

UNIVERSITY ACADEMY  
HOLBEACH



PHYSICAL EDUCATION

**AQA GCSE PE COURSEWORK  
PERFORMANCE ANALYSIS ASSESSEMENT  
SECTION A**

**NAME:** .....

**TEACHER:** .....

# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

You are required to analyse and evaluate a performance in one activity from the specification. You are able to analyse and evaluate your own performance or of another person, so long as it is in an activity that is from the specification.

You are required to analyse and evaluate a performance to identify two strengths and two weaknesses. Then producing an action plan that suggests ways to improve upon the two weaknesses that have been identified.

This is worth 25 marks (1/4) of your overall practical score, which is 100 marks. Here is an outline:

|                                |           |
|--------------------------------|-----------|
| Sport 1: Individual Sport      | 25 marks  |
| Sport 2: Team Sport            | 25 marks  |
| Sport 3: Team/Individual Sport | 25 marks  |
| Coursework                     | 25 marks  |
| Total                          | 100 marks |

There are two sections to the coursework, they are detailed below:

| Section A (15 marks)  | Section B (10 marks)  |
|---|---|
| Strengths and Weaknesses  | Evaluation  |
| <p>With reference to a recent competitive performance in the chosen activity, students should identify two strengths and two weaknesses:</p> <p>Strengths</p> <ul style="list-style-type: none"> <li>• One strength should be a fitness component</li> <li>• One strength should be a skill/technique</li> </ul> <p>Weaknesses</p> <ul style="list-style-type: none"> <li>• One weakness should be a fitness component</li> <li>• One weakness should be a skill/technique</li> </ul> | <p>Using appropriate theoretical content included in the specification, you should produce an action plan that suggests ways to improve upon the weaknesses identified in section A. This plan of action must include:</p> <ul style="list-style-type: none"> <li>• An appropriate training method to improve the fitness weakness</li> <li>• A full description of one training session that provides an example of what could be used</li> <li>• An explanation of how prolonged use of the training method could improve the fitness weakness</li> <li>• Another strategy other than a training method that could improve the skill weakness</li> <li>• An explanation of how the additional specification content selected could lead to improvement of the skill weakness</li> </ul> |

# AQA GCSE PE COURSEWORK PERFORMANCE ANALYSIS ASSESSMENT

| Analysis Level (15 marks) |       |  |   |  |   |   |
|---------------------------|-------|--|---|--|---|---|
| Level                     | Mark  | Demands of the activity / sport specific terminology   | Strengths and weaknesses (fitness component)  | Justification, including impact on activity  | Strengths and weaknesses (skill / tactics)  | Justification, including impact on activity   |
| 5                         | 13-15 | Excellent knowledge and appreciation of the demands of the activity. Fully conversant with movements and terminology.          | Clear, detailed, in-depth self-analysis for all strengths and weaknesses.   | All fully justified with reference to recent performances. Strong justification regarding the impact.  | Clear detailed in-depth analysis for all strengths and weaknesses.  | All fully justified with reference to recent performances. Strong justification regarding the impact.   |
| 4                         | 10-12 | Good knowledge and appreciation of the demands of the activity. Fully conversant with most movements and terminology.          | In-depth self-analysis although some strengths or weaknesses are clearer than others.                               | Most are fully justified with reference to recent performance(s), although some are clearer than others with regards to the impact.  | In-depth self-analysis although some are clearer than others.   | Most are fully justified with reference to recent performances, although some are clearer than others.  |
| 3                         | 7-9   | Shows some knowledge and appreciation of the demands, conversant with many moves and terminology, but is occasionally unclear. | Appreciates many of the strengths and weaknesses, some are considerably clearer than others.                        | Most strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing. There is some impact given, but often to a single performance. | Appreciates many of the strengths and weaknesses, some are considerably clearer than others.                        | Most of the strengths and weaknesses are justified (some fully) though elements of justification may not be wholly convincing, or only applied to a single performance. |
| 2                         | 4-6   | Some knowledge and appreciation of the demands but frequently lacks depth and may show some confusion within some terms.       | Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response. | Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performance(s)   | Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response. | Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performances.   |
| 1                         | 1-3   | Limited knowledge and appreciation. A few movements and aspects of terminology are used.                                       | Few strengths and / or weaknesses provide clarity and / or depth.   | Justification may be appropriate on occasion, but seldom relevant to the impact on performance.  | Few strengths and / or weaknesses provide clarity and / or depth.   | Justification may be appropriate on occasion, but seldom relevant to the impact on performance.   |

