

OCR GCSE – Analysing and Evaluating Performance Task (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 element chosen to improve.

Level	Evaluation	Analysis	Overview	Assessment	Movement Analysis	Action plan	Level
5 (17–20 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness	produces a fully justified analysis of the importance of the different components of fitness for their chosen activity	gives an accurate overview of all of the key skills required for their chosen activity	gives an accurate and thorough assessment of their own strengths and weaknesses for their chosen activity	movement analysis and classification of skill is detailed and accurate	- The learner produces a detailed and accurate action plan containing: - clear identification of the specific skill/component of fitness being improved with full justification based on their analysis of performance - an excellent understanding of the principles of training - an excellent range of detailed drills and practices with coaching points - application of SMART goal setting is detailed and accurate - overall understanding of the element chosen to improve is excellent	5 (17–20 marks)
4 (13–16 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness	produces a justified analysis of the importance of the different components of fitness for their chosen activity	gives an accurate overview of most of the key skills required for their chosen activity	gives an accurate assessment of their own strengths and weaknesses for their chosen activity	movement analysis and classification of skill is accurate	- The learner produces a detailed and accurate action plan containing: - clear identification of the specific skill/component of fitness being improved with justification based on their analysis of performance - a good level understanding of the principles of training - a good range of detailed drills and practices with some coaching points - application of SMART goal setting is accurate - overall understanding of the element chosen to improve is very good	4 (13–16 marks)
3 (9–12 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using appropriate tests for each component of fitness	gives some justification in their analysis of the importance of the different components of fitness for their chosen activity	gives a fairly accurate overview of most of the key skills required for their chosen activity	gives an accurate assessment of some of their own strengths and weaknesses for their chosen activity	movement analysis and classification of skill is fairly accurate	- The learner produces an accurate action plan containing: - identification of the skill/component of fitness being improved with some justification based on their analysis of performance - some understanding of the principles of training - a range of detailed drills and practices - application of SMART goal setting is accurate - overall understanding of the element chosen to improve is good	3 (9–12 marks)
2 (5–8 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using mostly appropriate tests for each component of fitness	gives limited justification in their analysis of the importance of the different components of fitness for their chosen activity	gives a fairly accurate overview of some of the key skills required for their chosen activity	gives a limited assessment of their own strengths and weaknesses for their chosen activity	movement analysis and classification of skill is limited	- The learner produces a limited action plan containing: - identification of the skill/component of fitness being improved with limited justification based on their analysis of performance - a limited understanding of the principles of training - a limited range of drills and practices - some application of SMART goal setting is present - overall understanding of the element chosen to improve is basic	2 (5–8 marks)
1 (1–4 marks)	evaluates the strengths and weaknesses of their own/a peers physical fitness, with limited accuracy, they may use appropriate tests for each component of fitness	gives little or no justification in their analysis of the importance of the different components of fitness for their chosen activity	gives an overview of few key skills required for their chosen activity	makes some attempt to assess their own strengths and weaknesses for their chosen activity	gives little or no movement analysis and classification of skill	- The learner produces a very limited action plan containing: - limited identification of the skill/component of fitness being improved with very limited justification based on their analysis of performance - a limited understanding of the principles of training - few drills and practices - limited evidence of SMART goal setting is present - overall understanding of the element chosen to improve is very limited	1 (1–4 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	0

Frank's AEP

This AEP has been put together from a number of sources and represents a full piece of work that we might see. Candidates often perform differently in the different sections of this task and as such you should not be afraid to move levels with each section if the work warrants it.

Ticks towards the right of a box indicate high performance in the level and to the left low performance in that level. Ticks in the middle indicate solid performance within that level.

	Evaluation	Analysis	Overview	Assessment	Movement analysis	Action plan	Best fit
Level 5 17 - 20		✓		✓			
Level 4 13 - 16							
Level 3 9 - 12	✓		✓				✓
Level 2 5 - 8					✓	✓	
Level 1 1 - 4							
Level 0							

Evaluation – Level 3

The learner has undertaken all the fitness tests and compared the results to normative scores but has not included the correct units for all of them.

