

GCSE PE

Exemplar Coursework

Analyzing and evaluating performance (AEP)

AEP Hockey	Evaluation	Analysis	Overview	Assessment t	Movement Analysis	Action Plan	Overall best fit level	General comments
Level 5				√	√			Generally a good piece of work but not quite reaching level 5 mainly due to sections that are incomplete rather than the quality of the work.
Level 4		√	√			√	√	
Level 3	√							
Level 2								
Level 1								

Evaluation

Component of Fitness	Test (COMPLETE THIS SECTION)	Score	Comparison to normative data
Cardiovascular endurance		2650m	Above average
Muscular endurance		90 Sit ups	Good
Speed		6.10 seconds	Fair
Strength		33kg	Good
Power		40cm	Average
Agility		17.3 seconds	Above average
Flexibility		16.5	Average
Coordination		19	Fair
Balance		13 seconds	Below average
Reaction time		33cm	Average

As the table above shows, I have completed a series of tests to assess my physical fitness. Using this information I am able to identify my strengths and weaknesses. I have researched normative data for girls my age and compared my scores to them to find out how I compare to nationally.

Please see appendix 1 for normative data tables and sources.

My results from the testing I completed on the components of fitness showed me that I have varying strengths and weaknesses. My cardiovascular endurance is a key strength and is also above the national average. Other strengths include; strength, flexibility and agility which are also both above the national average. My power, reaction time and muscular endurance are average, so there is room for some improvement here. The scores for balance, coordination and speed are below average so I have identified these as areas of weakness.

Level 3

The candidate has completed appropriate fitness testing methods in the main although the cardiovascular endurance result is for cooper run not Multi stage fitness test.

They have also used appropriate normative tables to assess the strengths and weaknesses but they then don't evaluate those and apply it so it tells them what that would mean for the subject in the sport.

How to Improve

Use subject specific terminology so the test for Cardiovascular Endurance is the Multi stage fitness test and not the 'Bleep test' as per the specification.

To get higher bands it's about using the fitness test results to tell us about them rather than just stating the results and justify the results.

So they need to discuss, evaluate and apply the strengths and weaknesses in the components and saying why and what this means to them in a game.

For example a simple example is -

- 1. Here's my results – 1700m in 12min cooper run*
- 2. Use data against normative tables to assess – this makes me below average*
- 3. Apply where they know this in sport – I do struggle to last the whole 80mins in my rugby match which shows my cardiovascular endurance isn't as good as it could be.*

Analysis

Analysis of components of fitness

➤ Cardiovascular endurance

Cardiovascular endurance is the ability of the heart and lungs to supply oxygen to the muscles, so that the whole body can be exercised for a long time. This is particularly important in activities such as long distance running but is also a key factor in many team sports.

This component is important in Hockey because the players need to be able to keep playing for the whole match, or at least for the 35 minutes until it is half time. Depending on the position being played this component can be even more important, for example, a midfield player will need to be supporting the attacking play when their team is in possession of the ball and also support the defence when they lose possession and therefore will need to be constantly moving up and down the pitch to do this role. As a defender I need good cardiovascular endurance to keep going for the duration of the match as it is unusual that the defensive line is substituted. My muscles need to be constantly supplied with oxygen to ensure I can continue to run around and mark players effectively.

➤ Muscular endurance

Muscular endurance is the ability of the voluntary muscles in the body, such as the biceps, to be used repeatedly over a long period of time and without getting tired. This is important in activities such as long distance swimming and rowing.

This component is important in Hockey because the players use specific muscle groups repeatedly to run up and down the pitch and also to complete passes. The quadriceps, hamstrings, gluteal and gastrocnemius are used repeatedly to maintain a low body position when moving around the pitch. This is important in all positions on the pitch. The goalkeeper will have an increased use of their gastrocnemius to remain on their toes and be prepared to move quickly when shots are made. The biceps, triceps and deltoids are used in performing push, slap and hit passes at regular intervals in the game. Each half of the game last 35 minutes so the players must be able to continue to run around for this length of time without their muscles tiring or failing to contract. For me as a defender it is particular important that my lower body has good muscular endurance to maintain a low defensive stance and shadow players around the pitch. I must be able to keep up with my opponents so they do not gain an advantage over me and if they do get passed me at any point my muscles need the ability to contract quickly to allow me to chase them down and continue to defend effectively.

➤ Speed (COMPLETE THIS SECTION)

➤ Strength

Strength is the ability of the muscles to be able to apply a force against a resistance. It is particularly important in sports such as weightlifting and boxing.

