

## Instrument of Assessment

### Physical Education (Intermediate 2)

#### Analysis and Development of Performance

For Unit assessment purposes candidates are required to complete **all** questions.

**Candidate name** \_\_\_\_\_

**Candidate number** \_\_\_\_\_

**Centre name** \_\_\_\_\_

**Activity selected** Badminton

<b>Selected area of analysis</b>	✓
Performance appreciation (PA)	
Preparation of the body (PB)	
Skills and techniques (ST)	✓
Structures strategies and composition (SSC)	

### Question 1

Describe the methods you used to identify your performance strengths and weaknesses. 4

The methods I have used to identify my performance come in different parts, ~~is~~ firstly the first level of analysis involves using a Match analysis sheet this is a sheet of paper with all the games criteria down one side and you tick the various boxes to the relevant information. The second level includes a Movement analysis sheet this is a sheet with a table with three parts to it Preparation Action Recovery this will be filled out by three people one person does the preparation, one does the Action and one does the Recovery stage to keep it simple and easy to do so the information is reliable. Both of these sheets are used in a full game and video situation after they have been carried out. Also using Internal feedback so you can record your thoughts and feelings immediately after the game. I wrote this information down on a sheet which was just like a match analysis sheet.

### Question 2

Explain why these methods were appropriate 4

These methods were appropriate because the information I collected was retrievable this means that I can store it and when I want to see if I have improved at any time maybe just for information I can go back to it and ~~is~~ I know that the information is reliable because all the information collected was through a full game situation. One of the methods that I collected information through was the video this is really reliable because it doesn't miss anything it collects all the movements you make so you can go back and look at the video and know that I can ~~rely~~ rely on the information. Movement analysis sheets are good because you get three people to look at three separate parts so they can look at the six routines and concentrate on them for an amount of time without rushing so this makes the information reliable. Internal feedback is good because it is immediate after a game and it is good to know yourself how your doing and what you need to do without people always telling you this also makes it informative to you.

### Question 3

As a result of analysing your data give a detailed explanation of your strengths and weaknesses. 3

- My strength
- Smash - My smash is my strength because I can hit it with power and looking back at my analysis sheet it proves I win most points from the smash.
- My weakness
- Over head clear - My weakness is my over head clear because I can't seem to put my oponent to the back of the court and my analysis sheet says that I ~~am~~ am losing most points when trying to reach the back because I can't get back into position quick enough.

#### Question 4

As a result of analysing your data give a detailed explanation of your development needs. 3

Over head clear: My overhead clear has been analysed and has proved to be my weakness. This maybe because there has been a fault in my Preperation Action Recovery stage~~y~~. In my preparation stage I didn't get back to a side on position quick enough and because of this my Action and Recovery stage is forced to change instead of it being the usual stages. If I am not side on I then struggle to have enough time to recover and take my position for the next shot.

## Part 1

### Outcome 1 – Explain performance in an activity

Questions 1, 2, 3 and 4 assessed your ability to:

- select relevant methods for observing and recording your performance
- demonstrate how the data you gathered can be considered as valid
- explain your performance strengths and weaknesses
- explain your development needs.

#### Teacher comments

- 1 *Clear description of methods.*
- 2 *Good justification for methods used.*
- 3 *Limited explanation.*
- 4 *Satisfactory explanation about needs.*

Question 1	3 / 4
Question 2	2 / 4
Question 3	1 / 3
Question 4	2 / 3
<b>Marks</b>	<b>8 / 14</b>

## Question 5

*KEY CONCEPT 1 – The concept of skill and skilled performance*

*KEY FEATURE 3 – How Model Performance can be used to enhance and develop performance*

What knowledge have you gained when studying this KEY FEATURE?

5

The knowledge I have gained from the model performance has helped my learning greatly. The model performance is the perfect performance it is fluent, smooth & controlled it is inspirational to me for a number of reasons it helps me to see how the skill is done and how I should stand or position myself then it helps me to set myself goals or targets and I strive to achieve them practising a separate part of the practise each week if I achieve my goal. The model performance is ~~broken~~ broken down into sub routines if a sub routines is altered or not done effectively it has a knock on effect and breaks the sequence down. Then ~~the~~ sub routines are broken down to P.A.R Stages.

## Question 6

*KEY CONCEPT 3 – The development of skill and the refinement of technique*

*KEY FEATURE 1 – Skills and techniques are learned in different stages.*

*(Stages of learning. Methods of practice. Principles of effective practice)*

What knowledge have you gained when studying this KEY FEATURE?

