

Analysis of Performance criteria

Introduction

The Analysis of Performance provides a link between the application of skills in the context of the practical activity and the appreciation of the factors affecting participation and performance, which lead to an improvement in performance.

By design the Analysis of Performance is best delivered through an integrated approach. Candidates need to develop the skills of analysis and evaluation to enable them to apply informed knowledge to support their decision making. Their experiences in practical activities will provide the basis for such decisions and therefore the assessment is structured to support the decision making process required of the 'reflective performer'. The candidate will also need to utilise the knowledge and experience gained from undertaking a Personal Exercise Programme to support the decision making process required to provide improvements in performance.

Candidates will initially need to develop knowledge of the rules and regulations of an activity and in particular an appreciation of the role that specific rules have. Candidates will also need to develop the observational and analytical skills necessary to acquire information and therefore provide data to undertake an informal evaluation of a performance. Candidates should develop a range of recording skills in respect of data collection, whilst differing forms of analysis will enable candidates to apply a comparative data analysis as well.

Evaluation of a performance will require candidates to recognise the relative strengths and weaknesses of the performance in the context of the activity. This evaluation will necessitate candidates interpreting the information gained against their knowledge of the perfect model in order to identify areas for improvement.

Subsequently, for improvements in performance to be realised, candidates will need to be able to apply their knowledge of tactics, training procedures and principles, and related practices to develop strategies to support the improved performance. Candidates will also have gained information from undertaking a Personal Exercise Programme.

Finally, candidates will need to understand the formal and informal leadership processes which are required to affect performance. By experiencing a range of roles, candidates will develop an appreciation of their influence upon the performer.

Assessment of the Analysis of Performance

The mark for the Analysis of Performance is given for the candidate's work on a chosen activity. The Analysis of Performance may be assessed through discussion with the candidate about the practical activities, both during and after activity sessions, as well as through a range of activities giving practical evidence of the candidate's skill. Centres will integrate their chosen assessment of the Analysis of Performance into their own teaching methodologies and combine these with individual institutional requirements.

The following guidelines may help centres to enable students to become familiar with ways of analysing their achievements:

A systematic approach to observations will necessitate teachers guiding candidates on how to:

- break down complex movements into simple parts
- separate the effective parts of the technique from the less effective
- concentrate on the parts of the technique that are at the root of any problem.
- gain understanding on each of the assessment elements.

In order to observe and analyse a performance effectively, it is necessary for the candidate to:

- know the techniques and their applications within a sport or activity
- use different methods of data collection
- know how the body moves and the factors that govern its movement
- know how equipment works.
- continuously apply techniques throughout the course.

Teachers should develop candidates' Analysis of Performance skills over a range of activities throughout the course. The candidate's mark, however, will come from his/her analysis in ONE activity selected by the candidate from his/her own practical activities.

Moderation of the Analysis of Performance

On the day of moderation a sample of candidates will be required to demonstrate their Analysis of Performance in discussion with their teacher and moderator. This will take the form of a verbal interaction but candidates should be prepared to display and discuss coursework material that they may have developed and used. Moderators will be required to review discuss any PEPs that have been produced by the candidates.

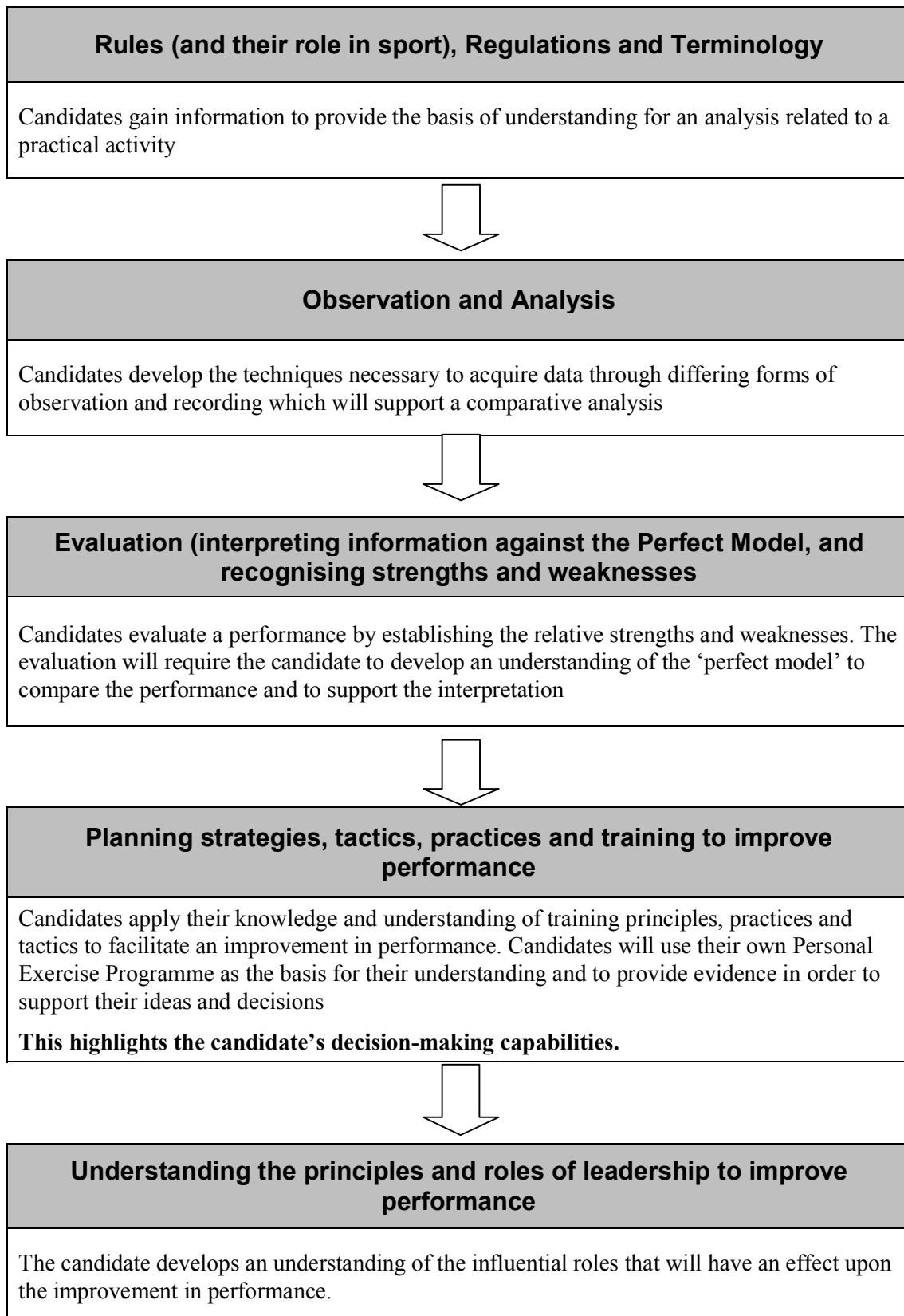
The Analysis of Performance is an integral component of the candidates' coursework. The moderation of a sample of candidates by the Visiting Moderator will:

