

Leve 1	%	Marks for Anal.	Analysis of Performance (15 marks)	Marks For Eval.	Evaluation of Performance (10 marks)
9	93.2 +	13-15	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 in-depth 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).	9-10	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.
8 7	86.6 + 80+	10-12	The student has good knowledge and appreciation of the demands of their chosen activity. He/she is fully conversant with most, though not all, of the specific movements and terminology used when referring to the activity. The student appreciates their own strengths and weaknesses. They are able to provide detailed in-depth self- analysis for most of their strengths and weaknesses, although some are clearer than others. All of the strengths and weaknesses are justified with reference to appropriate competitive/performance situations. Most are detailed. The student's chosen fitness strength and weakness are fully relevant to the activity and he/she is able to justify how they have impacted upon their	7-8	The student has chosen an appropriate training type to eradicate their fitness weakness, justifying their choice with a good level of detail and some evidence of evaluative thinking. The relevance of the chosen training type is applied to the personal needs of the performer. It is mostly personal rather than general and includes some relevant safety considerations. The explanation of how training will be undertaken is appropriate, providing some detail within the explanation of an example session. Suitable intensities have been calculated and linked to the needs of the performer, with some justification. The other theoretical area chosen is relevant, explained in some detail and justified in relation to how it could be applied to the performer. The student proposes how improvement can take place using both the training type and the

			performance(s).		other theoretical area. However one has more detail than the other.
6 5	73.2 + 66.6 +	7-9	The student shows knowledge and appreciation of the demands of their chosen activity but sometimes lacks depth in their explanation. He/she is conversant with many of the specific movements and terminology used when referring to the activity, though terminology is occasionally used imprecisely or unclearly. The student appreciates many of their own strengths and weaknesses. They are able to provide some self-analysis for most of their strengths and weaknesses, although some are considerably clearer than others. Most of the strengths and weaknesses are justified (some fully) with reference to appropriate competitive/performance situations. The student's chosen fitness strength and weakness are relevant to the activity and he/she is able to provide some justification of how they have impacted upon their performance(s), though elements of the justification may not be wholly convincing.	5-6	The student has chosen an appropriate training type to eradicate their fitness weakness, providing some justification and evaluation to support their choice, though it may be lacking some detail and evaluation may be limited. The relevance of the chosen training type is applied to the personal needs of the performer, but not fully. It is mostly personal rather than general and includes some relevant safety considerations, but not in full detail. The explanation of how training will be undertaken is appropriate, providing a general explanation of an example session. Suitable intensities have been calculated with some links to the needs of the performer, but not fully justified. The other theoretical area chosen is relevant, partially explained and justified in relation to how it could be applied to the performer. The student proposes how improvement can take place using both the training type and the other theoretical area. However neither contains a fully detailed response.
4 3	60+ 50+	4-6	The student shows some knowledge and appreciation of the demands of their chosen activity but frequently lacks depth in their explanation. He/she is conversant with some of the specific movements and terminology used when referring to the activity, but they often lack precision and clarity and have confused some terms. The student appreciates some of their own strengths and weaknesses. They have provided a self-analysis for most of their strengths and weaknesses, but there are obvious inconsistencies in the clarity of their responses. Only some of the strengths and weaknesses are justified (generally	3-4	The student has chosen a training type which may be appropriate to eradicate their fitness weakness, but the justification of their choice lacks detail and there is little or no evidence of evaluative thinking. The relevance of the chosen training type has some application to the personal needs of the performer, but it is not fully explained. It is mostly general rather than personal and includes some relevant safety considerations, but not in full detail. The explanation of how training will be undertaken is appropriate, but the explanation of the example session lacks detail. Attempts have been made to calculate suitable intensities but the links to the needs of the performer are not fully justified. The other theoretical area chosen is relevant, but it lacks detail and is significantly limited

			not with detail) with some reference to appropriate competitive/performance situations. The student's chosen fitness strength and weakness show some relevance to the activity but he/she isn't able to provide justification of how they have all impacted upon their performance(s).		in its justification of how it could be applied to the performer. The student attempts to propose how improvement can take place using both the training type and the other theoretical area. However the explanation lacks sufficient detail to successfully explain this.
2 1	38+ 26+	1-3	The student shows only a limited knowledge and appreciation of the demands of their chosen activity and lacks depth in their explanation. He/she is conversant with a few of the specific movements and terminology used when referring to the activity, but confuses many of the terms and lacks precision and clarity. The student appreciates very few of their own strengths and weaknesses. They have provided a self-analysis for some of their strengths and weaknesses, but few of their responses provide any depth or clarity. The strengths and weaknesses are generally not justified (little detail is provided) with only partial reference to appropriate competitive/performance situations. The student's chosen fitness strength and weakness may be relevant to the activity but he/she is not able to provide any valid justification as to how they have impacted upon their performance(s).	1-2	The student has chosen a training type which is unlikely be appropriate to eradicate their fitness weakness. The justification of their choice contains little/no detail and does not demonstrate any evaluative thinking. The relevance of the chosen training type has limited application to the personal needs of the performer. It is wholly general rather than personal and lacks detail about relevant safety considerations. The explanation of how training will be undertaken is limited and the explanation of the example session has little/ no detail. Attempts have been made to calculate suitable intensities which may be wrong, and the links to the needs of the performer have little/no justification. The other theoretical area chosen may be relevant, but it has little/no detail and has no justification of how it could be applied to the performer. The student attempts to propose how improvement can take place using both the training type and the other theoretical area. However both have little/no detail.
0	0	0	Nothing worthy of credit.	0	Nothing worthy of credit.
<p align="center"><u>Analysis – strengths and weaknesses (15 marks)</u></p> <p>Students are required to analyse a performance in one activity from the specification in order to identify and justify suitable strengths and weaknesses in that performance.</p> <p><u>Strengths</u></p> <p>With reference to recent competitive performance(s) in the chosen activity, students should identify two strengths.</p>			<p align="center"><u>Evaluation – the use of theoretical principles to cause improvement (10 marks)</u></p> <p>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.</p> <p>This plan of action must include:</p>		

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. 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. In choosing these strengths, students must fully justify their choices, making reference to the impact and benefit they provided in a recent, fully competitive performance(s).

Weaknesses

With reference to recent competitive performance(s) in the chosen activity, students should identify two weaknesses.

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. 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. In choosing these weaknesses, students must justify their choices, making reference to how a competitive performance(s) has been negatively affected. Students should be marked on their analysis of performance using the following descriptors.

- 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
- 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.

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.