

## **GCSE Physical Education**

### **Analysing Performance: Additional Marking Guidance**

This mark scheme should be used with both the additional guidance notes on the expectations of candidates at the different mark ranges (see following sheets) and the original Analysing Performance assessment criteria.

#### **SECTION 1**

**Identify the important skills/techniques and fitness components needed for participation in this position/role and explain why they are important.**

Consider:

- Students should aim to explain **WHY** each factor is important to the role/position.
- Individual skills like shooting, tackling, passing, individual strokes in racket games, movements in gymnastics or dance, body part action in swimming or athletics etc.
- Tactical/strategic decision making
- Which fitness components contribute to successful performance?
- Knowledge of appropriate rules and regulations

#### **SECTION 2**

**Identify and describe in detail the strength of the player/participant and the effects these have on performance.**

Consider:

- Students should aim to explain the effect of the strength on performance. Credit should not be given for mentioning the strength alone.
- How well they perform the important skills
- Are they good in Attack or Defence and supporting other performers?
- Do they move well around the pitch/court area/arena
- Is their footwork/Arm action/Leg action/Body Position good
- Do they show good Anticipation/Timing?
- Do they make their performance look effortless and is it consistent?
- Do they have the appropriate fitness levels (stamina/speed/strength, etc.)

#### **SECTION 3**

**Identify and describe in detail the weakness of the player/participant and the affects these have on performance.**

The marks should only be given if the student explains the effect of the weakness on performance.

If they are analysing a particularly good performer, spotting weaknesses may appear quite difficult but if they look carefully some aspects of their performance will not be as good or as quick or as consistent or as accurate or as strong as the rest.

Consider:

Any errors in performing the important skills (NB. These consideration apply largely to Games players. Due consideration needs to be made to other types of activities).

- Do they show weaknesses in Attack/Defence or supporting other performers?
- Do they show little/limited tactical awareness?
- Is their movement round the court/pitch/area slow or clumsy?
- Are mere errors in footwork/arm action/leg action/body position?
- Do they only use one hand and/or foot or is one weaker?
- Is their timing poor and/or do they show little anticipation?

- Is their work rate and effort low?
- Do they show weaknesses in particular fitness components? E.g. stamina/strength/speed/etc.

#### SECTION 4

**Suggest what training practices might be used to maintain the strengths but in particular, to address the weaknesses that you have identified.**

While it is important for performers to continue practicing the things they are good at it is very important they spend more of their practice time on their areas of weakness. As a result, in this section students should either **write about 1 practice to maintain strength and 4 practices to improve weaknesses OR 2 practices to maintain strength and 3 practices to improve weaknesses.**

In this section students should focus on the skills, techniques and strategies and **NOT** components of fitness as the latter will be covered in the next section. Give no marks for Fitness Training methods in this section unless it is a largely physical activity like athletics running events/cycling and possibly swimming.

Consider:

- Will the practice actually develop the strength/weakness?
- Does the practice have progressions built into it?
- Credit the use of diagrams/pictures if it helps to explain the practice.

#### SECTION 5

**Outline the six-week training and practice programme that could be used to improve overall performance.**

In this section students do not need to write out a separate training programme for each of the six weeks. Instead they have been advised to map out in detail the first week of the programme and then discuss how they will develop it over the six week period.

**Points to consider in the week one training plan:**

- The plan needs to reflect the strength, but in particular the weaknesses they have identified in the earlier sections.
- It should include training for fitness and skill practices.
- The plan is for a 15 year old, not a professional, so they should not have planned too much.
- There should be at least one rest/recovery day.
- Do they make reference to appropriate methods (e.g. Interval, Fartlek, continuous, circuit, weight, etc.)?
- Do they indicate sets/reps/recovery periods and are they appropriate.

**Points to consider in the development and progression of the programme.**

- Do they make reference to the principles of training where appropriate and show how these are used to progress the plan over the period
  - specificity
  - progression
  - overload
  - reversibility
- Do they also consider F.I.T.T.
- Do they give examples of the sort of changes that should be made from weeks 2 to 6
- Do they consider different training methods that can be used to prevent tedium but have the same effect?
- Do they consider what development can be built into skill practices overtime to make them harder and more challenging?

## SECTION 6

**Identify some of the positive and negative factors that may affect performance.**

In this section students should be aiming to describe the effect of at least **5 different factors** on performance, **at least one of which should be positive and one negative**. As with sections 1, 2 and 3 they need to explain the possible affect otherwise **no mark**.

Consider: Physical, psychological (mental) and social factors

<b>Physical</b>	<b>Psychological</b>	<b>Social</b>
Height/weight Somatotype/Bodytype Sleep/rest Injury/illness Muscle fibre type (fast/slow) Drugs (social) Age/ Gender	Motivation/Arousal Stress	Access/Provision Family/Peer support School Environment Tradition/Culture Media/Role models Socialisation

## SECTION 7

What effects did/would you expect to see in the player/participants' overall performance as a result of the six week training programme?

Students' responses in this section will depend on whether the performer actually carried out the recommended programme or not.

