 Another benefit of the reciprocal style of teaching is that it can be used in environments where there is limited space/equipment.
- 12 However, the disadvantage of this teaching style is that it can be time consuming and can lead to wrong information being given. This answer actually makes 14 creditworthy points as two drawbacks have been cited for

each teaching style. However, in the exam you may be expected to make 8–10 separate points to achieve the top band grade, depending on the number of creditworthy points available in the mark scheme.

It is important to make sure that definitions and subsequent applications relate to the question set. For instance, no marks would be awarded for the answer above if the question had asked about the discovery style and problem-solving style of teaching. However, this format could be successfully replicated to achieve this.

Since there are only five possible topic areas, as part of your revision it would be advisable to write an extended answer for each area, using this template. Perhaps you could work in a pair to produce these resources.

How is this question marked?

Examiners will read through the exercise physiology/skill parts of the answer and note the creditworthy points you have made. The total points made are compared to the possible marks available on the mark scheme and then expressed as a percentage. This puts you into a band for the stretch and challenge question. The final mark is awarded based on the number of points made in relation to the mark scheme from those available, with an additional mark also given for quality of written communication. This means that you must have a balanced understanding of exercise physiology and skill acquisition rather than one or the other, and make as many relevant points as possible.

Mary Shepherd is a senior examiner for a major exam board.

EXAM *Revision* NOTES

AS/A-LEVEL

PE/Sport Studies

2nd Edition

Carl Atherton
Symond Burrows
Sue Young

PHILIP ALLAN UPDATES

Kick-start your revision

- Ready-made notes on all the main topics in your course
- Examiners' tips on how you can boost your grades and avoid the pitfalls
- Complete study support for your course

~~£11.99~~

Just **£9.59** with your **20% off voucher** (see Issue 2)

Visit www.philipallan.co.uk today for information on all the titles in the series and simple online ordering, or contact our customer services department on **01235 827827**

April 2011