

OCR GCSE PE

AEP STEP-BY-STEP WORKBOOK

Analysing and Evaluating Performance (AEP)

COMPLETE STUDENT EDITION

Work through it step by step:
in class or on your own.

TEST · ANALYSE · EVALUATE · PLAN



Step-by-step preparation for your Analysing and Evaluating Performance task: test and evaluate fitness, assess skills, analyse one movement in detail, then build an action plan that could improve performance.

UNDERSTAND PART 1 The task, the rules and how it is marked	ANALYSE PART 2 Fitness, its importance, key skills, strengths and weaknesses	MOVEMENT & PLAN PART 3 Movement analysis, classification and an action plan	CHECK & WRITE PART 4 Check, plan and write independently
--	--	---	--

Written for the **OCR GCSE (9–1) PE specification (J587)**

Component 05 · A free Teacher Companion is also available from Exam Vista

About this book

Copyright, licence and integrity

OCR GCSE PE AEP Step-by-Step Workbook · Analysing and Evaluating Performance

Complete Student Edition · Exam Vista · First edition, 2026 · A4 colour, designed to be printed and written in by hand.

COPYRIGHT

© Exam Vista 2026. All rights reserved. No part of this book may be reproduced, stored or shared in any form, printed or electronic, except as the licence below allows.

FREE CLASSROOM LICENCE

This workbook is provided free of charge for educational use. Teachers may download, print and photocopy the complete workbook for students within their own school or educational setting. Students may download and print one copy for personal study.

Please do not modify, extract, rebrand, resell or commercially redistribute any part of this resource. If colleagues at another school would like a copy, please direct them to www.examvista.co.uk or the original Exam Vista listing on Tes.

INDEPENDENT PUBLICATION

This is an independent publication. It is **not endorsed by, affiliated with or approved by OCR**. OCR is the awarding body for the GCSE (9–1) in Physical Education (J587); the specification, the assessment criteria and the Guide to NEA belong to OCR.

Where this book quotes OCR, the words are in quotation marks. Every other summary of the task, the levels and the rules is **Exam Vista's summary**, written in student language. It is not OCR wording and is not a mark scheme. Always check the current specification, the Guide to NEA and your school's instructions.

OCR is a trademark of Cambridge University Press & Assessment, used here only to identify the specification. Requirements checked against the OCR GCSE (9–1) PE specification (J587, version 2.0, 2026), the OCR GCSE Guide to NEA in Physical Education (section 2c, Component 05; version 4.9 update note) and the JCQ instructions for conducting non-examination assessments, in October 2026.

EXAMPLES

All performers, teams, results and figures in this book are **fictional**; the practice norm table is for practice only and is not for use in your task. Examples are short teaching fragments and cover many different activities on purpose.

PRINTING

Print on A4, double-sided, so that even-numbered pages fall on the left. The book works in black and white: every colour also carries a label in words.

! INTEGRITY STATEMENT

This workbook teaches you how to think about performance analysis. It is **preparation**, not a template. It never contains a structure, paragraph or sentence for you to use, and it must never be submitted, or copied from, for your assessed task.

OCR states: "Please note that templates or writing frames of any kind may not be used." Your AEP must be **your own work, in your own words, with a structure you design yourself**. The full rules, including the rule on AI, are on p. 4 and p. 9.

NOTE FOR TEACHERS · JCQ 4.2 AND OCR'S GUIDE TO NEA

JCQ 4.2: "Centres must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)." OCR's guide sets a medium level of control and a 14-hour maximum. *Exam Vista's advice*: use this book for teaching before the task begins, not during the assessed hours.

Contents

Four parts. Support fades as you go.

PART 1 · UNDERSTAND

1.1	Your AEP at a glance	6
1.2	What you must produce	7
1.3	The rules	8
1.4	Playing fair	9
1.5	Your route through the AEP	10
2.1	How the AEP is marked	11
2.2	What the levels look like	12
2.3	Describe, analyse, justify, evaluate	13
2.4	Sort it	14
2.5	Weak, better, strong	15

PART 2 · ANALYSE (TASK PARTS 1 AND 2)

3.1	Your performer and activity	16
3.2	The components of fitness	17
3.3	Why each component matters	18
3.4	Choosing and running fitness tests	20
3.5	Evaluating fitness results	22
4.1	An overview of the key skills	24
4.2	Observing the performer	26
4.3	Assessing skill strengths and weaknesses	27
4.4	Analysis checkpoint	29

PART 3 · MOVEMENT & PLAN (TASK PARTS 3 AND 4)

5.1	Choose one skill	30
5.2	Joints and types of movement	31
5.3	Muscles and their roles	32
5.4	Going further: levers, planes and axes	33
5.5	Classifying the skill	34
5.6	Your movement analysis notes	35
6.1	Choosing and justifying the focus	36
6.2	Understanding your element	37
6.3	Drills and practices	38
6.4	Coaching points	39
6.5	Principles of training in your plan	40
6.6	SMART goals	41
6.7	Risk assessment	42
6.8	Warm up and cool down	43
6.9	Action plan overview and check	44

PART 4 · CHECK & WRITE

7	The analysis chain	45
8	Final check: fitness and skills	46
9	Final check: movement and action plan	47
10	How strong is your evidence?	48
11	Evidence map	49
12	Before you begin: final requirements check	50

REFERENCE

	Key words	5
	Check your understanding	51
	Theory toolkit	53

FOUR KINDS OF NUMBER IN THIS BOOK

Part 1–4: the four parts of this book

Section 1–12: chapters of this book

Task part 1–4: OCR's four parts of the AEP

Area 1–6: the six things the marker looks for

How to use this workbook

Four steps, and one simple page layout.

