

A-LEVEL PHYSICAL EDUCATION

(7582)

Example student response
Football Performer

Version 1.0

EXAMPLE RESPONSE



Whilst every attempt has been made to show a range of student response(s), the following response(s) and examiner comments provide teachers with the best opportunity to understand the application of the mark scheme. They are not intended to be viewed as 'model' answers and the marking has not been subject to the usual standardisation process.

A-level Physical Education Example student response – Football Performer

The structure of this piece of work mirrors the legacy PHED4 B and C. There are some key aspects that are omitted from this piece that would be expected in 7582C. Centres should be mindful of the requirements of this piece of work and how it differs from the legacy specification.

Analysis of Performance:

AA2 – High Band 1/Low Band 2

AA3 – Band 1, Some not credit worthy

Evaluation of Performance:

AA2 – Band 2

AA3 – High Band 1/Low Band 2

Overall:

Analysis – Mid/High Band 1 (3/20)

Evaluation – High Band 1/Low Band 2 (7/25)

Analysis of Performance

Area of Assessment 2: Weakness – Slide tackling

My weakness

Preparation

When attempting to intercept a pass from an opponent, I am not always aware of every players positioning particularly behind me. This can lead to misjudgement of where the ball is going to be played. I can often mistime my run towards the ball by running to late therefore my opponent beating me to ball, forcing me to try and recover. Furthermore, I can sometimes hesitate when going to intercept a pass and belittling my pace and therefore stepping back and letting the opponent get the ball which can lead to a dangerous attack. Rarely, my feet are flat rather than being on my toes which can also lead to a late run towards the ball giving the opponent more chance of receiving it.

Lots of things that could happen or sometimes happen without clear reference to competitive situation.

Low levels of technical analysis.

Vague links to a performance context.

Execution

Often, I can make the wrong judgements of where the ball is going to be played which gives a slow reaction resulting in me not being able to get in front of the opponent quick enough to block out the pass. Because of this, my positioning on the field can be wrong which means I have to work extremely hard to recover and it can also be difficult for my team mates. When I do intercept the pass, I don't always put my body in the way of the ball and attacker which makes it less difficult for them to win the ball back into the possession.

Result

From time to time, my hesitation on the correct decision can lead to the attacking opponent receiving the ball before I do which leaves me out of position as I have half committed to intercepting the pass. This makes it more difficult for team mates to win the ball back due to sometimes being outnumbered. When successfully intercepting the pass, my lack of blocking off the opponent can sometimes lead to them receiving the ball back into their possession.

Slide tackles can be fundamental when playing to prevent a dangerous attack, but it needs to be very precise to ensure that a foul is not committed. A mistimed tackle can result in a free kick or even a penalty against your team and can lead to injuries. During competitive play, John Terry regularly wins the ball from an attacking opponent by producing a sliding tackle. He accurately makes a judgement of when to slide in to win possession or prevent the opponents from attacking. An example of John Terry performing an exact slide tackle is against Arsenal on the 26th of September with a 2-0 win for Chelsea.

Correct Technique

Preparation

To execute a slide tackle, the timing is essential and finding the right moment. First, a player needs to decide if a slide tackle is necessary, it may be less difficult to tackle whilst standing up. The decision of whether the defender will clear the ball or regain possession also needs to be made. In the example of John Terry against Arsenal, he regains possession by quickly standing up afterwards to continue with the ball. Legs must be bent to ensure the correct timing.

Execution

To successfully perform a slide tackle, the leading leg should be the right one if the performer is using their left side. In the example, Terry's leading leg is his left due to him coming from his right side. Then, the foot should be extended towards the ball while keeping your other leg – the back one – bent at approximately 90 degrees. Terry then contacts the ball without touching the opponent, ensuring no foul is committed. The reasoning behind the slide tackle, will depend on the performer's next move. Because Terry is wanting to regain possession and not clear the ball, he taps the ball when sliding in and then rapidly uses his hands to push against the floor, regain balance and rise

Poor use of anatomical language.

Whilst a reference to the correct technique/or elite performer is beneficial to outlining the errors in an individual's performance, it is not a separate section as it was in the legacy PHED4.

Some credit can be awarded for technical knowledge.

There is very little here that is credit worthy as it is not drawn in comparison to the students weaknesses outlined in their analysis.

Appropriate from the specification.

Limited link between the theory and broader performances.

Limited link to performance.

Very limited discussion of area of over arousal that lacks some of the key theories.

No applications to specific competitive context.

No link to the causes that were briefly identified in the analysis.

No links to the effect on technique.

to be first to the ball. A slide tackle should always come from beside the player rather than from behind, as this result in a foul.

