



BrightRED Study Guide

CfE HIGHER

PHYSICAL EDUCATION



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PHYSICAL FACTORS

SPECIAL QUALITIES AND QUALITY OF PERFORMANCE



SPECIAL QUALITY: CREATIVITY

To be creative within a performance is to be unique, inventive or unusual and ultimately different from the norm. A creative individual in a sporting context will be aware of what is going on around them. They will understand their own strengths and weaknesses and whether or not they have the ability to create this new skill, movement or tactic. They will also be judging their teammates involvement and that of the opposition. For example, in netball, a wing attack feeding the ball into their shooting circle must be creative on the ball to confuse the defender, for example by looking to the right and passing the ball to the left (faking).

Positive impacts on performance

A performer with creativity will be able to outwit their opponents. They will perform the unexpected and make it difficult for opponents to predict what they will do next. This may result in them winning more points. For example, a creative dance routine will impress the judges and they may receive more points.

Negative impacts on performance

A performer with a lack of creativity will struggle to think of what to do next. When they are placed in challenging contexts they may find it difficult to use their imagination to get them out of trouble. For example, in netball when you have a very tall defender in front of you that you cannot see passed and you have three seconds to pass the ball, you could become nervous and be unsure of what to do. This will result in a foul and the opposition will gain possession.

ONLINE



See an example of how creativity can positively or negatively impact on performance at www.brightredbooks.net

DON'T FORGET



Creativity can also be explained as an ability to demonstrate the element of surprise.



QUALITY OF PERFORMANCE: ACCURACY

To be accurate in sporting terms is the ability to direct an object to a desired target or to carry out a particular movement with precision. For example, in tennis, serving the ball into the corner of the service box and onto your opponents' backhand requires a high degree of accuracy. In gymnastics, a performer producing a complex routine to a high standard can be described as being accurate in terms of their skills being performed precisely.

Positive impacts on performance

Having accuracy in your performance means that you can put your body or an object exactly where you want it. Movements will be executed with complete control displaying quality timing, flow, technique etc. When an object is involved and is to be thrown, kicked or struck, a performer will be able to judge the height, speed and direction of it and will control their limbs to accurately pinpoint its destination.

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Negative impacts on performance

Movements that lack accuracy will display poor technique. For example, a performer may rotate too early or too late, causing them to fall as they have not accurately performed the technique. Where an object is used, the performer will be unable to place the object into the correct area, such as a tennis serve into the service box. This would cause double faults and the opposition receiving points.

QUALITY OF PERFORMANCE: CONTROL

A performer described as having control has the ability to manage their body. They will be self-aware in knowing what is required from their trunk and limbs in order to carry out certain movements.

Body management is crucial in all sports. For example, in gymnastics, core stability provides the base of support from which to execute skills. Other examples come from sports where objects are involved. There are two types of object control:

- **propulsive** - sending an object away (throwing, kicking, striking, batting)
- **receptive** - receiving an object (catching, dribbling a ball, receiving a shuttlecock).

Propulsive skills can be considered slightly easier to execute because it is easier to control the object that you are sending. Receptive skills can be considered more difficult due to the movements involved before receiving such objects (perceptual and co-ordination skills).

Positive impacts on performance

Having control within your performances will help you manage your body in order to execute simple and complex skills to a high standard. Performances will look better and technique will be effective.

Negative impacts on performance

A performer who lacks control will struggle to perform skills effectively. Their performance may also look unorganised as their timing and accuracy will be negatively impacted.



THINGS TO DO AND THINK ABOUT

- 1 Select an activity of your choice.
 - (a) Explain how a lack of creativity could impact your performance in this activity.
 - (b) Explain how having a good level of control can impact on your performance in your chosen activity.
 - (c) Analyse how accuracy impacts on your performance in your chosen activity.

DON'T FORGET

Control, accuracy and creativity all contribute towards the quality of a performance. A performance can be deemed unsuccessful where control, accuracy and creativity do not exist.

DON'T FORGET

There are two types of object control: propulsive (when sending an object away from you) and receptive (when you receive an object).

ONLINE

Watch the two clips at www.brightredbooks.net and see which performance is the most successful in terms of the quality of it.