Start at the beginning and work through the book in order, **before** your assessed task begins. Every skill page is built from the same four steps:

1 LEARN IT Learn what you need to know. A few lines, a table or a diagram.	2 SEE IT See what good thinking looks like. A short example about a made-up performer.	3 TRY IT Practise on a made-up performer. If there is one right answer, check it at the back (from p. 51).	4 YOUR TURN Apply it to your own performer. Notes, ticks and numbers only. Never full sentences.
--	--	--	--

HOW EVERY PAGE IS LAID OUT

read once · nothing to write

WHITE COLUMN	Everyone does this. The steps in the main column are the whole lesson. If you complete them, you have done the page.
! WATCH OUT	A common mistake. It only appears where students often go wrong. Read it before you write.
★ PUSHING FOR THE TOP	Optional. Extra practice and top-band tips for students aiming for the highest levels. You can skip it and still finish the book.

PRACTISING, OR DOING MY OWN?

look at the top of the box

3 TRY IT practise on: Elif · fictional A white box with a name on it means practice. Use the made-up performer's facts, not your own.	4 YOUR TURN ABOUT YOU A dark bar means you: your activity, your performer, your notes.
--	---

! YOUR WORK, YOUR WORDS, YOUR STRUCTURE · READ THIS FIRST

- This book is **preparation**. Never hand it in, or any page of it, and **never copy from it** into your assessed task.
- Design your own structure.** OCR does not allow templates or writing frames of any kind, so this book never gives you headings, paragraphs or sentence starters to fill in.
- Your notes here are for learning. **Check with your teacher** before you use any of them during the assessed hours.
- AI:** if you use an AI tool at all, you must acknowledge it (name the tool and the date), keep screenshots of your prompts and its answers, and explain how you used it; these must be handed in with your work. AI-generated content is not your own work and cannot receive credit.

MY PLEDGE I will use this book to learn, and keep my assessed task entirely my own, in my own words and my own structure. I will acknowledge any source or AI tool I use, and ask my teacher when I am unsure.

NAME _____

SIGNATURE _____

DATE _____



Key words

Words you will meet in this book

These words appear all through the book. Come back to this page whenever you meet one you are not sure about.

AEP	Analysing and Evaluating Performance: Component 05 of your GCSE PE, the task this book prepares you for.
NEA	Non-exam assessment: work done in school, marked by your teacher, then checked by OCR.
Performer	The person you analyse: yourself, or a peer (another student).
Component of fitness	One part of fitness, such as agility or power. Not the same as a GCSE <i>component</i> , which is a part of the course.
Norms	A table of ratings (excellent to poor) for people of a given age and sex.
Key skills	The main techniques an activity needs, such as the serve, forehand and volley in tennis.
Movement analysis	Breaking one skill down into joints, types of movement and the muscles that cause it.
Agonist / antagonist	The agonist is the muscle that contracts to cause a movement; the antagonist relaxes to allow it.
Fixator	A muscle that holds a body part steady so the agonist can work.
Continuum	A line between two extremes, used to classify skills: simple to complex, open to closed.
Action plan	Your plan to improve one skill or component of fitness. You do not carry it out.
Drill / practice	An activity designed to improve the skill or component, from simple to more game-like.
Coaching point	A short, precise instruction about technique: "elbow high at the trophy position".
Principles of training	Specificity, overload, progression, reversibility, applied to your plan.
FITT	Frequency, intensity, time, type: the four things you can change in training.
SMART	OCR's goal-setting principle: Specific, Measurable, Achievable, Recorded, Timed.
Risk assessment	The hazards in your drills, how likely and serious they are, and how you control them.
Moderator	An examiner from OCR who checks a sample of your school's marking.
Justify • evaluate	Justify: give reasons and evidence for a choice. Evaluate: weigh strengths against weaknesses and reach a judgement.
Best fit	The marker reads all of your work and chooses the level that matches it most closely.
Informal supervision	A teacher is present to check the work is yours, but you work on your own.
Authenticate • malpractice	Confirming the work is your own. Breaking the rules is malpractice.
Valid • reliable	Valid: the test measures what it claims to. Reliable: it would give the same result if repeated in the same way.
Phase	One stage of a skill: preparation, execution or recovery.
Articulating bones	The bones that meet at a joint, such as the femur and tibia at the knee.
Trophy position	In the tennis serve: racket arm bent behind the head, ball tossed, knees bent, ready to strike.
Intrinsic • extrinsic	Feedback from inside (how it felt) or from outside (a coach, video, a score).
KP • KR	Knowledge of performance (how well the technique went) and knowledge of results (the outcome).
PAR-Q • RPE • 1RM	A health questionnaire before testing; a 1–10 rating of how hard work feels; the most you can lift once (estimated, never tested at a true maximum).
Fartlek • HIIT • plyometrics	Speed play with changes of pace; high-intensity intervals; jumping and bounding for power.

