

GCSE (9-1)

**Analysing and Evaluating Performance (AEP)
– Assessment Grid**

PHYSICAL EDUCATION

J587

For first teaching in 2016

OCR GCSE assessment grid – Analysing and Evaluating Performance (AEP)

Learners should be marked on their overall performance using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a learner shows:

- Evaluation - all of the strengths and weaknesses = top end of Level 5
- Analysis - A justified analysis = middle of Level 4
- Overview - gives a fairly accurate overview = middle of Level 3
- Assessment – gives an accurate and thorough assessment = top end of Level 5
- Movement analysis – gives an accurate response to this = Top end of Level 4
- Action plan - Produces an action plan that contains everything and overall is of a good standard for a GCSE level candidate = Level 3
- Best fit = on average middle of Level 4

Centres may like to use a form of tick sheet based on the Level of Response like the one below to tick where in each level a learner is positioned. For example, ticks on the left indicate high in the level, ticks in the middle for middle of the level marks and ticks to the right indicate low marks in the level:

| | Evaluation | Analysis | Overview | Assessment | Movement analysis | Action plan | Best fit |
|----------------|------------|----------|----------|------------|-------------------|-------------|----------|
| Level 5 | ✓ | | | ✓ | | | |
| Level 4 | | ✓ | | | ✓ | | ✓ |
| Level 3 | | | ✓ | | | ✓ | |
| Level 2 | | | | | | | |
| Level 1 | | | | | | | |
| Level 0 | | | | | | | |

OCR GCSE assessment grid – Analysing and Evaluating Performance (AEP)

| Level | Evaluation | Analysis | Overview | Assessment | Movement Analysis | Action plan | Level |
|----------------------------------|---|---|---|--|--|--|----------------------------------|
| 5 (17–20 marks) | fully evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness | produces a fully justified analysis of the importance of the different components of fitness for their chosen activity | gives an accurate overview of all of the key skills required for their chosen activity | gives an accurate and thorough assessment of their own/a peers strengths and weaknesses of their skills required for a chosen activity | movement analysis and classification of skill is detailed and accurate | <ul style="list-style-type: none"> The learner produces a detailed and accurate action plan containing: clear identification of the specific skill/component of fitness being improved with full justification based on their analysis of performance an excellent understanding of the principles of training an excellent range of detailed drills and practices with coaching points application of SMART goal setting is detailed and accurate overall understanding of the element chosen to improve is excellent | 5 (17–20 marks) |
| 4 (13–16 marks) | evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness | produces a justified analysis of the importance of the different components of fitness for their chosen activity | gives an accurate overview of most of the key skills required for their chosen activity | gives an accurate assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity | movement analysis and classification of skill is accurate | <ul style="list-style-type: none"> The learner produces a detailed and accurate action plan containing: clear identification of the specific skill/component of fitness being improved with justification based on their analysis of performance a good level understanding of the principles of training a good range of detailed drills and practices with some coaching points application of SMART goal setting is accurate overall understanding of the element chosen to improve is very good | 4 (13–16 marks) |
| 3 (9–12 marks) | evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using appropriate tests for each component of fitness | gives some justification in their analysis of the importance of the different components of fitness for their chosen activity | gives a fairly accurate overview of most of the key skills required for their chosen activity | gives an accurate assessment of some of their own/a peers strengths and weaknesses of their skills in their chosen activity | movement analysis and classification of skill is fairly accurate | <ul style="list-style-type: none"> The learner produces an accurate action plan containing: identification of the skill/component of fitness being improved with some justification based on their analysis of performance some understanding of the principles of training a range of detailed drills and practices application of SMART goal setting is accurate overall understanding of the element chosen to improve is good | 3 (9–12 marks) |
| 2 (5–8 marks) | evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using mostly appropriate tests for each component of fitness | gives limited justification in their analysis of the importance of the different components of fitness for their chosen activity | gives a fairly accurate overview of some of the key skills required for their chosen activity | gives a limited assessment of their own/a peers strengths and weaknesses of their skills in their chosen activity | movement analysis and classification of skill is limited | <ul style="list-style-type: none"> The learner produces a limited action plan containing: identification of the skill/component of fitness being improved with limited justification based on their analysis of performance a limited understanding of the principles of training a limited range of drills and practices some application of SMART goal setting is present overall understanding of the element chosen to improve is basic | 2 (5–8 marks) |
| 1 (1–4 marks) | evaluates the strengths and weaknesses of their own/a peers physical fitness, with limited accuracy, they may use appropriate tests for each component of fitness | gives little or no justification in their analysis of the importance of the different components of fitness for their chosen activity | gives an overview of few key skills required for their chosen activity | makes some attempt to assess their own/a peers strengths and weaknesses of their skills in their chosen activity | gives little or no movement analysis and classification of skill | <ul style="list-style-type: none"> The learner produces a very limited action plan containing: limited identification of the skill/component of fitness being improved with very limited justification based on their analysis of performance a limited understanding of the principles of training few drills and practices limited evidence of SMART goal setting is present overall understanding of the element chosen to improve is very limited | 1 (1–4 marks) |
| 0 | No evidence worthy of credit | No evidence worthy of credit | No evidence worthy of credit | No evidence worthy of credit | No evidence worthy of credit | <ul style="list-style-type: none"> No evidence worthy of credit | 0 |

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