5

There are three stages of learning ~~pre~~ preparation, practise, Automatic. These stages are gradual you dont go from preparation to practise to Automatic like a knock on affect it is a gradual process you could stay at the practise stage for ages until you are good enough to move to the Automatic stage. When you are at the preperation stage you are expected to make mistakes that's why you would just be put straight into a full game likewise if you were at the Automatic stage you wouldnt be doing shadow practises. All these methods depend on the right person who is going to help you when they feed the shuttle for you when you practise if they dont do a good job then you arent going to improve you do.

## Part 2

### Outcome 2 – Use knowledge and understanding to analyse performance

Questions 5 and 6 have assessed your ability to:

- select relevant key concepts and key features to analyse your performance.

#### Teacher comments

5 *Some good points regarding KU.*

6 *Some good points regarding KU.*

Question 5	<i>3/5</i>
Question 6	<i>3/5</i>
<b>Marks</b>	<i>6/10</i>

### Question 7

Explain how this knowledge helped you design a relevant development programme to improve your performance needs identified in Question 5

4

I used this knowledge to compare myself to the model performance, to find at what level I am at. The practises you perform must be progressive so you start the practises off simple and add to them build them up in time. This is to keep the practises interesting and keep virioty in the practises. When I have done my practises I select the best ones the ones that help your weakness and improve it.

### Question 8

Describe the programme of work you used to develop your performance.

4

Firstly you take the model performance and ~~then you make preparation from a~~ watch carefully to exam the techniques and set up of the person. You then start the training programm off with ~~the~~ shadow practises to get the subjects form top notch so that he sees that there is no pressures only the thought of hitting the shuttle to the back of the court. Then when you have givin feed back to the person and you think they have got the movement just right you go on to feeder practises and progressively make it harder like firstley have them stand on the spot hitting the shuttle straight back to you then gradually get them moving about and start making them make decisions. After they have got the feeder practises you then go on to drills and repeat, repeat and repeat them making them harder and give feed back after every practise to let the person know incase they are slacking off in one area of the practise and also tell them the good points to encourage them. During the drills you should set goals so the person strives to achieve them, and it keeps them focused on the task. Then progressively you would move on to the conditional games and this then encourages the person to make decision move about and pressure is added and that will be new to the person because it won't be as laid back as the practises. Then finally progressively you would move on to the full games and this is here you bring all the prectises into play.

### Question 9

Explain why any adaptations/changes were made to your programme.

3

One reason you~~w~~ would change your traing programm is because of it not working if you play a game and realise thet your not progressing then you need to change it to bring your standard up. Secondly you might change it because the person might be getting board and less interested so he wont improve and want to improve if he doesnt enjoy the practises. Lastly the programm might be too tiring and by the time your half way through the practise your nackered and you find out that your not improving in the later practises cause you are tired. You need to change it as you progress so you improve when you are ready. You must make changes as you want to keep getting better.



### Question 10

Give specific examples of these adaptations/changes

3

In order to keep practises progressive ~~and~~ I would say to the person right start off in the middle of the court and ill feed it to you and you hit it back to me. Then you could say I now want to to move side to side and anticipate the shot im not going to tell you, you need to play the appropriate shot for that movement. Then you could say now go to the middle and the first shot i am going to play will not be a overhead clear and then you will set them up for the second shot to be an ~~a~~ overhead clear.

### Question 11

Describe how you monitored the effectiveness of your programme of work.

4

I monitored my effectiveness by going back and collecting information from the past and comparing my updated information to my old information. I collected data by using a movement analysis sheet during my programm of work just to see if my programm was effective enough and if not then I would know to change it. I then could play some games against old oponents to see just how well I would do now and compare myself to when I used to play them like how the difference in score is on how I feel through the game eg tired or still a lot of energy compared to before. When doing your programme of work ~~the~~ it is good to give internal feedback ~~so you could~~ mainly for you to ~~get them to get you feedback~~ understand your progress. Now playing the overhead clear I feel more comfortable than before when you played it that is a critical stage of progression and learning. Also setting targets for the person is good to keep them on track and to let you know how they are coping with the programm and the training.

### Part 3

#### Outcome 2 – Use Knowledge and Understanding to analyse performance

#### Outcome 3 – Monitor a programme of work

Questions 7, 8, 9, 10 and 11 assessed your ability to:

- use relevant information sources to effectively plan your performance development
- design a programme of work to effectively address identified needs
- complete a relevant programme of work to address identified needs
- monitor the content and demand of the programme of work
- monitor your performance development.