Strength is important in Hockey especially when defending as players must remain sturdy hen tackling to try and overpower their opponent and gain possession of the ball. Strength is also important when striking the ball to help provide power on the ball, particularly when shooting at goal as this shot needs to be played with power and therefore strength is a key component within this. Specific muscle groups need high

amounts of strength, for example, the biceps, triceps and deltoids to perform strong hits across the pitch to switch the play or to shoot at goal. Hockey players also need very good leg strength, predominantly in the quadriceps, hamstrings and gluteals as the game is played in a low body position to allow players to get their stick on the floor to make tackles and keep close possession of the ball when dribbling.

➤ Power (COMPLETE THIS SECTION)

➤ Agility

Agility is the ability to change the body's position or direction at speed and with control. Agility is important in many sports and activities, but the ones that come to mind in particular are the team sports such as rugby, hockey and football. In team sports performers use agility to dodge around defenders and gain an advantage over their opponents or to get closer to the goal or try line. In Hockey midfield players and forwards need high levels of agility as they are frequently taking on players using skills such as V-drags and roll outs where they quickly change direction and aim to put off their opponent by sending them the wrong way. As a defender I rarely use agility to get around an opponent, as this is deemed as risky when I am so close to my own goal so I would only use this when there is no option to pass to one of my teammates and I need to get around my opponent. I would mainly use agility when I am shadowing an opponent who is moving down the pitch towards my goal as they may quickly change direction meaning that I need to also adapt and quickly change direction to get into the correct defensive position to perform a tackle.

➤ Flexibility

Flexibility is the range of movement that is possible at a joint in the body, such as at the shoulder or hip. Flexibility is extremely important in activities such as gymnastics, dance and ice skating. However, flexibility is also important for all sports performers as it can reduce the risk of performers becoming injured during training and competition due to their joints being prepared to move into various positions. Injuries that can occur due to poor flexibility at joints include strained muscles. If a swimmer had poor flexibility this would impact on their efficiency within the water as they wouldn't be able to move their arms the full range of movement necessary to move large amounts of water when performing front crawl or backstroke.

Flexibility is important to Hockey players because they need to play the majority of the time when they are in possession of the ball in a low body position. Therefore they must have good flexibility in their hips especially to allow them to get into this position without causing injury. They also need good flexibility in their shoulder joints for when they need to reach out as far as they can to either receive a pass from a teammate that is off target or to intercept a ball that has been played by an opponent to then regain possession.

➤ Coordination (COMPLETE THIS SECTION)

➤ Balance

Balance is the body's ability to keep its centre of mass over a base of support. Balance is particular in sports and activities such as gymnastics, surfing, ice skating and equestrian. Balance is however useful in many sports as when performing skills such as shooting in netball, the goal shooter needs to remain balanced to be able to shoot an accurate shot. In tennis when a player has performed a serve they need to ensure they are not too far off balance as they must react to their opponent returning the shot. In Hockey balance is needed to ensure players do not fall over once they have performed their pass, shot or tackle as they will need to react to the counter attack or be ready for a deflection shot. When the goalkeeper saves a shot and spills the ball out into the D they need to be balanced and back on their toes ready to react to the next shot that comes towards them. When defending I choose to use a wide stance to provide a large base of support to help me balance as if I make a tackle when my feet are flat on the floor and parallel to one another the chances are I will be knocked off balance and I will fall, therefore eliminating me from the game for the next few seconds.

Top Level 4

This candidate does relate to all the components of fitness and justifies them within the game of hockey.

Gives a description of the fitness component but then mentions their importance in other sports which is not required but does not lose any marks.

Could discuss a range of skills they would benefit i.e. do all types of passing need the same components?

How to Improve (COMPLETE THIS SECTION)

Look at rank ordering the importance of each component of fitness to the sport and/or different positions within the sport.

Say why they couldn't do without that fitness or why it is so important to that sport.

Overview

Overview of Key Skills

There are lots of skills involved in the game of Hockey, but to name a few key skills this would include; passing, dribbling and tackling.

Passing: (COMPLETE THIS SECTION)

Dribbling:

When dribbling a player can perform this skill using their open stick, known as open stick dribble, or using alternating open and reverse stick which is called Indian dribble. This is a more advanced method of dribbling that requires a high level of skill to perform. Dribbling is usually most used by the midfielders and forwards. Defenders would rarely dribble as it is risky to dribble too close to their own goal and they could be put under pressure by an attacker. If they were to lose possession whilst dribbling around their own goal area this could result in a goal being scored against them. Midfielders and forwards would use fast dribbling when moving into space on the wings and if there are no options to pass and no danger around from the opposition. A forward is most likely to dribble using Indian dribble when they are one on one with the goalkeeper or a defender.