Result

By slide tackling, this can be a very effective outcome if performed precisely. Terry consistently correctly times the tackle and therefore doesn't concede a foul. By winning the ball, this puts less pressure on fellow defenders and if possession is regained, the player can then go on to counter attack.

Evaluation of Performance

Cause – Over Arousal

The timing of this skill has to be perfect to prevent a free kick or penalty being awarded to the opposing team. Composure and optimum arousal is also vital for the skill to be successful, which is something I lack. I often exceed my optimum level of arousal and lose my composure, causing a foul with sometimes larger consequences such as a yellow/red card. Aggression is an unprovoked attack, offensive activity practice, a hostile or destructive mental attitude or behavior. Within sport there is two types of positive aggression, the first being assertive behaviour. This is the use of physical force that is within the rules or ethics of a sport therefore legitimate. The other type is channelled aggression which are feelings of aggression that are diverted into useful positive actions. Even though I do show these types of assertive behaviour, I often show aggressive behaviour which means having the intent to harm and outside of the rules. This could be according to genetics according to instinct theory. Apparently, this cannot be eliminated and catharsis occurs which is the release of pent-up emotions or feelings of aggression through harmless channels such as the physical and emotional activity of sport. The aggressive cue theory states that for aggressive behaviour to occur, socially learned cues or certain stimuli must be present within the environment. Also, there is the social learning theory which states that we learn aggression from others and that it is imitated from role models. Another theory is deindividuation theory where individuals will, in certain situations, act differently when in a crowd than they might as an individual. This could potentially occur to me as spectators can have an impact on aggression levels. Although I have never hurt someone on purpose, I let my aggression take over meaning I act inappropriately and perform a slide tackle ineffectively.

Brief mention of specification content that is not developed.

Additional content from specification – controlling aggression.

Weakness identified, but not in specific competitive context.

‘Sometimes’ – no specific context identified and explained. Low levels of analysis (if at all).

Corrective Measures

There is a number of ways that aggression can be controlled. This could be down to myself as I am responsible for my own actions. I could form my own personal code of conduct so that I stick to the rules and ethics of the sport. Also, I could form my own morality and what I have learnt from others. Significant others can also have a role in the controlling of aggression, such as parents, coaches, team managers and teachers. They should have the opportunity to indicate what is acceptable and unacceptable and develop an environment where desired behaviour can increase. I could use stress management techniques such as centring and breathing control to calm myself down. Also, I could learn to walk away and be the better person, or even mark a different player, preventing an over aroused sliding tackle. My coach could substitute me if an aggressive tackle takes place which would stop me doing it again. Also, they could show me assertive role models to ensure I want to be more like them. By not giving a 'win at all costs' attitude this would lower my aggression as I would feel relaxed and calm. Therefore, I could reduce aggression to perform a sliding tackle successfully preventing a foul from occurring.

Analysis of Performance

Area of Assessment 3: Weakness – Man to man marking

My weakness

Preparation

When I perform the strategy of man to man marking, I always stay goal side of my opponent but I often lack agility when the player is moving to try and lose me. My reaction time is quite slow and it can take me a while to react to the player moving. Therefore, I can let my attacker win the ball before me due to my slow reaction time. I also find it difficult to watch both my opponent and the ball due to my inappropriate body positioning. Lack of concentration of my player can allow the player to move in to space and win the ball before me.

Execution

Often when the ball is played in, my opponent has moved into space due to low levels of concentration from me and lack of reaction time to them moving into space. Sometimes, I am quite flat on my feet meaning I am not bouncing on my toes which could be why I am slow to react to the change of movement.

Result

As a result of slow movement and not reacting quick enough, my opponent can often win the ball meaning that they have an attempt at goal or even scoring. Therefore, I can feel responsible as I have not stuck to my player and keeping close by them.

As In the previous weakness, this was an expectation in B2 of PHED4 B and C. It is anticipated now in 7582C that when analysing a performer's weakness(es) their weakness(es) are compared to the performance that should be correct for that skill/tactic.

Again, there is nothing credit worthy in this section.

Comparison to Elite Performer

Elite Technical Performer – Sergio Ramos

Effectively, Sergio Ramos can perform a high level range of defensive skills and strategies. Man to man marking is one of these where he uses his power, judgement and fast reaction time to beat his opponent to the ball and clear it, dismissing them a chance to score past his team. An example of Ramos doing this is when his team Real Madrid played Deportivo in La liga on the 9th of January 2015.

