

Year 11 GCSE Sports Studies : Mrs Sherritt	
What concepts will we be covering this half term?	Analysis and evaluation of performance to bring about improvement in one activity.
What resources can you use to support your learning?	<p><b>Everlearner virtual lessons: you will be given a personal login so that you can access the virtual lessons and tests. You can watch videos on a PC, smartphone or tablet device.</b></p> <p>The PE course can be found here: <a href="https://www.theeverlearner.com/course/64">https://www.theeverlearner.com/course/64</a>  This is where you will find lessons for all aspects of the course. You can also find practice questions for each topic. You will need to log in to access these materials. Your PE teacher will give you a personal login.</p> <p><b>LIVE TEAMs Lessons with Mr Scott</b>  <b>Worksheets and tasks set on Showmyhomework</b></p>
Tasks to complete so we can assess your understanding/ Key Performance Indicator tasks	<p><b><u>Performance analysis assessment (analysis and evaluation)</u></b></p> <p><b>Section 1 - Analysis – strengths and weaknesses (15 marks)</b></p> <p><b>A - STRENGTH 1</b>  <i>One strength should be a fitness component (relevant to their chosen activity). Reference should be made to an appropriately relevant and developed fitness component, justifying how it has benefited performance.</i></p> <p><b>B- STRENGTH 2</b>  One strength should be a specific skill/technique (from those listed in the activity criteria) or tactic/ strategy/aspect of choreography (as appropriate), which has been used when performing their chosen activity. If a skill is chosen, reference should be made to the technique used and how that technique benefited performance. If a tactic/strategy is chosen, reference can be made to a description of the student's role within that tactic/strategy and how it benefited performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement benefited performance.</p> <p><b>Analysing Weaknesses:</b>  With reference to recent competitive performance(s) in the chosen activity, students should identify two weaknesses.  In choosing these weaknesses, students must justify their choices, making reference to how a competitive performance(s) has been negatively affected.</p> <p><b>C- WEAKNESS 1</b></p>

One weakness should be a fitness component (relevant to their chosen activity) where improvement is needed. Reference should be made to an appropriately relevant and developed fitness component, justifying how it has negatively affected performance.

## **D - WEAKNESS 2**

One weakness should be a specific skill (from those listed in the activity criteria) or tactic/strategy/ aspect of choreography (as appropriate) where improvement is needed. If a skill is chosen, reference should be made to the technique used and how that technique hindered performance. If a tactic/strategy is chosen, reference can be made to a description of the student's role within that tactic/strategy and how it hindered performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement negatively affected performance.

### **Marking Criteria - To achieve 13-15 marks on Section 1 of your coursework:**

The student has an excellent knowledge and appreciation of the demands of their chosen activity.

He/she is fully conversant with the specific movements and terminology used when referring to the activity.

The student fully appreciates their own strengths and weaknesses. They are able to provide a clear, detailed and indepth self-analysis for both strengths and weaknesses. All of the strengths and weaknesses are fully justified with detailed reference to appropriate competitive/performance situations.

The student's chosen fitness strength and weakness are fully relevant to the activity (and positional role if relevant) and he/she is able to provide strong justification of how they have impacted upon their performance(s).

### **Section 2 - Evaluation – the use of theoretical principles to cause improvement (10 marks)**

Using appropriate theoretical content included in the specification, students should produce an overall plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis.

Theoretical content chosen must be justified in relation to the identified personal weaknesses with an indication of how improvement is likely to occur.

Students will not be assessed on whether improvement actually occurs.

### **E - Plan for improvement – fitness weakness**

- *an identification of an appropriate training type to improve the fitness weakness*
- *a full description of one training session that provides an example of what could be used for the performer*
- *an explanation of how prolonged use of the identified training type could improve the fitness weakness*

### **F - Plan for Improvement - skill/tactic/strategy/aspect of choreography weakness**

- *an identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness.*
- *an explanation of how the additional specification content selected could lead to improvement of the identified weakness.*

### **Marking Criteria - To achieve 9-10 marks on Section 2 of your coursework:**

The student has chosen an appropriate training type to eradicate their fitness weakness, providing a strong, well detailed justification which fully evaluates their choice.

The relevance of the chosen training type is fully applied to the personal needs of the performer. It is wholly personal (not general) and includes detailed and relevant safety considerations.

The explanation of how training will be undertaken is detailed and appropriate, providing a thorough explanation of an example session.

Suitable intensities have been calculated, fully justified and linked to the needs of the performer.

The other theoretical area chosen is relevant, explained in detail and strongly justified in relation to how it could be applied to the performer.

The student proposes in detail how improvement can take place using both the training type and the other theoretical area.

What can you do if you need help/ support?

Email Mr Scott, Mrs Sherritt or Mr Schofield  
Join Live TEAMS lessons  
Use TheEverLearner