1.1

Your AEP at a glance

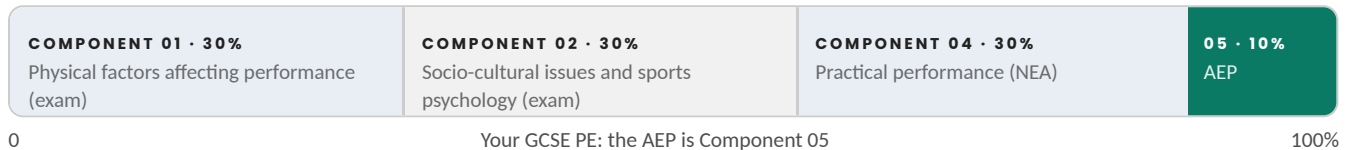
What is the AEP, and how much is it worth?

PART 1 STARTS HERE

Understand the task, the rules and how it is marked.

Your GCSE PE has two exams, a practical performance and one written task: **Analysing and Evaluating Performance (AEP)**. In the AEP you analyse and evaluate a performance in one activity, then write an **action plan** that could improve it. This book is about that task.

WHERE THE AEP SITS



THE MARK

20 marks

one mark, read against five levels · p. 11

THE TIME

14 hours

maximum, under informal supervision · p. 8

THE FORMAT

Written

one performance analysis task, in your own structure

FOUR FACTS TO KNOW NOW

ONE ACTIVITY

One practical activity, analysed in depth.

WHOSE PERFORMANCE?

Your **own** performance, or a **peer's**.

AFTER THE THEORY

Done after the relevant theory from Components 01 and 02 has been taught.

A PLAN, NOT A PROGRAMME

The action plan is **not carried out**: you design it, you do not train with it.

OCR'S SPECIFICATION SAYS

Learners "analyse and evaluate their own practical performance or that of a peer".

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Now think about your own AEP.** A word or two in each box is enough.

MY ACTIVITY

MY PERFORMER (ME OR A PEER)

A WEAKNESS I SUSPECT

QUESTIONS FOR MY TEACHER

! WATCH OUT "The AEP is a training programme I have to complete." No: you test, analyse and plan. The action plan is written, not carried out, and you are marked on the quality of your analysis and planning.

1.2

What you must produce

What does a complete AEP contain, part by part?

WHY THIS MATTERS This is the whole task on one page. Every later section builds one of these pieces.

OCR's Guide to NEA sets out four task parts, with suggested times. Together they must not take more than **14 hours**.

TASK PART 1 · FITNESS

2–3 hours

- Test the performer's fitness with tests for different components
- Evaluate the strengths and weaknesses of their fitness

This book: Section 3 · p. 16

TASK PART 2 · THE ACTIVITY

3–4 hours

- Analyse why each component of fitness matters in the activity
- Give an overview of the **key skills**
- Assess the performer's skill strengths and weaknesses

This book: Sections 3–4 · p. 18

TASK PART 3 · ONE SKILL

1–2 hours

- Analyse a movement: joint, type of movement, muscle group(s) and their role
- Classify the skill on the difficulty and environmental continua

This book: Section 5 · p. 30

TASK PART 4 · ACTION PLAN

4–5 hours

- The skill or component to improve, with a justification
- Drills and practices, with a risk assessment and coaching points
- Principles of training and SMART goals
- Relevant understanding of the element you chose

This book: Section 6 · p. 36

THE SIX THINGS THE MARKER LOOKS FOR

1 EVALUATION

Fitness strengths and weaknesses, from appropriate tests.

2 ANALYSIS

Why each component of fitness matters, justified.

3 OVERVIEW

An accurate overview of **all** the key skills.

4 ASSESSMENT

A thorough assessment of skill strengths and weaknesses.

5 MOVEMENT ANALYSIS

Detailed, accurate analysis and classification of one skill.

6 ACTION PLAN

Justified focus, drills, coaching points, principles, SMART, risk, understanding.



WATCH OUT

"The action plan is the main thing, so I will rush the fitness testing." No: all six areas are read together to decide your level. A brilliant plan cannot carry a thin evaluation of fitness.

1.3

The rules

How long, how supervised, and whose performance?

The AEP is done under **controlled conditions**. The rules below come from OCR's Guide to NEA. Your teacher will tell you how your school runs the sessions.

THE RULES · EXAM VISTA'S SUMMARY

TIME

- The whole task must **not exceed 14 hours**.
- A **task induction** of up to an hour may explain how it will run. It does not count towards the 14 hours.
- The **fitness testing** (task part 1) happens inside the 14 hours.
- The hours for each part are a guide (see p. 7).

SUPERVISION

- **Medium control:** informal supervision.
- Your teacher may give **limited guidance** only.
- Your teacher must be able to confirm the work is your own.

YOUR STRUCTURE

- "Templates or writing frames of any kind may not be used."
- You design your own headings, order and layout.

WHOSE PERFORMANCE?

- Your own, or a **peer's**.
- One activity. Choose one where you can observe and test the performer properly.

OCR'S GUIDE TO NEA SAYS

"Please note that templates or writing frames of any kind may not be used."

4

YOUR TURN

ABOUT YOU · NUMBERS ONLY

→ **Plan how you will use your 14 hours.** Use OCR's suggested ranges, then add your own target.