# AQA GCSE PE COURSEWORK PERFORMANCE ANALYSIS ASSESSMENT

| Evaluation Level (10 marks) |      |  |   |   |  |  |
|-----------------------------|------|--|---|---|--|--|
| Level                       | Mark | Suitable Training Type   | Personal Needs  | Intensities Calculated  | Theoretical Area   | Application of Theoretical Area  |
| 5                           | 9-10 | Appropriate type chosen and fully understood. Fully evaluated and justified with reference to how it will remedy the fitness weakness. | Training session and justification of training type makes particular and detailed reference to the personal needs / safety considerations of the performer – not generic. The session is detailed throughout.                 | Calculated, fully justified and linked to the needs of the performer.   | Fully relevant (from the specification) and explained in detail.       | Fully explained and justified as to its relevance and how improvement will take place.                           |
| 4                           | 7-8  | Appropriate type chosen with a good level of understanding. Some justification and evidence of evaluative thinking.                    | Training session and justification of training is mostly detailed and personal to the needs / safety considerations of the performer. The session contains some detail, although this is not always consistent in its detail. | Calculated with some basic justification to the needs of the performer.   | Relevant (from the specification) with some detail given.              | Justification is given although this may be less than that of the training type (with reference to improvement). |
| 3                           | 5-6  | Appropriate type chosen with some understanding. Justification has been provided although evaluation may be limited.                   | The training session is rather general and not fully applied to the needs / safety considerations of the performer. Lacks detail.   | Calculated with limited justification to the needs of the performer.  | Relevant but only partially explained.                                 | Justification is attempted but limited. No element of detail to the impact upon performance.                     |
| 2                           | 3-4  | Training type may be appropriate but lacks justification / evaluation in any detail to the fitness weakness.                           | The session is appropriate but considerably lacking in detail, with few personal needs considered.  | Intensity calculation attempted – perhaps not wholly. Little to no justification to the needs of the performer. | Relevant (from the specification) with little or no explanation.       | Attempt at justification but the impact on performance is limited or absent altogether.                          |
| 1                           | 1-2  | Training type may be limited but appropriate or even inappropriate. If appropriate, there is little to no justification or evaluation. | Explanation of the session may be irrelevant or general and not personalised.   | Intensity calculations are absent or incorrect and not justified.   | Might be irrelevant (not in the specification) or has not explanation. | No application to how improvement will take place.   |



# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

### Components of Fitness

From the list below (**TABLE 1**), identify the 5 most important components of fitness to your chosen sport

In **TABLE 2** you are then going to write your 5 components of fitness by ranking them according to your own ability (1 = strength - 5 = weakness)

**TABLE 1**

| Component of Fitness     | Tick |
|--------------------------|------|
| Agility                  |      |
| Balance                  |      |
| Cardiovascular Endurance |      |
| Co-ordination            |      |
| Flexibility              |      |
| Muscular Endurance       |      |
| Power                    |      |
| Reaction Time            |      |
| Speed                    |      |
| Strength                 |      |

**TABLE 2**

| Component of Fitness | Rank     |
|----------------------|----------|
|                      | <b>1</b> |
|                      | <b>2</b> |
|                      | <b>3</b> |
|                      | <b>4</b> |
|                      | <b>5</b> |

These are going to form your components of fitness: Strengths and Weaknesses

My fitness component strength is .....

My fitness component weakness is .....

# AQA GCSE PE COURSEWORK

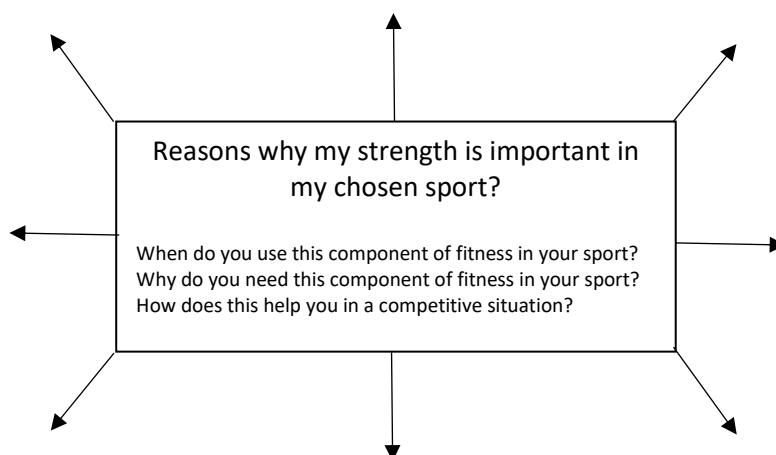
## PERFORMANCE ANALYSIS ASSESSMENT

### Strength 1: Components of Fitness

My fitness component strength is ..... the definition is

.....

