



**NEED to  
KNOW**

**Quick  
and easy  
revision**

**Key  
content  
at your  
fingertips**

.....

**HIGHER**

**PE**

**John Millar  
Janice Smith**

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# Getting the most from this book

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This *Need to Know* guide is designed to help you throughout your course as a companion to your learning and a revision aid in the months or weeks leading up to the final exams.

The following features in each section will help you get the most from the book.

## You need to know

Each topic begins with a list summarising what you 'need to know' in this topic for the exam.

## Exam tips

Key knowledge you need to demonstrate in the exam, tips on exam technique, common misconceptions to avoid and important things to remember.

## Key terms

Definitions of **highlighted** terms in the text to make sure you know the essential terminology for your subject.

## Do you know?

Questions at the end of each topic to test you on some of its key points. Check your answers here:

[www.hoddereducation.co.uk/needtoknow/answers](http://www.hoddereducation.co.uk/needtoknow/answers)

## End of section questions

Questions at the end of each main section of the book to test your knowledge of the specification area covered. Check your answers here:

[www.hoddereducation.co.uk/needtoknow/answers](http://www.hoddereducation.co.uk/needtoknow/answers)

# 4 Physical factors: skills

## 4.1 Factors impacting on performance

### You need to know

- definitions of physical skills factors (quality of performance, technical qualities and special qualities)
- how each physical skills factor might affect performance negatively
- how each physical skills factor might affect performance positively

## Quality of performance

- Quality of performance takes into consideration **fluency**, **effort**, **accuracy** and **control**.
- Having fluency when performing allows you to sustain an effective performance for a long period of time.
- If you are able to play with accuracy and control, this will lead to successful outcomes.
- With regards to effort, if you can move around using maximum efficiency and minimum effort then you will preserve your energy and be able to use it for skill execution.

You can use the FACI structure to think about quality of performance. Here are two examples:

<b>F</b>	Physical (quality of performance)
<b>A</b>	Badminton
<b>C</b>	It is important that I have good accuracy in my shot placement in badminton so that I can strike the shuttle as far away from my opponent as possible. For example, if I can play a drop shot close to the net while my opponent is at the back of the court, then this will limit the amount of time they have to respond.
<b>I</b>	If my opponent does not have time to get to the front of the court to return the shuttle then I will win the rally, gaining a point.

### Key terms

**Fluency** The quality of being able to link one skill smoothly with another.

**Effort** The determination demonstrated in an attempt to be successful.

**Accuracy** Precision when executing a skill or technique.

**Control** The quality of being able to execute a skill in a controlled manner.

### Exam tip

FACI stands for Factor, Activity, Context, Impact. FACI can be applied to any factors you cover in this section.

<b>F</b>	Physical (quality of performance)
<b>A</b>	Gymnastics
<b>C</b>	It is important that I have good control when performing a handstand into forward roll in gymnastics. I need to be able to hold the handstand position with control before linking it into the forward roll.
<b>I</b>	If I am unable to perform the handstand with control then it will have a knock-on effect on the rest of the skill. The skill will look messy and I will be deducted points by the assessor for poor execution.

## Technical qualities

Technical qualities take into consideration **timing** and **consistency**.

- It is crucial that you are able to perform a skill at the exact moment required in order to maximise the chance of it being successful.
- Additionally, successful performance will be achievable if you can sustain a high level of performance consistently.

You can use the FACI structure to think about technical qualities. Here are two examples:

<b>F</b>	Physical (technical qualities)
<b>A</b>	Badminton
<b>C</b>	I need to be able to serve consistently well in badminton in order to put my opponent under pressure at the start of the rally. If I have an inconsistent serve in badminton, then I will not be able to put the shuttle where I want it to go.
<b>I</b>	Having poor consistency in my serve will result in the serve either going out of the court, falling short of the service line or being easily received by my opponent. If it goes out, I will lose a point.

<b>F</b>	Physical (technical qualities)
<b>A</b>	Swimming
<b>C</b>	As a swimmer competing in the 50m front crawl race, it is important that I get the timing of my tumble turn correct to maintain a lead.
<b>I</b>	If I mistime it and tumble too early then I will be too far away and not get a strong push off the wall, which will slow my pace down. This means that my competitors could lap me and I would then be behind in the race.

### Key terms

**Timing** The ability to perform a skill at the exact moment required to ensure a successful outcome.

**Consistency** The ability to produce a high level of skill execution repeatedly.

# Special qualities

- Special qualities take into consideration **imagination**, **creativity** and **flair**.
- Having these qualities will enable you to outsmart and outwit your opponents if playing in a games context.
- If you have these qualities and are performing in an aesthetic context, these qualities will help your performance because you will be unique and original when devising your own sequence or routine.

You can use the FACI structure to think about special qualities. Here are two examples:

<b>F</b>	Physical (special qualities)
<b>A</b>	Football
<b>C</b>	I need creativity in football to be able to outsmart my opponent when in possession of the ball – for example, when using my skill, such as a Cruyff Turn, to take on an opponent in a 1v1 situation.
<b>I</b>	Taking on my opponent and being creative creates an overload in attack, which increases my team's chances of scoring.

<b>F</b>	Physical (special qualities)
<b>A</b>	Dance
<b>C</b>	It is important that I show good imagination when devising my dance sequence. I need to include original and complex moves that are going to make my solo performance stand out from everyone else's.
<b>I</b>	If I can choreograph and perform a solo that is comprised of complex and unique skills, my performance is going to be more imaginative and will be scored more highly by the judges.

## Key terms

**Imagination** The ability to be original in your skills/sequence selection – for example, deceiving your opponent with your shot selection in badminton.

**Creativity** The ability to be unique when faced with a challenge – for example, creating a unique sequence that will showcase your skill set in dance.

**Flair** The ability to perform a skill or technique in an exciting or interesting way – for example, having a broad range of skills that will allow you to outwit your opponent in a 1v1 situation in football.

## Do you know?

- 1 Identify *two* different physical skills factors.
- 2 Describe *two* different examples of being creative in a sporting context.
- 3 Describe your own strengths relating to physical skills factors.
- 4 Describe your own development needs relating to physical skills factors.