If they did they will need to describe what changes have taken place in terms of performing skills/techniques, tactical understanding and levels of appropriate fitness components.

If they did not, then they will need to talk in terms of what they would have expected to happen, as a result of the training programme.

Consider:

- Changes in skill level/more consistency/less effort/more adaptable
- Greater tactical awareness /understanding.
- Improvements in the appropriate fitness components.
- Greater knowledge of rules/regulations.
- Changes to body shape/size/weight

## Additional guidance for assessing Analysing Performance

In response to some Centre request for further guidance on assessing Analysing Performance the following has been provided. It **must not** be considered as new criteria, but merely further guidance.

Mark	Description
0 - 2	<p>Candidates will demonstrate many of the following:</p> <ul style="list-style-type: none"> <li>• Use limited vocabulary of terms of the activity</li> <li>• Show a limited knowledge of the skills</li> <li>• Identify only the obvious skills, techniques and fitness components but is unlikely to see how they relate to a position or role and why they are important to the overall performance</li> <li>• Identify one or two strengths of a performance but will only be able to identify 1 or 2 weakness of a performance</li> <li>• Understands the role of a player/participant/performer but will not fully appreciate how the role fits into the full 'picture' of the activity</li> <li>• Show a limited knowledge of the factors affecting performance</li> <li>• Show only a very limited knowledge or understanding of the kind of training practices used to improve performance</li> <li>• The six weeks training programme will be very brief, not well thought out and lacking in detail</li> </ul>
3 - 4	<p>Candidates will demonstrate many of the following:</p> <ul style="list-style-type: none"> <li>• Recognises the basic skills and can attach some names to them</li> <li>• Understands how some simple skills, techniques and fitness components relate to a position or role in a simple way</li> <li>• Identify one or two strengths in a performance and be able to explain why in very simple terms</li> <li>• Identify one or two weaknesses in a performance and be able to suggest a very simple corrective practice</li> <li>• Understand the role of a player/participant/performer and what they are trying to achieve in a very simple way</li> <li>• Show a knowledge of one or two factors that might affect performance</li> <li>• Show a limited understands of how to devise a simple training programme, with little understanding of how this might improve player/participant/performer's performance</li> <li>• The six weeks training programme will not be well thought out, failing to address the needs of the performer in any real way, or address the skills and/or fitness components</li> </ul>
5 - 6	<p>Candidates will demonstrate many of the following:</p> <ul style="list-style-type: none"> <li>• Recognises the basic skills and can attach names to most of them</li> <li>• Understands how skills, techniques and fitness components relate to a position or role in a simple way</li> <li>• Identify two or more strengths in a performance and be able to explain why in simple terms</li> <li>• Identify two or more weaknesses in a performance and be able to suggest simple corrective measures</li> <li>• Understands the role of a player/participant/performer and what they are trying to achieve in a simple way</li> <li>• Show a knowledge of some of the factors that affect performance</li> <li>• Understands how to devise a simple training programme, but may not always be able to develop it for the needs of the player/participant/performer</li> <li>• The six weeks training programme will be quite well thought out, address the needs of the performer in a brief way. It may make some brief reference to the principles of training (SPORT).</li> </ul>

7 - 8	<p>Candidates will demonstrate many of the following:</p> <ul style="list-style-type: none"> <li>• Recognises the important skills and can attach names to all of them</li> <li>• Understands how skills, techniques and fitness components relate to a position or role in a detailed way</li> <li>• Identify two or more strengths in a performance and be able to explain why in a detailed way</li> <li>• Identify four or more weaknesses in a performance and be able to suggest corrective measures through training and practice</li> <li>• Understands the role of a player/participant/performer and what they are trying to achieve in a sound way</li> <li>• A knowledge of the main physical, physiological and social factors that affect performance</li> <li>• Understands how to devise a training programme, in such a way that it caters for the needs of the player/participant/performer</li> <li>• The six weeks training programme will be well thought out, address most of the skills and/or fitness needs of the performer. It should show sound reference to the principles of training (SPORT + FITT).</li> </ul>
9 - 10	<p>Candidate will demonstrate many of the following:</p> <ul style="list-style-type: none"> <li>• Recognises and can identify by name all the essential skills and techniques of the activity and the part that tactics play (if appropriate)</li> <li>• Understands how skills, techniques and fitness components relate to a position or role in a very detailed way</li> <li>• Identify all the major strengths in a performance and why they are seen as strengths in a detailed way</li> <li>• Identify all the main weaknesses in a performance and the appropriate means through training and practice to eradicate them</li> <li>• Understands the clear role of a player/participant/performer, what they are doing, and what they should be doing</li> <li>• A detailed knowledge of the main physical, physiological and social factors that affect performance.</li> <li>• Able to plan a training programme in detail, taking into account all the factors that might affect the aim and design of the programme and what targets should be set</li> <li>• The six weeks training programme will be well thought out, have clear aims, address those factors which will maintain or improve strengths as well as correcting weaknesses, through monitoring progress. It should show a detailed understanding and application of the principles of training (SPORT + FITT).</li> </ul>