.....



# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

### Strength 1: Components of Fitness EXAMPLE – NB You cannot just copy this, but use as reference.

|  |  |
|--|--|
| <b>AO1</b><br><b>Define</b><br>Include the definition of the component of fitness  | <p>The sporting activity I have chosen is netball and the component of fitness I believe is a strength of mine is agility. Agility is the ability to change direction quickly (at speed) whilst maintaining control.</p>   |
| <b>AO2</b><br><b>Explain</b><br><br>Using your notes on the previous page. Explain when / why / how you use the component of fitness in your chosen sport<br><br>Include topics from Paper 1 to show a higher level of knowledge and understanding | <p>In netball I play the position of centre, which requires the fitness component agility continuously throughout the match. Agility is important to my position, because it allows me to change direction quickly to dodge and manoeuvre away from my opponent to receive a pass from my team mates to create an attacking opportunity. Agility also plays a crucial part when I am defending against the opposition. I am able to track the path of my opposing player, moving with ease around the court and fulfilling interceptions when called upon. This wouldn't be possible without the fitness component agility being apparent in my play.</p>  |
| <b>AO3</b><br><b>Analyse</b><br><br>Provide several (minimum two if you want to achieve the higher band) examples from recent matches of how your component of fitness helped in matches and why was this a positive?                              | <p>Whilst playing in a recent netball match against a local secondary school, my agility played a critical part in my game to outwit the opposing team and in particular the opposing player. Our team had a back line pass, which was taken by the goal keeper. I widened my stance and position around the edge of the semi-circle to receive the pass. Once the pass was received, I was then able to play the ball down court and use my agility to create space and receive the ball again to maintain possession and create an attacking opportunity for my team. I used my agility after receiving the initial pass by changing direction and moving to the opposite side of the court with speed to offer my team mate a pass to me, but also to create space on the court for another team member to receive the pass. This is also key in a game as it allows players to remain spread out on court, move into a new direction with ease and tire the opposing players with consistent movement on the netball court. After the initial pass and moving into a new space on court, I was then able to use my agility effectively again, by performing a 'faint' dodge technique to quickly move away from my opposing player with control, to create a space and successfully receive a pass. A 'faint dodge' is an attacking movement, where the player drops their shoulder one way and with speed moves into the opposite direction to ultimately receive a pass whilst in space and maintaining control in the movement at all times to keep possession of the ball. In another recent competitive netball match agility was key in numerous defending situations. When the opposing team had a centre pass, I marked an attacking opposing player (either WA or GA) in the centre third and when the whistle was blown to restart the match I shadowed their movement, moving direction by side stepping my feet and using my peripheral vision to monitor their movement. This created a barrier between centre and the player I was marking on the centre pass. Once the pass was played I then changed my position and moved quickly towards centre to continue marking their movements on the court. This was performed by increasing my speed to move quickly towards my opposing player in a different direction to intercept the ball before it was passed into the semi-circle for GA or GS to attempt to shoot. Agility is a key fitness component needed to be successful as centre in a competitive netball situation to outwit the opposition successfully.</p> |
| <b>AO2 &amp; AO3</b><br><b>Link</b><br><br>Always link to the sport and more importantly your position   |  |



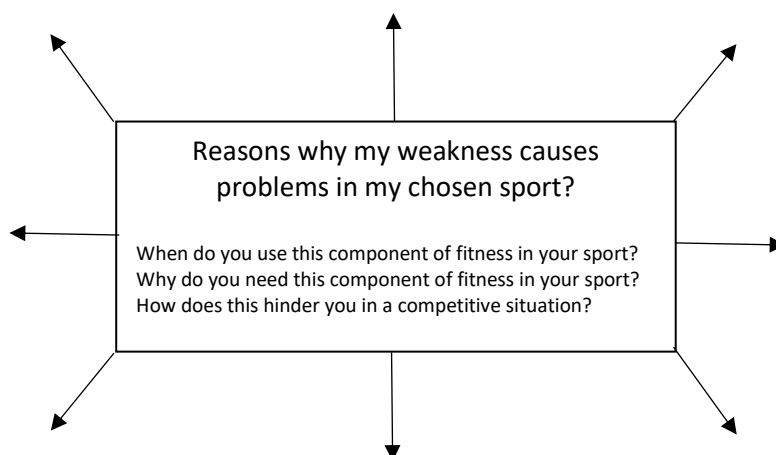


**AQA GCSE PE COURSEWORK**  
**PERFORMANCE ANALYSIS ASSESSMENT**

**Weakness 1: Components of Fitness**

My fitness component weakness is ..... the definition is

.....  
.....



# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

### Weakness 1: Components of Fitness EXAMPLE – NB You cannot just copy this, but use as reference.

|  |  |
|--|--|
| <b>AO1</b><br><b>Define</b><br>Include the definition of the component of fitness  | <p>The fitness component I consider to be a weakness of mine is cardiovascular endurance - which can also be known as aerobic power. The definition of cardiovascular endurance is the ability of the heart and lungs to supply oxygen to the working muscles.</p>   |
| <b>AO2</b><br><b>Explain</b><br><br>Using your notes on the previous page. Explain when / why / how you use the component of fitness in your chosen sport<br><br>Include topics from Paper 1 to show a higher level of knowledge and understanding | <p>Cardiovascular endurance is important in rugby as a typical game lasts for 80 minutes, not considering dead ball time. During this time the athletes are required to keep up with play, play the ball, chase the ball, ruck over the player, scrum and tackle. To be able to complete all the expected roles during the game cardiovascular endurance is paramount for all rugby players. Without this component of fitness, you would be too tired to be able to compete for the possession of the ball and are at risk from making a variety of different mistakes in relation to performance. In my position of prop, aerobic fitness is required to be able to perform for the full 80 minutes, however I am also required to have anaerobic fitness as I have to perform short powerful burst into the defensive line throughout the duration of the game.</p>   |
| <b>AO3</b><br><b>Analyse</b><br><br>Provide several (minimum two if you want to achieve the higher band) examples from recent matches of how your component of fitness helped in matches and why was this a negative?                              | <p>I have decided to choose this weakness as I regularly become fatigued for the last part of the match and post-match I usually experience cramp. I believe this is because during a game I am working aerobically and anaerobically. When working anaerobically, for example quickly closing down the attacking players line and tackling the offending player, my muscles are working quickly thus contracting over and over again. My body struggles to replenish the oxygen that is used in this quick explosive movement causing them to build up lactic acid. As I become tired I can't commit myself to the roles I need to perform in the game- without this I might cause a player to run through and concede a try.</p> <p>The anaerobic exercise equation is: glucose-&gt; energy + lactic acid. Energy is used for the body's muscles to function, however the lactic acid is poisonous and burns down the muscles resulting in cramp. Cardio-vascular endurance involves glucose and oxygen so diffusion occurs. The aerobic exercise equation: glucose + oxygen -&gt; energy + carbon dioxide + water. Water is released through sweating and carbon dioxide is lost through breathing. After both types of exercise, EPOC occurs. EPOC is an acronym for excessive post-exercise oxygen consumption, this is when the body replenishes the oxygen debt after exercise. This can happen through exaggerating breaths. This happens as a result of the body restoring oxygen after working at a high intensity. Often the following day after I've had a rugby match, I'd experience the short term effects of exercise. This includes fatigue, dizziness (dehydration), muscle cramps- the build-up of lactic acid and delayed onset muscle soreness (DOMS).</p> <p>When my team last played Southport, my in-game performance was exceptional as I was putting in hard tackles and winning the majority of the rucks I was involved in. However, my cardiovascular endurance let down my performance massively because in the remaining 20 minutes, my game contribution was minimal. I was too tired to be able to participate at the break downs and keep up to support my attacking players, therefore making too many mistakes.</p> <p>If my cardiovascular endurance was strengthened, then I'd be able to play to my best ability for the whole 80-minute duration without my performance decreasing. Furthermore, it would benefit my team's overall performance as I'd be able to compete in more rucks and contest.</p> |
| <b>AO2 &amp; AO3</b><br><b>Link</b><br><br>Always link to the sport and more importantly your position   |  |



# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

**Skills** (if your chosen sport & skills do not appear on this page please see your GCSE PE teacher)

|  |   |  |
|--|---|--|
| <p style="text-align: center;"><b><u>ASSOCIATION FOOTBALL: OUTFIELD</u></b></p> <p>Passing/receiving (either foot)<br/>           Dribbling/moving with the ball (either foot)<br/>           Shooting at goal OR wing play and crossing for attackers or playing through<br/>           Heading<br/>           Tackling, jockeying closing down and marking</p> | <p style="text-align: center;"><b><u>ASSOCIATION FOOTBALL: GOALKEEPER</u></b></p> <p>Receiving and distributing—either foot/hand<br/>           Kicking—from hand and dead ball<br/>           Shot stopping<br/>           Taking ball at opponent’s feet<br/>           Taking crosses and punching</p> | <p style="text-align: center;"><b><u>ATHLETICS: TRACK</u></b></p> <p>Starts/finishes<br/>           Arm action—effectiveness and consistency<br/>           Leg action to create appropriate pace—consistency and/or change of pace</p>  |
| <p style="text-align: center;"><b><u>ATHLETICS: JUMPS</u></b></p> <p>Run-up/speed<br/>           Take-off<br/>           Flight and landing</p>  | <p style="text-align: center;"><b><u>ATHLETICS: THROWS</u></b></p> <p>Grip, stance and preparation to throw<br/>           Movement into throwing action<br/>           Release, follow-through and recovery</p>  | <p style="text-align: center;"><b><u>BADMINTON</u></b></p> <p>Service-high, low, flick*<br/>           Overhead-clear, drop*<br/>           Underarm-clear, drive, drop*<br/>           Net play<br/>           Smash<br/> <i>*forehand or backhand where appropriate*</i></p> |
| <p style="text-align: center;"><b><u>BASKETBALL</u></b></p> <p>Dribbling<br/>           Passing<br/>           Receiving/intercepting<br/>           Shooting<br/>           Footwork and marking</p>  | <p style="text-align: center;"><b><u>DANCE</u></b></p> <p>Travel, locomotion, stepping and pathways<br/>           Balance<br/>           Rotation, turning and weight transference<br/>           Jumps and elevation<br/>           Gestures and motifs</p>   | <p style="text-align: center;"><b><u>NETBALL</u></b></p> <p>Passing and receiving<br/>           Dodging<br/>           Marking a player<br/>           Shooting<br/>           Footwork and movement</p>  |
| <p style="text-align: center;"><b><u>RUGBY UNION</u></b></p> <p>Handling-passing and receiving<br/>           Tackling<br/>           Maul<br/>           Ruck<br/>           Kicking</p>  | <p style="text-align: center;"><b><u>TABLE TENNIS</u></b></p> <p>Service – Forehand and Backhand<br/>           Drives – Forehand and Backhand<br/>           Push – Forehand and Backhand<br/>           Smash – Forehand and Backhand<br/>           Lob – Forehand and Backhand</p>                    | <p style="text-align: center;"><b><u>TRAMPOLINING</u></b></p> <p>Shapes<br/>           Drops<br/>           Twists<br/>           Twisting/rotation<br/>           Advanced rotation</p>   |

# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

### Skills

From the skills listed on the previous page related to your chosen sporting activity. List them in rank order in **TABLE 3** according to your own ability (1 = strength - 5 = weakness)

**TABLE 3**

| SKILLS | RANK     | These are going to form your skills:<br>Strengths and Weaknesses |                               |
|--------|----------|--|-------------------------------|
|        | <b>1</b> |  | My Skill Strength is<br>..... |
|        | <b>2</b> |  | My Skill Weakness is<br>..... |
|        | <b>3</b> |  |                               |
|        | <b>4</b> |  |                               |
|        | <b>5</b> |  |                               |

**Teaching Points: what are the key teaching points for your chosen skills?**

| <u>SKILL STRENGTH TEACHING POINTS</u> | <u>SKILL WEAKNESS TEACHING POINTS</u> |
|---------------------------------------|---------------------------------------|
|                                       |                                       |

# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

### Strength 2: Skill

My skill strength is .....

Are there different forms of your skill? E.G. different passes etc? List below:

1. ....

2. ....

3. ....



# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

**Strength 2: Skill EXAMPLE** – NB You cannot just copy this, but use as reference.

|  |  |
|--|--|
| <p><b>AO1</b><br/><b>Define</b><br/>Introduce your skill strength, can you define it?</p>  | <p>I believe that one of my stronger skills, within my chosen sport of football, is 'passing'. The ability to pass the ball is an essential part of association football. The purpose of the skill 'passing' is to maintain possession of the ball, by manoeuvring it along the ground between teammates. By doing this, the whole team has the ability to advance the ball up the playing field.</p>  |
| <p><b>AO2</b><br/><b>Explain</b><br/>Explain here step by step how you perform the skill successfully.<br/>Include pictures to back up your teaching points.<br/><br/>Make sure you say:<br/>I NOT YOU<br/><br/>Using your notes on the previous page. Explain when / why / how you use the skill in your chosen sport<br/><br/>Include topics to show a higher level of knowledge and understanding:<br/>PAPER 1<br/>☑ Musculoskeletal system<br/>☑ Movement Analysis<br/>☑ Levers<br/>PAPER 2<br/>Inverted U Theory<br/>Skill Classification</p> | <p>As a winger, passing is an essential skill to my role on the field, as it enables me to move the ball into space, whilst proceeding to progress the ball up the field, towards the goal. Throughout the duration of a game, the two most commonly used passes are the 'long pass' and the 'short pass', both of which are effective when used correctly and successfully.<br/>When carrying out a short pass, using the inside of the foot will provide excellent accuracy within a game situation. To successfully perform this kind of pass, you must approach the ball at an angle, dependent on the scenario. This allows room for the kicking leg to follow through (personally this would be my right leg). At the same time, your non-kicking leg must remain alongside the ball, whilst using your arms to maintain balance. Remember to keep your eyes fixated on the ball. Your ankle must have a firm stance into the ground, as you will have to bring your kicking foot through and strike the centre of the ball, remembering to make contact with the side of your foot. This keeps the ball along the ground. We want to keep the ball along the ground, as this particular type of pass is used to make it easier for teammates to control. However, this type of pass generates a smaller amount of power, making it easy for an opponent to anticipate where the pass is intending to go, therefore making it more susceptible to being intercepted.<br/>Another type of pass is the 'Long Pass'. This particular pass is imperative within football, as it allows the team to cover a vast amount of ground within a short period of time. The long pass is used as a strategy to switch up the play; making a swift counter attack, clearing the ball and third man runs. When executing this pass, you must approach the ball at an angle, whilst placing your non-kicking foot beside the ball before striking. Unlike the short pass, you must strike the ball with the top of the foot (laces), as this is where a vast majority of contact is made. By doing this, the ball is able to move quickly and efficiently, therefore making it harder for opposing players to intercept. This will also give your team frequent opportunities to score goals. To apply a greater lift to your pass, you must ensure that your foot strikes beneath the ball, whilst your body leans back. However, to keep the pass low, you must hit the ball in the centre whilst keeping your body in a lower stance.<br/>During any variation of pass, the quadriceps and hamstrings work in antagonistic pairs. When preparing to strike the ball, the hamstring contracts (prime mover), whilst the quadriceps relax (antagonist). This however changes when striking the ball, as the roles reverse and the quadriceps contract, whilst the hamstrings relax. These particular movements are known as flexion and extension, both of which being 3rd class levers along the sagittal plane and transverse axis. To produce these movements, the bones and muscles work together, where joints connect and provide protection. For example; synovial fluid lubricates the joint and prevents the force of friction, which is very important. Tendons attach the muscles to bones, which create pulling actions on the bones. These actions therefore generate these movements as a whole.</p> |
| <p><b>AO3</b><br/><b>Analyse</b><br/><br/>Provide several (minimum two if you want to achieve the higher band) examples from recent matches of how skill helped in matches and why was this a positive?</p>  | <p>In a recent game of football, I used a variety of different passes in multiple scenarios. Earlier on in the game, I found myself performing a long pass, whilst I was positioned in the centre of the pitch. This allowed me to transport the ball out to the wings, which not only created space for myself to run into, but progressed the ball quickly and efficiently up the pitch. By doing this, as we regain possession, the team can perform an effective counter attack, allowing us to generate goal scoring opportunities. I also used fast paced short passes to transport the ball quickly around the pitch, with the intentions of creating attacks against the opposition. These passes were performed in the centre of the pitch (in triangles), as it presented options for myself and the team. Using these short passes allows the ball to travel around the pitch more frequently, therefore creating problems for the other team; They would find it hard to tackle me and my team mates, intercepting the ball would be tricky and the opposition would gradually become fatigued. This allowed my team to advance towards the goal, quickly and efficiently. This luckily resulted in a goal, but if the short passes were too weak, the opposition may have been able to read them, and therefore intercept them.</p>   |
| <p><b>AO2 &amp; AO3</b><br/><b>Link</b><br/><br/>Always link to the sport and more importantly your position</p>   |  |





# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

### Weakness 2: Skill

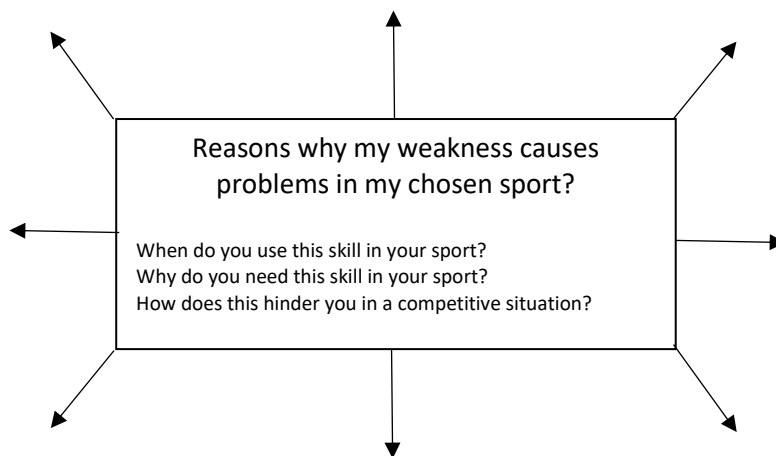
My skill weakness is .....

Are there different forms of your skill? E.G. different passes etc? List below:

1. ....

2. ....

3. ....



# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

### Weakness 2: Skill EXAMPLE – NB You cannot just copy this, but use as reference.

|  |
|--|
| <p><b>AO1</b><br/><b>Define</b><br/>Introduce your skill weakness, can you define it?</p>  |
| <p><b>AO2</b><br/><b>Explain</b><br/>Explain here step by step how you perform the skill successfully.<br/>Include pictures to back up your teaching points.<br/><br/>Make sure you say:<br/>I NOT YOU<br/><br/>Using your notes on the previous page. Explain when / why / how you use the skill in your chosen sport<br/><br/>Include topics to show a higher level of knowledge and understanding:<br/>PAPER 1<br/>☑ Musculoskeletal system<br/>☑ Movement Analysis<br/>☑ Levers<br/>PAPER 2<br/>Inverted U Theory<br/>Skill Classification</p> |
| <p><b>AO3</b><br/><b>Analyse</b><br/><br/>Provide several (minimum two if you want to achieve the higher band) examples from recent matches of how skill helped in matches and why was this a negative?</p>  |
| <p><b>AO2 &amp; AO3</b><br/><b>Link</b><br/><br/>Always link to the sport and more importantly your position</p>   |

The skill I believe is a weakness of mine in tennis is the serve. This skill in tennis is fundamental and a critical component in tennis because without it, I cannot begin my rally if I cannot serve and would suffer points being given to the opposing player/s.

If I was to perfect my serve, it would allow me to win many points on the skill alone. For example, if my serves won't go over the net and/or keep going out I'll be losing points without fully playing. This will mean I won't have the opportunity to use my other skills and tactics to help me win as I can't get past the serve. When I'm doing my serve, I'm allowing the ball to drop too low, at around my eye-level, so when I make contact with the ball it's going into the net. In addition to this, when I throw the ball into the air, I'm not holding my left arm long enough in the air, which is a huge benefit as it provides balance (the maintenance of the centre of mass over the base of support) when attempting to make contact. When completing a serve, I need to start with my arms bent at the elbow joint and then rotate (circular movement around a longitudinal axis) whilst extending my arm; my triceps being the agonist and the bicep being the antagonist. Thereafter, to gain maximum power, I need to flex my arms so my bicep is the agonist and my triceps is the antagonist muscle. Whilst this movement is occurring, to throw the ball up I need to: extend my arms and release at head height and throw the ball out in front of me with good height (head height). Once contact has been made with the ball, extend my arms to release the power and finish with the racket down at my left side to allow full completion and more chance of getting it over the net. Earlier, I mentioned that I drop the ball too low and it sometimes causes me to double fault. In order to avoid this mistake and to complete the correct serve, I need to:

**Step 1:**  
Firstly, I need to align my feet to make sure they are positioned so that the front foot is pointing towards the right net post (for right-handers) and the back foot is parallel to the baseline.