Tackling:

There are two main types of tackle that are seen in a game of Hockey, both need to be performed safely and must make contact with the ball and not the opponents stick, otherwise this is deemed as a 'stick tackle'. The first method is called a block tackle; this is a basic method of tackling that enables the defender to physically 'block' the attacker from continuing on their pathway. The second method is called the jab tackle, this skill requires much higher levels of skill than the block tackle. This tackle is performed using only one hand, the left hand which is at the top of the stick. The defender must time this tackle perfectly to 'jab' their stick towards the ball and interrupt the dribbling pathway of the attacker. Block tackles will be the preferable choice of tackle for the defensive players on the team as it is a more reliable method of tackling and the risk of performing a 'stick tackle' is less likely than a jab tackle. Jab tackles are frequently seen used by forwards to try and put opposing defenders under pressure and push the ball away from their stick, hopefully gaining possession.

Marking/ shadowing:

Marking is a crucial part of the game for every player on the team but even more so for the defensive line, as if they fail to mark their player effectively this could result in a goal being scored against them. To mark effectively when defending close to the goal mouth I need to be goal side of the opponent in a low body position with my stick close to the ground in order to block any attempt they make to get passed. I also need to be on my toes and ready to react to any movements they make or changes in direction. I should always try to read the game by predicting where they might make a run to or if they signal with their stick where they want to receive the ball I should be prepared for it to be passed to them. When marking as a midfielder or forward, players normally choose to front mark their opponents to prevent them from receiving the ball in the first place and reducing the options that the team have to pass.

When shadowing the ball this is when the opponent has possession of the ball but they are not in a threatening position on the pitch so it is not necessary to go in for a tackle as this could result in you performing a stick tackle or the opponent using a skill such as a V-drag to move the ball around you and attack towards your goal. The aim of shadowing is to force the mistake by your opponent, for example, by using your body to 'show' your opponent where you want them to go and almost blocking the angle off for the space they want to dribble into you can attempt to force them off the side-line. It is important to maintain a low body position at all times and be on my toes so I can move at the same pace as my opponent.

Shooting: (COMPLETE THIS SECTION)

Level 4

Accurate overview of the skills covered using the correct terminology.

Does break some the skills down into how important they are for different positions.

There is sometimes more description of the skill rather than why it's important for the performer to be able to undertake or what might happen if they can't.

Some of the key components are covered – however they could have been broken down further such as passing you could have had a number of passes being discussed.

How to Improve

To gain higher level for 'overview' must overview all of the key skills involved in the sport on the specification both core, advanced and decision making.

Tactical/compositional ideas relevant of the activity should be included

Give pupils a copy of the sport page from the specification.

It is also useful here to refer back to the legacy spec exemplars of the Analysing Performance task. These can be found on the CPD hub.

Assessment

Assessment of Strengths and Weaknesses

Passing:

My push pass is both powerful and accurate; this is a skill that is a particular strength of mine. I am able to use this pass effectively in a range of situations, for example, when clearing the ball out to the midfielders when I have successfully gained possession back from the opposing team. I am able to use a push pass to make small passes with a team mate to quickly pass and move up the pitch from our defensive area towards the opposition's goal. I am most confident performing this type of pass so I usually select this pass over a slap or a hit.

I can perform a slap; however the quality of this pass varies depending on the situation I am in. If I am in a pressured situation and I need to perform the pass quickly I often get under the ball too much causing it to come up into the air towards the opposition. This is usually deemed as a lifted ball by the umpire and therefore a foul is given against me. If I am completely unopposed, for example, when taking a 'hit out' I am able to perform this pass with some power and accuracy. Although, the times where this pass would be most beneficial, such as when trying to clear the ball from defence up towards the forwards, I fail to perform it effectively. I would identify the slap pass as being a weakness within my skills base.

The only time during a game that I might choose to use a hit would be when taking a 'hit out' or if I was striking on an attacking short corner, as I would need lots of power on the ball to prevent the opponent having a chance of stopping the ball on its pathway. The reason why I don't use this type of pass during the main part of the game is because to perform it well I need to be under little or no pressure and prefer to have more time to prepare for this type of pass. On occasions where I have tried to use it in a pressured situation I have swung and missed the ball completely, or swung and 'topped' the ball, meaning it had little or no power and did not reach the desired team mate, therefore putting me under immediate pressure from a counter attack. If in a game I swing and miss the ball and there is a defender close to me it is a foul against me as it is classed as dangerous play. I would therefore classify the hit as a weakness of mine; however the need for this skill during the game is not as essential as a slap or a push.

My reverse stick passing is mainly ok, however I can only perform reverse stick push and slap with accuracy and control. It is rare that I can perform a reverse stick hit correctly. Therefore I do not normally attempt this skill within a game situation; I would only ever practice this at training. I would use a reverse stick push or slap if I had the ball on the left hand side of my body and a defender was closing that side down, I would pass the ball to a team mate towards the right of my body.