#### Teacher comments

7 *Limited use of KU.*

8 *Programme well described.*

9 *Some good reasons for changes.*

10 *Relevant examples of adaptations and change.*

11 *Satisfactory description of this programme monitored.*

Question 7	1/4
Question 8	4/4
Question 9	2/3
Question 10	2/3
Question 11	2/4
<b>Marks</b>	<b>11/18</b>

## Question 12

Explain the effectiveness of your programme of work

4

My overhead clear has improved in many ways. One way it has improved is my sub routines have been made better through my training. My weakest sub routine was my Transfer of weight and also keeping the shuttle arm straight this made my power and accuracy weak. When I had gone through a aggressive training program I now feel confident about my transferd of weight and shuttle accuracy. Now that I have improved my sub routines this affects my game in many ways. The first way it has affected my game i.e. accuracy I can now move my oponent around the court and open the game up by tiring him out with playing the shuttle from side to side, back to front and this gives me more space and time to play harder shots. Also being confident to play the shuttle to the players bad hand. In a game situation now I don't need to worry about the first shot being a overhead clear infact I want it to be to push him to the back of the court to open the front of the court up for my next shot.

## Question 13

Give specific examples of the improvements you made.

4

The examples about my overhead clear that have improved are that I have more time to hit the shuttle because the shot before that I played I worked it to my advantage by putting my oponent out wide to give me time to recover for the next shot. Also I give myself time to think about the next shot so I am not rushed and when the shuttle comes my thoughts are clear on what I am going to do with the shuttle. Now I feel more confident about putting my oponent under pressure by putting him to the back of the court with a powerful overhead clear this opens the court up for me to drop the next shot or if he lays it up for me I can smash it down because my accurecy and power have improved. I now can tire out my opponent with the power of shots I am hitting and how hard or soft I hit them. This shows that I can take over the game and play my strengths. Now that my accuracy has improved I can play the shuttle to my oponents back hand or weak side and this shows that I have improved because before my training programm I struggled to do that comfortably. And now that my power, accuracy and weight transferd have improved now ~~the~~ if my oponent serves and puts me to the back of my court I can easily play a good overhead clear to put him to the back and then I can consider my options because I have time. Now that my weight transfer has improved I can esily get to the ready position again so that my oponent has no chance of opening up the front of my court or the chance.

## Question 14

Describe your future development needs.

4

Now that I have completed a hard and tiring training programme surrounding my overhead clear I am still not happy about my drop shot this is because I struggle to get the weight of the shot right I either hit it too hard and my opponent gets to the shot and lobs me or I hit it too weak and it hits the net or the top of the net ~~of~~ and comes back to me. Then again I might want to consider looking at another area of my play like my fitness. I sometimes struggle when its late in the game and I have used a whole range of shots and my arms and legs are tired so my shot accuracy isn't good and my weight of the shot isn't good also find it hard to get back into position quick enough so this gives my opponent the upper ~~his~~ hand because he just keeps moving around. Now that my overhead clear has improved it still has some minor things that I could tweak but the action of the overhead clear is very much the same as to smash and drop shot. This works to my advantage because I can fake to hit a smash but play a drop shot so this works to my advantage and gives me ~~me~~ more control ~~s~~ of the game. So this is something I definitely want to work towards in the future.

## Part 4

### Outcome 4 – Review the analysis and development process

Questions 12, 13 and 14 assessed your ability to:

- describe the effectiveness of the analysis and development process
- explain the effects on performance
- describe your future development needs.

#### Teacher comments

*12 Satisfactory explanation about improvement.*

*13 Range of good examples for performance about development.*

*14 Future development needs justified.*

Question 12	2 / 4
Question 13	3 / 4
Question 14	3 / 4
<b>Marks</b>	<b>8 / 12</b>

<b>Total</b>	
Part 1	<i>8</i>
Part 2	<i>6</i>
Part 3	<i>11</i>
Part 4	<i>8</i>
	<i>33/54</i>

**Minimum pass requirement for Intermediate 2 = 32/54.**

**If the candidate achieves less than 32 marks then a second attempt at the assessment should be offered or the candidate re-entered at Intermediate 1.**

**Teacher signature** \_\_\_\_\_

**Date**   *22/02/07*