Templates or writing frames of any kind may not be used.

In this section though a table for the results of the tests to be inputted and then assessed is useful and candidates may like to follow a format that they find within the textbook. Marks are awarded here for the analysis of results and not the naming of the tests.

There is an attempt to try and practically relate a few of the results to herself and dance but they are basic.

How to Improve

Include correct units for all fitness tests.

To access higher bands it is about how they can use practical examples from observations of the subject to support or discredit the results they achieved on the fitness.

A basic example would be –

- 1- **Here is my results** - I got 5 in the wall toss test
- 2- **Use data from normative tables to assess** - According to the normative table in the textbook, this means I have poor coordination.

- 3- **Apply it to a sporting practical example** - I disagree with this however, as I can actually perform my dance routine coordinating my arms and legs well throughout. I think this test is less appropriate for dancers as it involves catching a ball and not moving limbs together to perform dance moves.

Provide practical examples for more/all of the fitness test results.

Analysis – Level 5

Covers all fitness components in detail with a variety of applications, positions and practical examples.

How to Improve

Look at rank ordering the components of fitness to the subject or other positions.

Use examples from other positions who may need the components more or less than their subject.

Overview – Level 3

It does cover most skills from the guide to NEA and includes decision-making aspects.

However most lack depth with only basic descriptions and coaching points that are not credit worthy.

Overall there is fairly accurate overview with limited impacts on performance.

How to Improve

Analyse each skill/tactic saying why they are important to the participant and thus what it allows them to do effectively or what it would mean if they could not perform them in a competitive scenario.

Do not need to say how to do the skill so do not need to include coaching points but say why each skill is important to the sport.

The more key skills/tactics that the learner gives an accurate in-depth overview of the higher the band they are likely to achieve.

Assessment – Level 5

Good coverage of strengths and weaknesses of skills and includes some decision-making aspects.

Accurate and thorough assessment using detailed justifications and uses success rate data to support decisions.

How to Improve

Look at rank ordering the skills to help justify which one is selected to improve in the action plan.

More tactical/decision making skills could be included.

Movement Analysis – Level 2 overall

Information on antagonistic pairs is not credit worthy but candidates are not penalised for including it.

Some contradiction and inaccuracies in movements occurring at the joints i.e. first says abduction at hips then flexion at both when it is in fact flexion at the left hip and extension at the right one.

Information on knees, elbows and shoulders correct.

Places different skills on the 2 continua including from different sports, so doesn't meet the criteria of placing the same skill on both. Therefore, credit can only be given for one of the continua. The same sport must be referenced throughout the task.

No practical justifications for the placement of any of the skills just basic theory.

Anatomy stronger than the skill section for the reasons above.

How to Improve

Include preparation and execution pictures for movement analysis so it is easy for them to check if their prose is correct.

Include the 4 joints in specification (both knees, hips, elbows and shoulders) for both phases.

Include all information required for each joint –

1. Joint
2. Type of movement,
3. Muscle group(s),
4. Muscle function/role

Whilst the skill used in the movement analysis can be different to the one placed on the continua learners **MUST** Place the same skill on both continuum with information and practical examples justifying the placement.

It is only a requirement that they place ONE skill on the continua but they can use other skills to support their decision and justify the placements i.e. not as many subroutines as so less complex etc.

Action Plan – Level 2

A basic plan for the identified weakness of power but just a list of exercises with no coaching points and limited understanding of the application of principles of training.

Pool programme more endurance than power based though and focuses on dives and not tumble turns.

SMART goal is to improve power for tumble turns but no focus on its coaching points so lacks overall understanding of the element chosen to improve.

Good risk assessment present.

How to Improve

They should use the information from the Evaluation or Assessment sections to justify the goal they are trying to achieve.

Include coaching points for the drills and thus what they expect to see improve after each session or at the end of the action plan.

Make sure drills focus and progress on the skill/fitness identified rather than one off drills/sessions.

Drills should be progressed into an appropriate competitive scenario.

Overall – Top Level 3

Best fit marking means this work would sit at the top of level 3 = 12