



Name:

Candidate number:

Form:

GCSE PE Teacher:

# GCSE PE COURSEWORK

Analysing and Evaluating Performance (AEP)  
Booklet

## 2c.1. Analysing and Evaluating Performance (AEP)

For the purpose of assessment, learners are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer in order to:

- analyse aspects of personal performance in a practical activity
- evaluate the strengths and weaknesses of the performance
- produce an action plan which aims to improve the quality and effectiveness of the performance.

Through the teaching of the practical activities and the theory content of the specification, learners should be able to identify aspects of their performance that are skilful and those that are not.

They should be able to recognise strengths and weaknesses in performance and be able to suggest ways in which weaknesses might be improved using appropriate, progressive training or practice methods, which will lead to improvements in the aspects of the performance identified.

It is expected that learners will complete this work after they have been taught the relevant sections of the theory content in Components 01 and 02.

OCR will take a medium level of control for the taking of this task (see section 1b.1 Controls). The hours below for each section of the task are a guide, however **the overall time allowed for learners to complete the task must not exceed 14 hours**.

Learners may be introduced to the requirements of the task through a Task Induction session. This does not form part of the 14 hours allowed to undertake the task, but should not require more than an hour and must be used to discuss how the task is going to be delivered by the centre, timings/scheduling related to this and the general requirements of the task.

### The Analysing and Evaluating Performance (AEP) task

Learners will assess the physical fitness/strengths/weaknesses of the performer being analysed using tests for the different components of fitness. **(2–3 hours)**

For a chosen physical activity learners will **(3–4 hours)**:

- a. analyse the importance of the different components of fitness for the activity
- b. give an overview of the key skills in the activity
- c. assess the strengths/weaknesses of the performer being analysed in the activity.

For a specific skill or technique in the chosen activity learners will **(1–2 hours)**:

- a. analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role
- b. classify the skill on the difficulty and environmental continua.

Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity **(4-5 hours)**.

The plan must include:

- which skill or component of fitness you are improving
- justifications for the skill or component of fitness you have chosen to improve
- drills and practices to show how you intend to improve the skill or component of fitness chosen, including: risk assessment, coaching points, principles of training and SMART goal setting
- relevant understanding of the

**Stage 1: Evaluation** – (Assess the physical fitness strengths and weaknesses of a performer)

During this evaluation you need to assess the physical fitness of a performer by completing a range of tests that measure the different fitness components.

**Fitness Tests/Results**

<b>Fitness Test</b>	<b>Fitness component</b>	<b>Performer score</b>	<b>Score compared to normative data</b>	<b>Strength/Weakness</b>
<b>Illinois Agility Test</b>	.....			
<b>Stork stand test</b>	.....			
<b>Wall throw test</b>	.....			
<b>Vertical jump/standing jump test</b>	.....			
<b>Ruler Drop Test</b>	.....			
<b>35m sprint test</b>	.....			
<b>Multi-stage fitness test/12 minute cooper run</b>	.....			
<b>Press up test</b>	.....			
<b>Hand grip dynamometer test</b>	.....			
<b>Sit and reach test</b>	.....			

## Normative data for the Illinois Agility Run Test

The following are national norms for 16 to 19 year olds (Davis et al. 2000)<sup>[1]</sup>:

Gender	Excellent	Above Average	Average	Below Average	Poor
Male	<15.2 secs	15.2 - 16.1 secs	16.2 - 18.1 secs	18.2 - 19.3 secs	>19.3 secs
Female	<17.0 secs	17.0 - 17.9 secs	18.0 - 21.7 secs	21.8 - 23.0 secs	>23.0 secs

## Normative data for the Standing Stork Test

The following table (Johnson & Nelson 1979)<sup>[1]</sup> are national norms for 16 to 19 year olds.

	Excellent	Above Average	Average	Below Average	Poor
Males	>50	41-50	31-40	20-30	<20
Females	>30	23-30	16-22	10-15	<10

## Normative data for the Wall Throw Test

The following normative data, for 15 to 16 year olds, is available for this test (Beashel and Taylor (1997)<sup>[1]</sup>)

Age	Excellent	Above Average	Average	Below Average	Poor
15-16 years	>35	30 - 35	25 - 29	20 - 24	<20

## Normative Data for Standing Jump Test

The following are national norms for 16 to 19 year olds (Davis 2000)<sup>[5]</sup>

Gender	Excellent	Above average	Average	Below average	Poor
Male	>65cm	50 - 65cm	40 - 49cm	30 - 39cm	<30cm
Female	>58cm	47 - 58cm	36 - 46cm	26 - 35cm	<26cm

## Normative Data for Ruler Drop Test

The following are national norms, adapted from Davis (2000)<sup>[1]</sup> for 16 to 19 year olds.