TASK PART	OCR GUIDE	MY TARGET (HOURS)	NOTES
1 Fitness testing	2–3 h		
2 The activity: fitness importance, key skills, strengths and weaknesses	3–4 h		
3 One skill: movement analysis and classification	1–2 h		
4 Action plan	4–5 h		
Total	max. 14 h		



WATCH OUT

"I can finish the action plan at home." Not unless your teacher says so: the task is supervised, and every hour counts towards the 14. Ask how your school runs the sessions.

1.4

Playing fair: your work, your words

What can you, your teacher and your sources do?

Your AEP must be your own work. Your teacher must be able to authenticate it as your independent work. Breaking the rules is **malpractice**, and the penalty can be disqualification.

THE RULES IN BRIEF · EXAM VISTA'S SUMMARY

YOUR TEACHER CAN

- explain the task, the timings and the assessment criteria
- run a task induction (up to an hour)
- give **limited guidance** during the task
- supervise, to make sure the work is yours

YOUR TEACHER CANNOT

- give you a template, writing frame, outline or headings
- give you model answers for the task
- mark a draft and let you improve it

SOURCES AND AI

- **Reference** any source, such as a norm table, even in your own words.
- **Acknowledge** any AI use: tool, date, screenshots and how you used it, handed in with your work.
- You are not rewarded for work AI did for you.

ALLOWED OR NOT? NINE COMMON SITUATIONS

G ALLOWED

- You analyse a peer from your PE group in netball.
- Your teacher explains what "movement analysis" must cover.
- You film your performer, with their consent (and a parent's if needed), on a school device, following school policy.

A ALLOWED ONLY IF ACKNOWLEDGED

- You use a norm table from a website. Reference it.
- You use an AI tool to check what a fixator is. Name the tool and date; keep screenshots.
- You use a drill from a governing body coaching site. Reference it.

R NOT ALLOWED

- You copy headings or a structure from this workbook.
- You ask an AI tool to write your action plan.
- You use a classmate's movement analysis table.

WHEN YOU HAND IN YOUR AEP

You are confirming that the work is your own, and that any sources or AI use are properly acknowledged. If you are unsure whether something is allowed, ask your teacher *before* you use it.

1.5

Your route through the AEP

What comes next, and when will you do it?

Prepare in this order. Most of the book is done **before** the assessed hours, so that when the task starts you already know what to test, observe and analyse.

4 YOUR TURN

ABOUT YOU · DATES AND TICKS

→ Add a target date to each stage. Tick it off when it is done.

STAGE	PAGES	TARGET DATE	DONE
1 Understand the task PART 1 What is marked and the rules	p. 6	_____	☐
2 Choose the performer and activity PART 2 Who, which activity, how you will observe	p. 16	_____	☐
3 Why fitness matters PART 2 Each component, justified for the activity	p. 18	_____	☐
4 Test and evaluate fitness PART 2 Tests, results, norms, strengths and weaknesses (in the assessed hours)	p. 20	_____	☐
5 Key skills and the assessment PART 2 Overview, observation, skill strengths and weaknesses	p. 24	_____	☐
6 Analyse one skill PART 3 Joints, movements, muscles, classification	p. 30	_____	☐
7 Build the action plan PART 3 Focus, drills, coaching points, principles, SMART, risk	p. 36	_____	☐
8 Check, plan and write PART 4 Final checks, then your assessed task	p. 45	_____	☐

KEY DATES AND FACTS

TASK STARTS (FROM MY TEACHER)

FINAL DEADLINE

MY ACTIVITY

MY PERFORMER

Plan your **observation** early: you need to watch the performer in real competitive or practice situations to assess their skills.

OPTIONAL TEACHER CHECK

you can keep going without it · general advice only · no level or mark

Initials _____ Date _____

2.1

How the AEP is marked

One mark out of 20, read across six areas

Your teacher marks the AEP out of **20**, using OCR's assessment criteria. The criteria describe six areas at five levels. The marker reads your whole task and chooses the level that fits **best**.

THE FIVE LEVELS · EXAM VISTA'S SUMMARY, NOT OCR WORDING

Level 5

17–20 marks

Full and accurate. Fitness fully evaluated with appropriate tests; every component's importance fully justified; **all** key skills; a thorough skill assessment; detailed, accurate movement analysis; a detailed action plan with an excellent range of detailed drills and practices with coaching points, an excellent understanding of the principles of training, and detailed, accurate SMART goals.

Level 4

13–16 marks

Accurate. Justified analysis of fitness; most key skills; accurate skill assessment and movement analysis; a good range of detailed drills and practices with some coaching points; SMART applied accurately.

Level 3

9–12 marks

Some accuracy. Some justification; a fairly accurate overview of most skills; some strengths and weaknesses; fairly accurate movement analysis; an accurate action plan with a range of detailed drills.

Level 2

5–8 marks

Limited. Limited justification and skill assessment; limited movement analysis; a limited range of drills and practices; some application of SMART goals.

Level 1

1–4 marks

Very limited. Little or no justification or movement analysis; few drills; limited evidence of SMART goals.

0 marks: nothing worthy of credit. The exact OCR wording is in section 2c.2 of the Guide to NEA.