- ensure that a centre is awarding coursework marks accurately
- provide support and feedback for the process of Analysis of Performance.

Consequently Teacher-Examiners are required during the moderation visit to undertake a short analysis session with a sample of candidates. The Teacher-Examiner must focus specifically on **enabling the candidate to demonstrate knowledge and understanding in all five areas** to justify the coursework mark awarded.

Teacher-Examiners will be required to offer a mark for the candidate's performance. This will provide evidence that the marking process is being applied in accordance with the criteria. However the candidate's mark will not be the 'on the day' assessment. Coursework marks will only be adjusted if candidates do not clearly demonstrate the level of knowledge or understanding suggested or if Teacher-Examiners are marking inappropriately.

The Analysis of Performance Process Model



Analysis of Performance Process Matrix

Criteria	1	2	3	4
Rules (and their role in sport), regulations and terminology	They show some knowledge of basic rules and regulations and their roles in sport and make use of simple terminology appropriate to the activity.	They demonstrate a sound knowledge, but may falter on the more complex rules/regulations of the activity. They will have an understanding of the basic terminology but falter on the more technical aspects.	They show a clear knowledge of the rules and regulations of competition. They use correct terminology but may need some prompting from the teacher/moderator.	They demonstrate a clear understanding of the rules and regulations of competition and can apply them as player/coach/referee/judge. They show a clear understanding of the correct technical terms appropriate for the activity at this level.
Observation and analysis	They may be able to describe what they have seen but cannot analyse the performance.	They make a sound observation and are able to analyse simple but not technical aspects of techniques, movements, tactics or strategies.	They can make a detailed observation and analyse a performance making use of a variety of techniques applicable to the activity.	They can observe and analyse a performance accurately and link a detailed analysis of all the aspects into a comprehensive feedback.
Evaluation (interpreting information against the Perfect Model), and recognising strengths and weaknesses	They can identify and evaluate only the very basic strengths/weaknesses in a performance.	The candidate can evaluate performances and compare one with another, indicating strengths and weaknesses. They may need help/prompting from the teacher/moderator when interpreting against the Perfect Model.	They can make a good assessment of the strengths and limitations of performances for a variety of situations/skills/movements. They can evaluate and give a good explanation against the perfect model.	They evaluate both the strengths and weaknesses of their own and others performance accurately against the Perfect Model. They can provide a detailed evaluation that will link all the aspects of the analysis into a comprehensive and detailed feedback.
Planning strategies, tactics, practices and training to improve performance: making use of their 6 week Personal Exercise Programme (PEP)	With some direction they can suggest some simple training ideas and practices to improve skill and/or team performance but with little or no evidence from their own PEP . They show little or no understanding of basic strategies and/or tactics.	They can suggest simple training and practices to improve basic skills to improve performance with some basic evidence from their own PEP to support this . With guidance they can plan simple strategies and explain basic tactics.	They make sound suggestions to improve both fitness and performance using evidence from their PEP to support this . They can plan strategies and tactics to a higher level.	They have a good knowledge and ideas for practices and training methods to improve performance and will show ample evidence of a well designed PEP to highlight their own personal improvements . They can plan complex strategies and explain advanced tactics to improve individual or team performance.
Understanding the principles and roles of leadership to improve performance	They show little understanding of the principles, roles or the effect that different aspects of leadership can have on performance.	They display some understanding that different roles and aspects of leadership can have an influence on performance in a variety of ways.	They display a wider and deeper understanding of the importance of different leadership roles and styles that can be successful in improving performance.	They show a deep understanding of the different leadership roles and can explain clearly the effects of leadership on performance. They display a high level of understanding of different leadership strategies for both informal and formal positions of responsibility.