Dribbling:

I am able to perform both open stick and reverse stick dribbling with control in a non-pressured game situation. When I am under pressure I am only confident using open stick dribble as I can perform this at speed and control. I can perform Indian dribble under control for a short period of time and then I find I miss control the ball with the pressure of an opponent near me.

Tackling:

I can perform both block tackles and jab tackles, although I am most confident with block tackles and when I do sometimes use a jab tackle I often get pulled up by the umpire for a stick tackle because I make contact with their stick instead of the ball, therefore I try to avoid using this type of tackle. There are certain areas in the game where I would be more likely to select one of the tackles, for example, I

would always choose to use a block tackle when I am in my defensive quarter of the pitch because it is more reliable, whereas I would consider using a jab tackle if I was in my attacking quarter of the pitch as it would not be as threatening if I was not to gain possession of the ball as they would still have to cover a large amount of the pitch before scoring.

Bottom Level 5

What is covered is valid and justified with accurate practical examples given.

States both strengths and weaknesses but there is no real quantitative data to justify their explanation just qualitative.

How to Improve

Look at rank ordering the skills to help justify which one you will be selecting for the action plan to improve.

How did they come to the conclusion that they were strengths and weaknesses? Where's the

research data to give the evidence to support the statements? (COMPLETE THIS SECTION)

It is also useful here to refer back to the legacy spec exemplars of the Analysing Performance task. These can be found on the CPD hub.

Movement Analysis and Classification of Skills

Skill: Slap pass

When performing the slap there are numerous muscle groups and joints involved in the movement.

Antagonistic muscle action refers to the muscles which are both working and resting to allow a particular movement to be performed. The muscles always work in pairs, for example, the biceps and triceps or quadriceps and hamstrings. A fixator is a muscle that helps to stabilise the movement that is taking place.

Firstly, to get into a low body position to prepare for this pass, the left leg is forward and the lower body assumes a lunge position. The left and right knees are bent at roughly 90 degree angles. The knee is a hinge joint and can therefore move in flexion and extension. The left knee is pointing upwards and the right knee is close to the floor, but not touching it. When in the preparation phase of the slap pass the knee move into flexion, where the hamstrings act as the agonist muscles and the quadriceps as the antagonist muscles. The movement is stabilised by a fixator which in this case is the gluteals. When in the latter phase of the movement, when I move upwards after the follow through, the knees move into extension. In this movement the quadriceps are now acting as the agonists and the hamstrings are the antagonists. This movement is stabilised by the fixator which is the hip flexor.

The hips allow the lower body to get into this wide stance lunge position by performing both flexion at the left hip and extension at the right hip. The hip is a ball and socket joint which allows a full range of movement; flexion, extension, abduction, adduction, rotation and circumduction. When the left hip moves into flexion to prepare to perform the slap pass, the hip flexor is the agonist muscle, producing the movement, and the gluteals are the antagonist muscle, which are relaxing. The abdominal muscles act as a fixator in this movement. The right hip moves into extension to prepare to perform the slap pass. In extension at the hip the gluteals are acting as the agonist muscle and the hip flexor is the antagonist. The fixator in this movement is the latissimus dorsi which supports the gluteals in creating the extension. When moving out of the slap pass position, after the follow through, the left hip moves towards extension. This movement is created by the contraction of the gluteals. The right hip moves towards flexion, caused by the contraction of the hip flexor.

(Image of hockey player lunging forwards, stick flat to ground, ball half way up stick, the hip and both knees are circled)

(Image of hockey player lunging forwards at full stretch having just hit the ball, stick is raised at knee height.)

(COMPLETE THIS SECTION)

In the upper body the two main joints that are involved in performing the movement of the slap pass are...

(Image of hockey player lunging forwards, stick flat to ground, ball half way up stick, the elbows are circled)

(Image of hockey player lunging forwards at full stretch having just hit the ball, stick is raised at knee height. The elbows are circled)

Difficulty Continuum:

The difficulty continuum is to do with how hard the skill is to perform. It can also be applied to a performer who is learning a skill. A simple skill may be learned all in one go just by means of repetition, whereas a complex skill may have to be broken down into stages to be learned over time. The classification of a skill along this continuum is supported by the amount of decisions or judgements that a performer must make.

I have chosen to place the slap pass slightly closer to the complex end of the continuum because although it's a skill that could be learned all in one go by repetition, it can also be broken down into stages and learned gradually over time. The performer might start my learning this skill in a static position whereas in the future they may progress this into performing the skill whilst moving which is therefore a more complex skill that would need to be learned in stages.



Environmental Continuum: (COMPLETE THIS SECTION)

Closed _____