3

TRY IT

PRACTISE ON: SAM'S AEP · FICTIONAL

ANSWERS P. 51

2.1.1 Sam's AEP has these features. Which level fits **best**? Circle one, then say what would lift it one level.

- Five fitness tests, compared with norms, each linked to strength or weakness
- Importance of each component justified, with examples
- Most key skills covered, with an accurate assessment of them
- Accurate movement analysis of two joints; classification stated without reasons
- Action plan with a good range of detailed drills, some coaching points and SMART goals; principles of training only named

Level 2

Level 3

Level 4

Level 5



WATCH OUT

"If one area is excellent, I get Level 5." No: the level is a best fit across all six areas. A strong action plan cannot hide a missing overview of the key skills.

2.2

What the levels look like

What separates a Level 3 AEP from a Level 5 one?

The difference between levels is rarely more writing. It is **accuracy**, **justification** and **completeness**. Here is what changes in each area.

AREA	LEVEL 3 WORK TYPICALLY...	LEVEL 5 WORK TYPICALLY...
1 Evaluation of fitness	Uses appropriate tests; strengths and weaknesses stated with some accuracy	A test for each relevant component; results compared with norms; each one clearly a strength or a weakness
2 Analysis of components	Some justification of why components matter	Every component's importance fully justified with moments from the activity and the performer's role
3 Overview of key skills	A fairly accurate overview of most skills	An accurate overview of all the key skills, in the activity's own terms
4 Assessment of skills	Some strengths and weaknesses, accurate	A thorough assessment: every key skill judged, with evidence from observation
5 Movement analysis	Fairly accurate: some joints and muscles	Detailed and accurate: each phase, joint, bones, movement, agonist and antagonist; classification justified on both continua
6 Action plan	An accurate plan; a range of detailed drills; some understanding of principles; SMART applied	Full justification; an excellent range of progressive drills with coaching points; principles applied; detailed SMART goals; excellent understanding

The words that recur at Level 5 are **all**, **fully**, **detailed** and **accurate**. Use them as a checklist, not as decoration.

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Which area do you expect to find hardest? Circle one, then note why.

1 Evaluation

2 Analysis

3 Overview

4 Assessment

5 Movement analysis

6 Action plan

2.3

Describe, analyse, justify, evaluate

What are the four thinking moves, and where does the AEP need them?

Four **command words** run through the AEP. Learn to hear the difference: description on its own earns little.

1 LEARN IT

the four thinking moves

DESCRIBE

What is it?

Say what the result, skill or movement is, accurately and with terms.

ANALYSE

How and why?

Break it down: explain the cause and its effect on performance.

JUSTIFY

What is the proof?

Support a judgement or a choice with reasons and evidence.

EVALUATE

How good, and so what?

Weigh strengths against weaknesses and reach a judgement.

2 SEE IT

EXAM VISTA TEACHING EXAMPLE

→ Read one sentence for each move, each from a different activity.

DESCRIBE · TENNIS

At the trophy position Elif's hitting elbow is bent at about 90°, level with her shoulder.

ANALYSE · BASKETBALL

Kai's jump shot falls short late in games because tired legs give him less knee extension at take-off.

JUSTIFY · HOCKEY

Agility matters most for Ruby, a centre midfielder, because she must turn with the ball under pressure in almost every possession.

EVALUATE · SWIMMING

Theo's turns are a clear strength, but his slow start costs more time than the turns gain, so the start is the priority.

NOTICE Each example is one sentence on one point. Your own task must be about your own performer, in your own words.

! WATCH OUT "If I describe the serve in enough detail, that counts as analysis." No: description says what happens. Analysis explains how and why it happens and what effect it has on the performance.

2.4

Sort it

Can you tell description, analysis, justification and evaluation apart?

Moderators look for analysis and evaluation, not just description. Sort these eight statements by the thinking move each one makes. Clue words: *because* and *so* often signal analysis or justification; *but* and *priority* signal evaluation.

3 TRY IT

PRACTISE ON: EIGHT MADE-UP PERFORMERS · FICTIONAL

ANSWERS P. 51

2.4.1 On each card, write **D** (describe), **A** (analyse), **J** (justify) or **E** (evaluate). There are two of each.

1 NETBALL (WING ATTACK)

Zara's chest pass is flat and fast, so defenders rarely intercept it.

2 FOOTBALL

Leo's 30 m sprint time was 4.9 s.

3 FOOTBALL (GOALKEEPER)

Reaction time matters most for Ana, because she must respond to deflections from close range.

4 BADMINTON

Kim's smash is stronger than her clear, but her weak clear costs her more points, so it is the bigger priority.

5 RUGBY

At the moment of the pass, Josh's elbows extend and his wrists snap through.

6 VOLLEYBALL

Mia's spike is often blocked because she contacts the ball in front of her head, not above it, so it travels flat.

7 ATHLETICS (LONG JUMP)

Power is the key component for Dan, because the take-off must convert speed into height in one stride.

8 TABLE TENNIS

Raj's forehand loop is his best shot, but his backhand is so weak that opponents avoid his forehand, so the backhand is his priority.

★ PUSHING FOR THE TOP

OPTIONAL

2.4.2 **Lift a description.** Pick one card you marked D. Add notes that would turn it into **analysis**: how or why it happens, and what effect it has.

CARD NUMBER AND NOTES · NOTES, NOT A PARAGRAPH

2.5

Weak → better → strong

What lifts one claim from weak to strong?