ONLINE TEST

Test yourself on skill qualities at www.brightredbooks.net

PHYSICAL FACTORS

TACTICAL PRINCIPLES OF PLAY: WIDTH

INTRODUCTION

DON'T FORGET

Width means making full use of the whole width of the playing area.

Tactically there are a number of principles of play that occur in attack and defence that can help players. When players understand the general principles of the tactics they are using then they will be able to transfer this knowledge and apply it to a variety of different situations as they occur. Team games are directly competitive and played in an open environment, so it is very difficult to predict the exact types of situations that will occur, but by understanding a number of principles of plays, performers will be better placed to adapt and use the guidelines outlined within the principles.



WIDTH

The principle of **width** can be described as having a spread of players across the whole playing area, to cover the full breadth of the pitch, court or field. In many team invasive games the middle channel is where the majority of play occurs, but teams that can exploit the space left by their opponents out wide can find a way of getting in behind teams and creating scoring opportunities. Applying width in attack means that you pass the ball wide, with the intention of getting space and time to cross the ball into a scoring position. Or if the defender starts to come out to this player then it creates gaps in their zone for your teammates to penetrate and exploit. This creates scoring opportunities.

Positive impacts on performance

When players can stretch the pitch and hold their position then they will be able to utilise the full breadth of space available to them. Defenders would love nothing more than for teams to play down the middle channel, as this makes their job easy. When teams play width in attack, players attack the space out wide that is available to them and move the defenders out of their comfortable position. This generates more time on the ball and makes it easier to make good decisions about the best options. Applying width in attack makes defenders work much harder to cover more space and the overall effect is to create more scoring opportunities.



VIDEO LINK

Watch the clip showing teams using width in attack at www.brightredbooks.net

Negative impacts on performance

In field sports with centrally positioned goals or nets, width in attack can negatively impact on performance. The space out wide is not in a very dangerous area, and if the defenders do not come out of their zone to pressurise the attackers, then the attackers may have possession but it is in a weak position which is difficult to score from directly. Without suitable skills to make and use good crosses, the principle of width does not help create scoring opportunities.



DON'T FORGET

Applying the principle of width takes discipline and patience as you hold your position and shape.

DON'T FORGET

Width is predominantly required in team invasive games, where you need to exploit an area that your opponents need to defend.

THINGS TO DO AND THINK ABOUT

- 1 Look at the performance situations stated below and think of a tactic that would positively respond to this situation.

PERFORMANCE SITUATION	TACTICAL RESPONSE
Opponent has a weak backhand.	
You're losing, it's the last 5 minutes of game.	
You are a fast finisher in a race.	
You have strong, tall attackers.	
It is windy and the ground is muddy.	
An influential player is injured.	

- 2 Complete the SWOT analysis at www.brightredbooks.net to help you think about the tactics that you play and analyse them critically. An example below has been completed for you regarding zone defence.

STRENGTHS – Zone Defence	WEAKNESSES – Zone Defence
Protects the key area from penetrating runs.	Requires lots of communication and co-operation.
Shares the responsibility for defending.	If one player does not do job it will fail.
Less physically demanding.	Does not prevent outside shots.
OPPORTUNITIES – Zone Defence	THREATS – Zone Defence
Can delay attacks and slow the game down.	Gives your opponents possession.
Great position to break fast from.	Seams between zones can be exposed.
Invites low percentage shots you can rebound.	Allows outside shots.

DON'T FORGET

Width will have limited effectiveness if crossing is not a strength of a teams performance.

ONLINE TEST

Complete the online test at www.brightredbooks.net

DEVELOPING PERFORMANCE CONSIDERATIONS

SKILL CLASSIFICATIONS



SKILLED PERFORMANCE

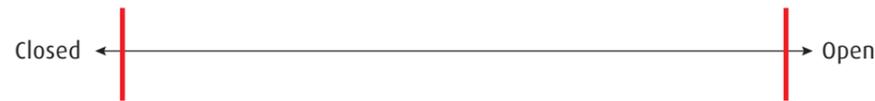
A skilled performer makes it look easy! They have a variety of shots at their disposal and they play the appropriate shot at the appropriate time – **good decision-making skills**. Their movement is **economical, fluent and controlled**. Their shots are **accurate** and show the correct amount of touch. They **position themselves correctly, anticipate accurately and react quickly**. Skilled performers provide a good model for the types of performances to aspire to. A model performance can be many things, but primarily it is the skilled performance that we hope to achieve, and work towards.

