**Question 7**

**You have been asked to work with a group of AS level physical education students to improve their fitness and skill levels.**

**Describe the different types of stretching that can be used and how to complete them safely. Explain the factors that need to be considered before deciding whether it would be an advantage to teach a skill by whole practice.**

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 range and depth of

knowledge, answering all (both) areas of the question using good technical language and

grammar.

Unlike previous examinations, many responses showed some depth of

knowledge. However, there were still a large number of very superficial responses from

students who were unable to correctly name the different types of stretching that are

available. These should have included static, which rely on isometric contractions; active,

where the performers range of motion is maintained solely by the agonist being stretched;

passive where another limb or object extends the range; dynamic, which is stretching while

moving; or ballistic where performers bounce in and out of stretched positions. Many

students were also unable to suggest that using a warm-up, not over-stretching as to cause

injury, making stretches sports specific and stretching both agonists and antagonists were

the safest way to stretch. Many students detailed specific stretches.

Students’ knowledge of the factors requiring consideration before embarking on whole

practice was not as obvious as that of warm-up benefits. Many students described as much

material as possible from this area of the specification, so we had descriptions of

massed/distributed practices, types of guidance, forms of feedback, and every other type of

practice. Surprisingly, only a minority of students suggested that whole practice benefited

the kinaesthetic interpretations of movements for the performer. In general, responses to

these types of questions need to be concerned about the nature of the task, the situation and the nature of the learner. The nature of the task rather depends on its complexity and

coherence. The situation depends largely on whether an element of danger may be involved

and how time-consuming progressive part practice is. The nature of the learner depends on

the stage of learning, whether the performer is capable of remaining motivated for the

duration of the instruction and whether the performer is fit enough to cope with whole

practice.

Many students seemed restricted in their responses because the stem to the question

involved a group of AS level PE students. Students may have then made the assumption

that such a group of subjects could not possibly be beginners or learners, despite the

opening statement in the stem of the question, and therefore failed to use these thoughts in

their responses. The use of a group of AS level PE students is the norm for this question.

Such a group of subjects can easily be novices in a practical situation question, especially

when it comes to the Skill Acquisition component. AS level PE students can easily be taught

things that they have never encountered before, or that they have yet to grasp. There was

often the assumption that AS level PE students must be elite performers, or at the highest

levels of fitness.

At the other end of the spectrum, many students described both the different types of

stretching and the factors affecting choosing whole practice in great detail, with close to 20%

of the candidature gaining 8 or more marks, and under 10% receiving less than 2 marks,

which was a much better response than in previous series.