WHY THIS MATTERS A claim on its own earns little. Precise terms and evidence lift it, not length.

1 LEARN IT

four lifters · you will use these letters on this page

T TERM the exact skill or component, in technical words

E EVIDENCE a test result, or what you observed and when

C CAUSE the technique or fitness behind it

I IMPACT what difference it makes to the performance

2 SEE IT

EXAM VISTA TEACHING EXAMPLE

→ Read one claim about Elif, a tennis player, written three ways.

WEAK

"Elif's serve is bad."

BETTER

"Elif's first serve is a weakness. In two club matches only 9 of 22 first serves went in."

STRONG

"Elif's first serve is a weakness: in two club matches only 9 of 22 went in. Her ball toss drifts behind her head, so she arches her back and hits up, not through. Opponents attack her softer second serve, and she lost 11 of her 13 second-serve points."

NOTICE Weak → better adds the **term** and **evidence**. Still missing: the cause and the impact.

3 TRY IT

PRACTISE ON: ELIF · FICTIONAL

ANSWERS P. 51

2.5.1 Compare STRONG with BETTER. Tick each lifter STRONG adds, then copy the words that show it.

T term	☐ added	_____
E evidence	☐ added	_____
C cause	☐ added	_____
I impact	☐ added	_____

4 YOUR TURN

ABOUT YOU · NOTES AND TICKS ONLY

→ Now apply this to your own performer. You do not need test results yet: just see what you already know.

ONE THING THAT MIGHT BE A WEAKNESS

WHICH LIFTERS COULD YOU SHOW TODAY?

T the exact term	☐ have	☐ need
E evidence I have seen	☐ have	☐ need
C the cause	☐ have	☐ need
I what difference it makes	☐ have	☐ need

Every "need" is fine for now. Part 2 shows you how to collect it (p. 20).

3.1

Your performer and activity

Whose performance, in which activity, and can you get the evidence?

PART 2 STARTS HERE

Test and evaluate fitness, then assess the key skills of the activity.

First decide **whose** performance you will analyse and **in which activity**. The best choice is the one you can observe closely, test fairly and know well enough to name every key skill.

1 LEARN IT

three questions before you commit

CAN I OBSERVE IT?

Can you watch (or film) the performer in practices **and** in competitive situations, more than once?

CAN I TEST IT?

Can the performer do a range of fitness tests safely, in fair conditions, in the time available?

DO I KNOW IT?

Do you know the activity well enough to name **all** its key skills in the right terms?

ME

- + You know what you are trying to do and how it feels.
- You cannot watch yourself: you need video, a team-mate's tally or a coach's notes.

A PEER

- + Easier to watch closely; strengths and weaknesses may be clearer.
- You need their consent (and a parent's for filming if needed), their time for testing, and their age and sex for norm tables. Keep their data private: initials only.

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Fill in your profile card. Key words only.

PROFILE CARD

ACTIVITY as on the OCR activity list	PERFORMER me · a peer (initials)	AGE · SEX needed for norm tables
POSITION · EVENT · ROLE	LEVEL school · club · county · other	HOW I WILL OBSERVE video · live · tally · coach notes
COMPETITIVE SITUATIONS matches, fixtures, events	PRACTICE SITUATIONS drills, conditioned games	PERMISSION ASKED? peer, parent, coach



WATCH OUT

"I will analyse my best friend because it is easy." Only if you can observe them often and in competitive situations. Choose the performer whose evidence you can actually collect.

3.2

The components of fitness

What are the ten components, and what does each one mean?

OCR's specification names **ten components of fitness**. You need the exact term and a clear definition for each before you can test them or explain why they matter.

1 LEARN IT

the ten components · Exam Vista's definitions

COMPONENT	WHAT IT MEANS
Cardiovascular endurance (stamina)	the ability of the heart and lungs to supply oxygen to the working muscles for a long time
Muscular endurance	the ability of a muscle to keep contracting repeatedly without tiring
Speed	the ability to move the body, or part of it, quickly
Strength	the ability of a muscle to apply force to overcome a resistance
Power	strength and speed combined: applying force quickly
Flexibility	the range of movement possible at a joint
Agility	the ability to change direction quickly while keeping control
Balance	the ability to keep the body's centre of mass over its base of support
Co-ordination	the ability to use two or more body parts together smoothly
Reaction time	the time taken to respond to a stimulus

3 TRY IT

PRACTISE ON: SIX MOMENTS FROM SPORT

ANSWERS P. 51

3.2.1 Write the component of fitness each moment depends on most.

a the time between the ball leaving the bowler's hand and the batter starting to move

b holding a handstand still for three seconds

c a sprinter driving out of the blocks explosively

d a rower keeping the same stroke rate for 2,000 m

e a netball centre dodging one way then the other

f a gymnast reaching a full split

4 YOUR TURN

ABOUT YOU · KEY WORDS

→ Which three components matter most for your performer? First guess. You will justify it on the next page.

1

2

3

! WATCH OUT "My performer is fit." No: "fit" is not a component. Name the exact component: cardiovascular endurance, agility, power and so on.

3.3

Why each component matters

Can you justify the importance of every component for your activity?

The **Analysis** area rewards a "fully justified analysis" of why each component of fitness matters in the activity. A justification names a **moment** in the activity, the **role** of the performer, and the **effect** on performance.