**Step 2:**  
Next, I need to make sure I am using the correct grip (continental grip) in order to do this I need to hold the racquet with the edge perpendicular to the ground, as shown in the picture.

**Step 3:**  
Here, I am simply accumulating energy in order to release it explosively into the contact with the ball. It is this hitting moment that defines whether the ball is hit correctly (flat, topspin or slice) and cleanly or not. The swing up and pronation parts are best imagined and learned by placing two rows of balls on the ground. The first row of balls is at a roughly 45-degree angle, and the second one is perpendicular to the net.

**Step 4:**  
Now that I have established the hitting part, I need to get to that stage from the initial serving position. Placing the ball in the middle of my hand, meaning exactly where the palm spreads out into fingers. I hold the ball with my thumb on top gently. I must always toss with a straight arm using only my shoulder joint (ball and socket). I then should release the ball at around my eye level and release the ball and hit it using the steps above.

In a recent match, my serve let me down as I kept losing points due to double faults because I was allowing the ball to drop too low. As I stepped up, I aligned my feet up along the base line and threw the ball up, I was making contact at the wrong time, when the ball was too low, which meant it was going into the net on too many occasions. In tennis, you can't lose mentality so if it goes into the net the first time, you can't let it make you doubt yourself on second service. Furthermore, I got my second ball and threw it up in the air and made the contact at the appropriate time (head height) but didn't hold my left hand in the air for long enough. This resulted in an uneven balance and a lack of focus on the ball, meaning the ball was hit into the net on several occasions causing several double faults.

In order to complete it successfully I'm going to follow the steps above and complete training sessions to improve. Also, as I am becoming more skilled in the sport, I am beginning to recognise my own faults, therefore I am able to acknowledge what I need to do in order to perfect myself as a player. As I've mentioned previously, I don't hold my left hand up in the air for long enough so I know that I need to hold it up and slowly take it down as I'm making contact with the ball. I feel that my serve needs to improve in order for me to progress as a player and in the second section of this, I will outline the theory around why my serve is my weakness.



# AQA GCSE PE COURSEWORK

## PERFORMANCE ANALYSIS ASSESSMENT

### EVALUATION / ACTION PLANS

**INTRODUCTION TO THIS SECTION – Explain what this section about?**

**Chosen a Training Type to help improve the FITNESS COMPONENT (500 words):**

- Describe / define the training method.
- Explain how the training method relates to / benefits your sport and use examples.
- Explain why you have chosen it in relation to your selected fitness component weakness.
- Discuss how it is suitable to the performer (individual needs) and what facilities etc. are required.

**SESSION PLAN:**

- Describe specific Heart Rate Information given about performer – resting HR & Maximum HR
- EXPLAIN EACH SECTION OF A SESSION:
  - Warm up – Pulse raiser, stretches & skill-based (detailed information on what exactly you are doing, for how long and the intensities)
  - Main Session – Specific clothing to maximise training, Intensity Calculations (Aerobic / Anaerobic HR Thresholds), detail of main session plan.
  - Cool Down – reducing heart rate & stretching (explain why doing this)

**DESCRIPTION OF SESSION PLAN:**

- Describe the use of Principles of training (SPORT FITT).
- Describe how you would use the training method (examples) to improve your chosen component over a period of time.
- Justify use of training method, intensity calculations, training zones etc.
- Justify how improves specific fitness component for chosen sport.

**THEORETICAL CONTENT FOR WEAKNESS (500 words):**

- Define, describe & explain the theoretical content – show in-depth knowledge of subject area. (Poor technique due to being nervous in competition).
- Link to your sport and position and chosen skill/technique.
- Justify how it links to your identified weakness by using sporting examples linking back to theoretical content chosen
- Justify the impact on your overall game and the influence you can have on the game.
- Discuss in detail what you must do to turn the weakness into a strength (e.g. over arousal is combatted by deep breathing & mental rehearsal) using the theoretical content chosen
- Summarise & justify the impact of theoretical content on overall performance

**Key Points when writing:**

- Show as much theoretical content knowledge as possible
- Use correct terminology throughout
- Show knowledge and understanding of your chosen sport – use technical terms and apply knowledge of rules and regulations and specific positions of play if looking at a team sport
- Try to give a variety of perspectives
- Use examples as much as possible to back up your ideas
- Justify = prove that what you have chosen is correct
- Present your work well by using an aesthetic layout
- Chose relevant components of fitness and skills to your sport
- Write in detail in extended sentences and use paragraph formats