Preparation

During the build-up of a set piece or an attack from his opponents, Ramos ensures that he is staying close and goal side of his assigned marker. In various times throughout the game, his opponent is moving quickly trying to lose Ramos who ensures that he is agile when moving to stay close to him. Constantly, he is bouncing on his toes ready for his man moving so that he won't lose him. He positions his body so that he can view the ball and his man and does not lose concentration of either. Even when moving, he is still watching the ball to try and regain possession and prevent his marker from retrieving the ball.

Execution

When the ball is played in, he ensures that he is very close to his opponent to prevent them from getting the ball. Ramos uses his strength and height to often jump for the ball and gain possession for Real Madrid. He often puts out his hands to ensure that his man is close to him and has not gained a distance great enough to win the ball. By doing this, he can concentrate on the ball more and is not focusing his eye sight on his opponent although he knows he is close. Reaction time is also key as when the ball is played in and his opponent moves, Ramos needs to ensure that he follows the player as well as keeping an eye on the ball.

Result

By using the strategy of man to man marking, Ramos often wins the ball over his opponent as he is constantly watching the ball and his man. He demonstrates speed, strength and agility to win the ball before his opponent reaches it. High levels of reaction time means he is always close to his opponent and follows their every move.

Very limited discussion of response time, movement time and reaction time and the impact on performance context.

Basic discussion of PRP and Single Channel Hypothesis.

Basic link between the corrective measure and improving performance.

Evaluation of Performance

Cause – Poor Response Time

When defending set pieces, the typical marking system is man to man marking meaning you stick with your chosen opposing player to prevent them from getting the ball to potentially score. Often, player will move and be agile in the attacking box to lose their defender to win the ball easier. This makes it difficult for me as I have a slow response time and I am not particularly agile as I cannot change direction quickly. Response time is reaction time plus movement time; it is the time interval between the application of the stimulus and the detection of the response. It can be affected by many factors. Age is one factor as reaction time speeds up through the development of childhood and adulthood up until an optimum point where it then deteriorates again. Also, gender has an influence as males tend to have a quicker response time than females. Furthermore, stimulus response compatibility has an effect; if the stimulus is expected then the reaction is quicker than unexpected. An example of this in a man to man marking situation is a quicker response time if the opponent quickly runs into a free space more than if they suddenly run for the short option. Another factor is the presentation of stimuli in rapid succession which happens during the psychological refractory period. It is a delay in response to a second stimuli which comes closely after the last. For example, if the corner taker performs a dummy this may delay my response to the actual corner being taken. In addition to this, my reaction time has to improve in order to be able to keep up with attacker to prevent them getting the ball from set pieces an attacks.

Corrective Measures

There are several ways which reaction time can be altered and improved. Despite it being inherited, reaction time can improve by altering the response time in the equation. This means to improve my response time I can learn to work on my reaction time and improve this element. I can do this by learning to use the different types of anticipation. By using spatial and temporal anticipation, then I can predict when the attacker is looking to move and can predict what the attacker is trying to do. This will allow me to get my body into the correct position, sideways on and goalside to make sure I keep that barrier between them and me.

Detecting the cue will help and ensuring focus is on the corner taker and the player you are marking. Selective attention could be used to filter out factors such as the crowd and focus on the relevant cues. Detecting relevant cues such as the attacker's body language can also be used. For example, if the player I am marking is making eye contact at a particular space, I should be ready to follow them. A relevant warm up should also be used before the game as this ensures the sense organs and nervous system are ready to transmit information and the muscles to act upon it.

Additional corrective measure introduced – interval training. The fatigue weakness has not appeared previously. Although breadth exists in terms of additional corrective measure, it has not been explained with the same depth.

I can also improve my response time by improving my fitness levels. As fatigue is a cause of slow response time, by using interval training to delay the onset on fatigue, will help me to keep in the correct marking position on the attacker as she looks to move away from me.

Response time can also be improved by practicing responding to a specific stimulus. In this case for me, I could work on a scenario in training, whereby I am practising marking my opponent during a half pitch attack vs defence game. My coach could get me to focus on just my player (she could even wear a bib to increase the intensity of the stimulus, helping me to react faster as the stimulus will stand out more) and ignore the rest of the play going on around. This could help me to stick to my opponent in the correct position and man mark her like Ramos does.