1 LEARN IT

three parts of a justification

MOMENT

when in the activity it is used

ROLE

why it matters for this position or event

EFFECT

what happens if it is strong, or weak

2 SEE IT

EXAM VISTA TEACHING EXAMPLE · ELIF, TENNIS SINGLES

COMPONENT	IMPORTANCE	JUSTIFICATION (MOMENT · ROLE · EFFECT)
Agility	High	Recovering to the centre after a wide forehand, then changing direction for the next ball; in singles she covers the whole court alone, so slow recovery leaves an open court.
Power	High	The serve and the smash: a powerful serve wins free points or a weak return.
Reaction time	High	Returning a fast serve; the ball arrives in well under a second, so a slow response means a late, mistimed return.
Cardiovascular endurance	Medium	Recovering between points in a match of over an hour; tiredness late in the third set slows her footwork.

3 TRY IT

PRACTISE ON: BEN, FOOTBALL GOALKEEPER · FICTIONAL

ANSWERS P. 51

3.3.1 Which part or parts of the justification (moment, role, effect) are missing from each? Write them in.

a "Reaction time is important for a goalkeeper."

b "Power matters when Ben dives to save a shot in the corner."

c "Flexibility matters because, as the last line of defence, a goalkeeper who cannot stretch concedes goals."

3.3

Why each component matters CONTINUED

Your performer, component by component

Now justify the importance of **every** component for your own performer. High-importance components need the fullest justification; low ones still need a reason.

4 YOUR TURN

ABOUT YOU · KEY WORDS

→ Rank every component for your performer. High, medium or low, then a moment and an effect as key words.

COMPONENT	H · M · L	MOMENT IN THE ACTIVITY	EFFECT ON PERFORMANCE
Cardiovascular endurance			
Muscular endurance			
Speed			
Strength			
Power			
Flexibility			
Agility			
Balance			
Co-ordination			
Reaction time			

! WATCH OUT "Low importance means I can leave it out." No: say briefly why it matters less. "Fully justified" means every component, not just the top three.

3.4

Choosing and running fitness tests

Which tests, and how will you make them fair and safe?

Task part 1 asks you to assess the performer's fitness "using tests for the different components of fitness". The top level expects appropriate tests for **each** component. Plan them now: the testing itself happens in the assessed hours. Run them so they are **valid**, **reliable** and **safe**.

1 LEARN IT

the tests named in the specification

COMPONENT	TEST	RESULT IN
Cardiovascular endurance	Cooper 12-minute run/walk · multi-stage fitness test	metres · level
Muscular endurance	Press-up test · sit-up test	repetitions
Speed	30 m sprint test	seconds
Strength	Grip strength dynamometer · 1 repetition maximum (1RM)	kg
Power	Standing jump or vertical jump test	cm
Flexibility	Sit and reach test	cm
Agility	Illinois agility test	seconds
Balance	Stork stand test	seconds
Co-ordination	Wall throw test	catches
Reaction time	Reaction time ruler test	cm (or seconds)

VALID

The test measures the component you claim it measures.

RELIABLE

Same warm-up, surface, equipment, tester and attempts, so the result could be repeated.

SAFE

A PAR-Q or readiness check first; a proper warm-up. Use the grip dynamometer for strength; 1RM only as a predicted or sub-maximal test, supervised by qualified staff.

! WATCH OUT "I will only test the two components that matter most." No: the top level asks for appropriate tests for each component. Test every component you safely can; if you leave one out, say why.

3.4

Choosing and running fitness tests CONTINUED

Your test battery, component by component

Plan a test for **every** component, the conditions you will keep the same, and one safety point each. You will run the tests in the assessed hours.

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Plan your test battery.** A test for each component, the conditions you will keep the same, and a safety point.

COMPONENT	TEST	CONDITIONS (SURFACE, WARM-UP, TESTER, ATTEMPTS)	SAFETY POINT
Cardiovascular endurance			
Muscular endurance			
Speed			
Strength			
Power			
Flexibility			
Agility			
Balance			
Co-ordination			
Reaction time			

3.5

Evaluating fitness results

Is each result a strength or a weakness, for this activity?

The **Evaluation** area asks you to evaluate the performer's fitness strengths and weaknesses "accurately". A result only means something when it is **compared** and **linked** to the activity.

1 LEARN IT

three steps for every result

1 · RATE IT

Compare with a norm table for the performer's age and sex: "below average".

2 · SIZE IT

How far from the next band up, or from a comparison performer?

3 · JUDGE IT

Strength or weakness **for this activity**? A low result in a component that hardly matters is not a priority.

2 SEE IT

PRACTICE NORM TABLE

for practice only · not for your task

RATING · FEMALE 16–19	VERTICAL JUMP (CM)	ILLINOIS (S)
Excellent	> 58	< 17.0
Above average	47–58	17.0–17.9
Average	36–46	18.0–21.7
Below average	26–35	21.8–23.0
Poor	< 26	> 23.0

NOTICE For practice. In your task, use the table your teacher gives you for the performer's age and sex, and reference its source.

ONE RESULT EVALUATED · ELIF, TENNIS

Illinois agility 22.1 s: **below average** for a 16-year-old female, 0.4 s outside the average band. Agility is high-importance for a singles player covering the whole court, so this is her clearest fitness **weakness**. Her vertical jump of 52 cm is above average, a **strength** that supports a powerful serve.

