

## Supporting professional judgement in physical education – text for exemplification videos

Cognitive Skills	
Level	Problem Solving
<b>Early</b>	In this clip the learner who is following is tasked with making a different shape to that of her partner. As she is unaware of the shape the leader will make, she solves the problem by delaying her response to give herself some thinking time.
<b>First</b>	In this clip the learner has been asked to catch the ball in front of herself. To be successful, she tracks the ball with her eyes, moves her feet to ensure she is behind the ball, and lets the ball drop so she can catch it with an underarm action.
<b>Second</b>	In this clip two learners have to exchange balls with one ball always travelling 'high' and one ball always travelling 'low'. The learners use two different balls to help them solve the problem of remembering which ball they are holding. They have also increased the complexity of the task by adding side-stepping to the sequence.
<b>Third</b>	In this clip the two learners perform the three ball juggle successfully using a range of strategies. First they move in rhythm with the ball to ensure they are both moving at the same speed. Second they give the ball an arced flight to allow them time. Third they wait until the ball that's in the air is past the midpoint of its flight before they release the ball they are holding.
<b>Fourth</b>	In this clip the learner on the left of the screen is challenged as she must juggle one ball to herself and the other to her partner. She has to process several pieces of information at the same time from the ball that she will receive and return to her partner, and from the ball she will juggle and retain. To solve the problem she coordinates the rhythm of the feed with the timing and accuracy of the ball toss.

Cognitive Skills	
Level	Focus and Concentration
<b>Early</b>	In this clip the learners move about the marked area in a random pattern. They focus on the signal to move to a coloured marker, and then concentrate on making the appropriate action depending on the colour of the marker.
<b>First</b>	In this clip the learner focuses on the overall task of progressing through the obstacle course. She then concentrates on maintaining control of her balance, and the position of the ball on the head of the racquet.
<b>Second</b>	In this clip the learner must take in information from each of the tennis balls in order to coordinate the juggling action. He focuses on the two balls through the release, flight and catch phases and maintains his concentration to ensure the pattern can continue.
<b>Third</b>	In this clip the learner controls two different balls, in two different ways while moving across the gym. He shifts his focus from one part of the task to the next to maintain the sequence. He concentrates on controlling the basketball consistently, and the throw and catch of the tennis ball intermittently, as he walks forward. Alternating the left and right sides for the sequence places greater demand on his concentration.

<b>Fourth</b>	In this clip the learners are working at maintaining a 3 with 3 rally using a 'Horseshoe' system of play. The learners have to focus on their role within the system, and then concentrate on controlling the ball.
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<b>Cognitive Skills</b>	
<b>Level</b>	<b>Decision Making</b>
<b>Early</b>	In this clip the learners are tasked with collecting the coloured beanbags and placing them at the same coloured marker. As the learners collect the beanbag and recognises the colour, they make the decision about the correct marker to place them against.
<b>First</b>	In this clip two learners move about the space. When one of them stops and makes a shape, the other must also stop and decide on making a different shape, before they change roles and repeat the process.
<b>Second</b>	In this clip the learner in the green t-shirt makes several decisions to advance the ball using her unmarked team-mate to create a successful scoring opportunity.
<b>Third</b>	In this clip, the ball carrier makes a clear decision to feint a move to her right, to create space for herself on the left, which she uses to score a try.
<b>Fourth</b>	In this clip a group of learners are playing in a conditioned game of football with the emphasis being on short passing to retain possession. When one of the learners recognises an opportunity to make a defence splitting pass and decides to act on this, he creates an easy opportunity for his team mate to score.

<b>Cognitive Skills</b>	
<b>Level</b>	<b>Creativity</b>
<b>Early</b>	In this clip the two learners create a shared balance posture.
<b>First</b>	In this clip two learners are involved in a 'Copy 4' exercise. One of the learners creates a sequence of four moves. Her partner observes then repeats the sequence, they then change roles and repeat the exercise.
<b>Second</b>	In this clip a group of learners are moving about the space while dribbling and exchanging different types of balls. The two learners in the forefront of the picture have created an elaborate sequence of actions to prepare for and complete the ball exchange.
<b>Third</b>	In this clip two learners are playing in an unscripted rally. Both learners are intent upon winning the rally by creating a tactical advantage over their opponent. The learner on the right of the screen succeeds.
<b>Fourth</b>	In this clip the learner in the white T-shirt has been creative in setting up a practice that puts pressure on his ability to stay focused and control the ball.