Best Fit Marking for Analysis: Mid-High Band 1. Appropriate mark = 3/20

∨ = AA2 Weakness

✓ = AA3 Weakness

IA-Level Analysis of Performance (20 marks)	Level (Mark)	Identify Weakness(es)	Explain Weakness(es)	Level of Analysis of weakness(es)	Effect of technical performance	Level of technical knowledge in analysis	Use of technical terminology
	5 17-20	Able to identify illustrating an Excellent level of awareness.	Able to explain illustrating an Excellent level of awareness.	Excellent levels of depth and/or breadth when analysing	Consistently highlighting the effect of prominent technical errors upon overall skill performance.	Excellent knowledge and understanding of the different techniques.	Uses appropriate and correct technical terminology consistently.
	4 13-16	Usually able to identify illustrating a very good level of awareness	Usually able to explain illustrating a very good level of awareness	Very good levels of depth and/or breadth when analysing	Usually highlighting the effect of technical errors upon overall skill execution and performance	Very good knowledge and understanding of the different techniques.	Usually uses appropriate and correct technical terminology, but the use of this may occasionally be inconsistent
	3 9-12	Sometimes able to identify illustrating a good level of awareness	Sometimes able to explain illustrating a good level of awareness	Good levels of depth and breadth when analysing	Sometimes highlighting the effect of relevant technical errors upon overall skill execution and performance. May be some inaccuracy when analysing Advanced skills /tactics	Good knowledge and understanding of the different techniques used.	Sometimes uses appropriate and correct technical terminology, but the use of this may sometimes be inconsistent
	2 5-8	Occasionally able to identify illustrating a moderate level of awareness ∨	Occasionally able to explain illustrating a moderate level of awareness ∨	Student demonstrates moderate levels of depth and breadth when analysing	Occasionally highlighting the effect of relevant technical errors upon overall skill execution & performance. There may be some inaccuracy when analysing Core skills	Moderate knowledge and understanding of the different techniques.	Occasionally uses appropriate and correct technical terminology but the use of this is often inconsistent
	1 1-4	Rarely able to identify illustrating a limited level of awareness ✓	Rarely able to explain illustrating a limited level of awareness ✓	Student demonstrates limited levels of depth and breadth when analysing ∨	Rarely highlighting the effect of technical errors upon overall skill execution & performance ∨ ∨	Limited knowledge and understanding of the different techniques. ∨ ✓	Rarely uses appropriate and correct technical terminology ∨ ∨
	0	Nothing Credit worthy	Nothing Credit worthy	Nothing Credit worthy ✓	Nothing Credit worthy	Nothing Credit worthy	Nothing Credit worthy

Best Fit Marking for Evaluation: High Band 1/ Low Band 2. Appropriate mark = 7/25

✓ = AA2 Weakness

✓ = AA3 Weakness

A-Level Evaluation of Performance (25 marks)	Level	Depth of knowledge of cause(s)	Depth of knowledge of correction(s)	Link between weakness(es) and cause(s)	Link between cause(s) and corrective measures	Level of technical language
	5 21-25	Excellent depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic	Excellent depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic	The cause(s) are developed and directly linked back to the weakness(es) with a detailed explanation which contains few if any inaccuracies	Relevant corrective measures for weaknesses are identified and linked back to the cause(s) using theory from the specification with almost no inaccuracies	Almost always uses an excellent level of technical language throughout this section of work.
	4 16-20	Very good depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic	Very good depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic	The cause(s) are usually developed and directly linked back to the weakness(es) with a clear explanation which contains only occasional inaccuracies	Relevant corrective measures for weaknesses are usually identified and linked back to the cause(s) using theory from the specification with few inaccuracies.	Student uses a very good level of technical language throughout this section of work although there may be occasional inconsistency
	3 11-15	Good depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic	Student demonstrates good depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic	The cause(s) are sometimes developed and directly linked back to the weakness(es) with an explanation which may be lacking in depth with some inaccuracies	Relevant corrective measures for weaknesses are sometimes identified and linked back to the cause(s) with theory from the specification but with some inaccuracies	Good level of technical language throughout this section of work although there are likely to be some inconsistencies
	2 6-10	Moderate depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic ✓	Moderate depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic ✓	The cause(s) are occasionally developed to a basic level and may be linked back to the weakness(es) with an explanation which is likely to be lacking in depth with inaccuracies	Relevant corrective measures for weaknesses are occasionally identified and linked back to the cause(s) with theory from the specification but with inaccuracies	Reasonable level of technical language throughout this section of work, but with inconsistencies ✓
	1 1-5	Limited depth of knowledge of relevant theoretical cause(s) in line with the detail required in the specification for that topic ✓	Limited depth of knowledge of relevant correction(s) in line with the detail required in the specification for that topic ✓	The causes are rarely developed or linked back to the weaknesses ✓ ✓	Relevant corrective measures for weaknesses may be occasionally identified but are rarely linked back to the cause(s) with theory from the specification ✓	Limited level of technical language throughout this section of work and there are inconsistencies ✓
	0	Nothing worthy of credit	Nothing worthy of credit	Nothing worthy of credit	Nothing worthy of credit ✓	Nothing worthy of credit

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/7582

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