Excellent	Above Average	Average	Below Average	Poor
<7.5cm	7.5 - 15.9cm	15.9 - 20.4cm	20.4 - 28cm	>28cm

## Normative Data for 35m Sprint Test

The following table provides ratings for the 35m sprint test (Arkinstall et al. 2010)<sup>[1]</sup>

Rating	Male	Female
Excellent	< 4.80	< 5.30
Good	4.80 - 5.09	5.30 - 5.59
Average	5.10 - 5.29	5.60 - 5.89
Fair	5.30 - 5.60	5.90 - 6.20
Poor	> 5.60	> 6.20

## Normative Data for MSFT

### Male

Age	Excellent	Above Average	Average	Below Average	Poor
14 - 16	L12 S7	L11 S2	L8 S9	L7 S1	< L6 S6

### Female

Age	Excellent	Above Average	Average	Below Average	Poor
14 - 16	L10 S9	L9 S1	L6 S7	L5 S1	< L4 S7

## Normative Data for the Press Up Test

The following table, McArdle et al. (2000)<sup>[1]</sup>, provides normative data for the full body press up

Age	Excellent	Good	Average	Fair	Poor
16 - 29	>54	45 - 54	35 - 44	20 - 34	<20

The following table, McArdle et al. (2000)<sup>[1]</sup>, provides normative data for the modified Push Ups

Age	Excellent	Good	Average	Fair	Poor
16 - 29	>48	34 - 38	17 - 33	6 - 16	<6

## Normative Data for the Hand Grip Test

The following are national norms for this test for 16 to 19 year olds. (Davis 2000)<sup>[1]</sup>.

Gender	Excellent	Good	Average	Fair	Poor
Male	>56	51-56	45-50	39-44	<39
Female	>36	31-36	25-30	19-24	<19

## Normative Data for the Sit and Reach Test

The following table is for 16 to 19 year olds (Davis et al. 2000, p. 126)<sup>[1]</sup>:

Gender	Excellent	Above average	Average	Below average	Poor
Male	>14	14.0 - 11.0	10.9 - 7.0	6.9 - 4.0	<4
Female	>15	15.0 - 12.0	11.9 - 7.0	6.9 - 4.0	<4

**Strengths and weaknesses of fitness.**

Having completed the fitness tests, identify the strengths and weaknesses of the performer when it comes to the components of fitness.

<b>STRENGTHS</b>	
What are the key fitness components the performer completed effectively?	<u>Reasons</u> Why are they the performer's strengths?
1).....	1)..... ..... .....
2).....	2)..... ..... .....

<b>WEAKNESSES</b>	
What are the key fitness components the performer did not complete effectively?	<u>Reasons</u> Why are they the performer's weaknesses?
1).....	1)..... ..... .....
2).....	2)..... ..... .....

**Stage 2: Analysis** (What are the most important components of fitness for activity)

What are the most important components of fitness for the sport/activity?

Explain why you consider each component as being important giving examples.

**Component:** \_\_\_\_\_

Explanation \_\_\_\_\_

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**Component:** \_\_\_\_\_

Explanation \_\_\_\_\_

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**Component:** \_\_\_\_\_

Explanation \_\_\_\_\_

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**Stage 3: Overview** (What are the key skills in the sport/activity)

What are the key skills in the sport/activity?

Explain why you consider each key skill as being important giving examples.

**Skill:** \_\_\_\_\_

Explanation \_\_\_\_\_

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**Skill:** \_\_\_\_\_

Explanation \_\_\_\_\_

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**Skill:** \_\_\_\_\_

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**Skill:** \_\_\_\_\_

Explanation \_\_\_\_\_

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STRENGTHS	
<u>Skills</u> What are the key skills the performer is using?	<u>Reasons</u> Why are they the performer's strengths?
1).....  2).....	1). ..... ..... .....  2)..... ..... .....
<u>Fitness</u> What are the key fitness components being used by the performer?	<u>Reasons</u> Why are they the performer's strengths?
1).....  2).....	1). ..... ..... .....  2)..... ..... .....