CATEGORIES OF SKILLS

There are three different categories for classifying skills:

- closed/open
- simple/complex
- discrete/serial/continuous.

Closed/open skills



A **closed** skill is internally paced and performed in the same way every time you play. An example is a short or high serve in badminton. There are no external variables that can affect the performance of the skill.

Very little affects the way you do this skill because circumstances are the same every time you play it – the court is the same size, it is indoor so it is not affected by the weather, and so on. You decide where you are going to stand to play it and where you are putting the shuttle.

An **open** skill is performed differently every time you play it because of the circumstances surrounding the skill, such as the weather and ground conditions, the height, speed and direction of the ball, and the presence of competing players.

ACTIVITY

For each sport shown in the table, identify closed and open skills which would feature in a competitive event.

ACTIVITY	CLOSED SKILL	OPEN SKILL
Basketball		
Gymnastics		
Hockey		
Dance		
Tennis		

Simple/complex skills



Simple skills have few parts and are easy to learn and perform, such as a tennis serve. The player has both racket and ball in hand when performing the serve. They are stationary and do not have to react to a moving ball.

contd



Complex skills have sub-routines and are more difficult to co-ordinate, making them more difficult to learn and to perform. The spike is an example of a complex skill in volleyball.

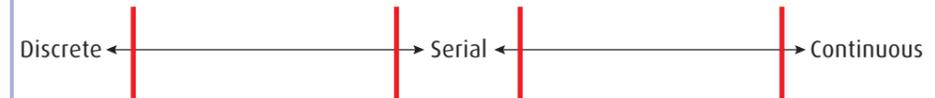
The player has to react to the height and direction of the set in order to time their run up and jump to contact the ball at its highest height.

ACTIVITY

For each sport shown in the table, identify simple and complex skills which would feature in a competitive event.

ACTIVITY	SIMPLE SKILL	COMPLEX SKILL
Football		
Netball		
Trampolining		
Rugby		
Athletics		

Discrete/serial and continuous skills



Discrete skills have a beginning and an end, such as the long jump.



Serial skills are usually complex because they are made up of different parts which have to be put together to complete the skill. In badminton we could use the smash as an example – the player moves to get behind the incoming shuttle, transfers weight to perform the smash then recovers balance and moves to the ready position for the return.

Continuous skills are repeated constantly. Cyclists and rowers constantly repeat the same action to perform their activity.



THINGS TO DO AND THINK ABOUT

Choose activities and identify the appropriate type of skill to complete the table below.

ACTIVITY	DISCRETE SKILL	SERIAL SKILL	CONTINUOUS SKILL

DON'T FORGET

By classifying skills our understanding of what a skill is and how it can be improved through practice will be increased.

ONLINE

Watch the clip at www.brightredbooks.net and take note of the different types of skills that are present within one single performance.

ONLINE TEST

Test yourself on skilled performance at www.brightredbooks.net



PHYSICAL EDUCATION

Jill Anderson and Rachael Ewing-Day

This BrightRED Study Guide is the ultimate companion to your CfE Higher Physical Education studies! Written by our trusted authors and experienced Physical Education teachers, Jill Anderson and Rachael Ewing-Day, this book is full-colour and packed with clear and accessible information, excellent examples, activities and advice. Inside, you will find:

- ▶ **All the essential course information** arranged in easily digestible double-page topic spreads.
- ▶ **Detailed full-colour** diagrams, illustrations and data boxes to make sure all that study sticks!
- ▶ **Don't forget** pointers offering advice on the key facts to remember, and on how to avoid common mistakes.
- ▶ **Things to do and think about** sections encouraging the regular review of key points covered.
- ▶ **Digital Zone activities and tests** to supercharge your learning efforts online!
- ▶ **An index** of key terms to help when revising.

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