Cognitive Skills	
Level	Cue Recognition
Early	In this clip the learner responds to both visual and verbal cues when she jumps over the markers on the floor, and 'freezes' on command. She successfully and consistently responds to these cues.
First	In this clip the learners are playing a 'follow the leader' game, where the leader supplies a series of cues for the follower to react to.
Second	In this clip the two learners recognise the need to be ready early to move to position to play the ball. The two learners demonstrate awareness of the timing cue provided by their partner, by adopting a 'ready position' at the moment their partner contacts the ball.
Third	In this clip the ball carrier successfully avoids the first defender, but then recognises the approach of the second defender and off-loads the ball to her partner, who has remained 'on-side' and ready to receive the pass.
Fourth	In this clip the learner with the blue bib responds to a variety of cues in a competitive practice. In the first sequence of play he times his feint to ensure he is free to receive the pass. He then fakes a pass to confuse the defender, then quickly changes pace to make use of the space created and drives in to score.

Cognitive Skills	
Level	Prioritising
Early	In this clip the learners carry an object as they move about the space. They must listen for, and respond to the following commands : <ul style="list-style-type: none"> <li>• Whistle = find someone with a different object and switch</li> <li>• Clap = find someone with the same object and switch</li> </ul> The learners prioritise identifying the correct object, then making the exchange.
First	In this clip the learner prepares to strike the tennis ball, then recognises the ball is not coming directly to him. He prioritises moving his feet to get in position, then deals with striking the ball.
Second	In this clip the girl on the right of the screen nearest the camera prioritises her attacking action and is successful. Meanwhile the boy in the white t-shirt prioritises his backwards movement, and is therefore not ready to defend when attacked.
Third	In this clip the learner in the white T shirt prioritises making space by completing two feint moves, before and after receiving the ball, and then completing his successful lay-up.
Fourth	In this clip the group perform a complex dance sequence to a demanding beat. The learners prioritise keeping the beat to help them deliver the performance.

Cognitive Skills	
Level	Multi-processing
Early	In this clip, the learner in the blue shorts is moving about the space using a random pattern and avoiding contact with the others. At the same time he chooses when to change direction and signals this action by clapping his hands together as he makes the change.
First	In this clip the learners are engaged in a traditional game of "Simon Says". This requires the learners to process verbal, visual and kinaesthetic information all at the same time. The learners successfully respond only to the "Simon Says" commands.
Second	In this clip the learner demonstrates multi-processing skills as she concentrates on the two key elements of walking the correct pathway through the markers, and controlling the bounce of the ball on the racquet head.
Third	In this clip two learners demonstrate their multi-processing abilities as they match each other's footsteps, count their steps and exchange netballs, completing a clapping sequence before they catch the balls. Then they transfer their multi-processing abilities to a game situation as they participate in a fast, fluent and successful attack.
Fourth	In this clip the learner in the blue bib interprets the information in the game situations. He processes his control of the ball, his observations of the positioning of his team-mates and the defenders, and where the space is around the basket. He continues to process information as he makes his move to the basket electing to lay the ball off rather than risk being intercepted.

Cognitive Skills	
Level	Sequential Thinking
Early	In this clip the learners have to bounce the ball three times, then change their direction of travel, and then repeat the sequence.
First	In this clip three learners demonstrate a movement sequence of four or more actions that they devised. The learners successfully link their movements together to create a smooth performance.
Second	In this clip the learners demonstrate a basketball lay-up practice. The success of the practice depends on the learners remembering their role in the sequence and acting on the appropriate cues.
Third	In this clip the outgoing runner demonstrates sequential thinking to maximise the quality of the relay change-over. She waits until the incoming runner reaches the 'trigger point' (the red marker) then she begins to run looking down the track, then when she is moving at speed she puts her hand back and collects the baton from the incoming runner. The change-over is completed smoothly and at speed.
Fourth	In this clip the learner demonstrates sequential thinking in the complex sequence of actions he has planned. The learner links positional adjustments on the bed of the trampoline to his sequence to ensure quality in his performance.