WEAKNESSES	
<u>Skills</u> What are the key skills the performer is not using well?	<u>Reasons</u> Why are they the performer's weaknesses?
1).....  2).....	1). ..... ..... .....  2)..... ..... .....
<u>Fitness</u> What are the key fitness components not being used fully by the performer?	<u>Reasons</u> Why are they the performer's weaknesses?
1).....  2).....	1). ..... ..... .....  2)..... ..... .....

**Stage 5: Movement Analysis** - (Analyse how skills/techniques are completed)

Skill/technique of focus:.....	Joint of focus:.....
<p>(Enter picture here)</p>	<p>(Enter picture here)</p>
<p><b><u>Type of movement taking place during skill.</u></b></p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p><b><u>Muscle groups involved and the muscle function/role.</u></b></p> <p>Muscle movements – Flexion etc</p> <p>Role in movement – antagonistic pairs (agonist/antagonist/fixator).</p>	<p><b>Muscle 1:</b>.....</p> <p>Muscle movement:.....</p> <p>.....</p> <p>Role in movement:.....</p> <p>.....</p> <p>.....</p> <p><b>Muscle 2:</b>.....</p> <p>Muscle movement:.....</p> <p>.....</p> <p>Role in movement:.....</p> <p>.....</p> <p>.....</p> <p><b>Muscle 3:</b>.....</p> <p>Muscle movement:.....</p> <p>.....</p> <p>Role in movement:.....</p> <p>.....</p> <p>.....</p>

<p><b><u>Lever(s) being used during skill/technique.</u></b></p>	<p><b>Lever 1:</b>.....  Why:.....  .....  .....</p> <p><b>Lever 2: (If needed) .....</b>  Why:.....  .....  .....</p> <p><b>Lever 3 (if needed):.....</b>  Why:.....  .....  .....</p>
<p><b><u>Plane(s) being used during skill/technique.</u></b></p>	<p><b>Plane 1:</b>.....  Why:.....  .....  .....</p> <p><b>Plane 2: (If needed) .....</b>  Why:.....  .....  .....</p> <p><b>Plane 3 (if needed):.....</b>  Why:.....  .....  .....</p>
<p><b>Classification of the skill regarding the difficulty and environmental factors.</b></p>	
<p><b>Difficulty.</b></p>	<p><b>Simple or complex skill:</b>.....  Why:.....  .....  .....</p>
<p><b>Environmental factors.</b></p>	<p><b>Open or closed skill:</b>.....  Why:.....  .....  .....</p>





**Drill/Practice 1**

Phase 1: Diagram and Description of **how to complete activity**.

Phase 2: Diagram and Description of **how activity could be made harder**.

Phase 3: Coaching points of skill.

Diagram:

Diagram:

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Description of how to complete activity:.....

Description of how to complete activity:.....

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**Principles of training** – Action plans help to improve performance.

How are the principles of training included within your action plan to improve performance outcomes?

Specificity

Definition:.....

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How included in action plan? .....

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Progression

Definition:.....

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How included in action plan? .....

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Overload

Definition:.....

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How included in action plan? .....

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Reversibility

Definition:.....

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How included in action plan? .....

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**FITT Principle:** The FITT principle should be applied to all action plans.  
 How is each stage of the FITT principle included within your action plan to improve performance outcomes?

Frequency	Definition: How.....you train. How included in action plan? ..... ..... .....
Intensity	Definition: How.....you train. How included in action plan? ..... ..... .....
Time	Definition: How.....you train. How included in action plan? ..... ..... .....
Type	Definition: What.....of training How included in action plan? ..... ..... .....

**Risk assessment** – What risks need to be considered during the drills/practices of the action plan and how can they be reduced?

**Risk 1:**

How to reduce risk:

**Risk 2:**

How to reduce risk:

**Risk 3:**

How to reduce risk:

**Risk 4:**

How to reduce risk:

**Goal Setting:** In order to improve on the skill/technique a clear SMART goal must be set.

Create a goal below, which will help you improve your performance outcomes.

Explain how each element of SMART is included in your goal.

<b>SMART goal</b>	..... ..... ..... .....
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<b>Element of SMART</b>	<b>How element is included within goal and action plan?</b>
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<b>Specific</b>	..... ..... ..... .....
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<b>Measureable</b>	..... ..... ..... .....
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<b>Achievable</b>	..... ..... ..... .....
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<b>Recorded</b>	..... ..... ..... .....
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<b>Timed</b>	..... ..... ..... .....
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