3 TRY IT

PRACTISE ON: THE PRACTICE TABLE ABOVE

ANSWERS P. 51

3.5.1 Use the practice table. Give the rating and the gap to the next band up.

a Vertical jump 33 cm

b Illinois 18.4 s

c Illinois 17.4 s

3.5

Evaluating fitness results

CONTINUED

Your performer, test by test

Record each result as soon as you test (in the assessed hours), then rate it, judge its importance and decide whether it is a strength or a weakness **for this activity**.

4 YOUR TURN

ABOUT YOU · NUMBERS AND KEY WORDS

→ Record and evaluate your performer's results. One row per test.

TEST	RESULT	NORM RATING (SOURCE)	IMPORTANCE (H/M/L)	STRENGTH OR WEAKNESS?

! WATCH OUT "Below average, so it is a weakness." Only if it matters for the activity. A low score in a component of low importance is not a priority: say so.

4.1

An overview of the key skills

Can you name every key skill of your activity, accurately?

The **Overview** area rewards "an accurate overview of all of the key skills": name **every** key skill in its correct terms, and say briefly what each one is for.

1 LEARN IT

group the skills so none are missed

Check your list against OCR's **core and advanced skills** for your activity (Guide to NEA, section 2e): it is the best test of "all of the key skills".

BY PHASE OF PLAY

attacking · defending

BY TYPE

passing · shooting ·
tackling

BY STROKE

serve · groundstrokes ·
volleys

BY ROLE

what this position needs
most

2 SEE IT

ELIF, TENNIS SINGLES · AN OVERVIEW IN NOTES

GROUP	KEY SKILL	WHAT IT IS FOR
Starting the point	First serve · second serve · return of serve	win free points; start the point safely; neutralise the server
Baseline	Forehand and backhand groundstrokes · lob	control rallies; move the opponent; defend a net rush
At the net	Forehand and backhand volley · overhead smash	finish points; punish short balls and lobs
Touch	Drop shot	draw the opponent forward; change the rhythm

3 TRY IT

PRACTISE ON: AVA, NETBALL CENTRE · FICTIONAL

ANSWERS P. 51

4.1.1 Ava's overview of netball for a centre lists: *chest pass, shoulder pass, footwork, shooting, marking*. Which **three** key skills for a centre are missing, and which listed skill hardly matters for her role?

4.2

Observing the performer

What evidence will your skill judgements rest on?

You cannot assess a skill you have not watched. Plan your observation so your judgements are based on **evidence**: what happened, how often, and in what situation.

1 LEARN IT

good observation evidence

SITUATION

Practice **and** competitive situations: pressure changes skills.

COUNT

Tally successes and errors: "7 of 12".

MOMENT

Note when it went right or wrong: late in a set, under pressure.

TECHNIQUE

Note what you saw: "toss behind her head".

3 TRY IT

PRACTISE ON: ELIF'S TALLY · FICTIONAL

ANSWERS P. 51

4.2.1 Elif's tally from two club matches. Which skill is her clearest **strength** and which her clearest **weakness**? Give the evidence.

SKILL	MATCH 1	MATCH 2	NOTES FROM VIDEO
First serve in	4 / 11	5 / 11	toss drifts behind her head
Forehand winners	7	9	early preparation, hits on the rise
Backhand errors	2	3	occasionally late on wide balls
Volleys won	3 / 4	4 / 5	rarely comes to the net

Strength:

Weakness:

4 YOUR TURN

ABOUT YOU · TALLIES AND NOTES

→ **Plan your observation sheet.** Choose the skills, then rule the columns before you watch.

SKILL	SITUATION 1 (PRACTICE)	SITUATION 2 (COMPETITIVE)	SITUATION 3	TECHNIQUE NOTES

★ PUSHING FOR THE TOP

OPTIONAL

Note **when** errors happen as well as how many: early or late, ahead or behind, fresh or tired. A pattern tells you the cause, and the cause decides your action plan.

4.3

Assessing skill strengths and weaknesses

How skilful is each key skill, on the evidence?

The **Assessment** area rewards "an accurate and thorough assessment" of skill strengths and weaknesses. Judge each skill against the **characteristics of skilful movement** from your specification, and back it with evidence.

1 LEARN IT

the five characteristics of skilful movement

EFFICIENT

no wasted energy or movement

PRE-DETERMINED

the performer knows what they are trying to do

CO-ORDINATED

body parts work together in the right order

FLUENT

smooth, flowing, well timed

AESTHETIC

looks good; controlled and balanced

2 SEE IT

ELIF · ONE STRENGTH, ONE WEAKNESS

STRENGTH · FOREHAND

Her forehand is **fluent** and **co-ordinated**: early racket preparation, hips then shoulders rotating into the ball. In two matches she hit 16 forehand winners, so opponents avoid her forehand side.

WEAKNESS · FIRST SERVE

Her first serve is not **efficient** or **fluent**: the toss drifts behind her head, so she arches and hits up. Only 9 of 22 first serves went in, and her weaker second serve was attacked.

NOTICE Each judgement uses a characteristic, technique, a count from observation and the effect on the match.

3 TRY IT

PRACTISE ON: THREE JUDGEMENTS · FICTIONAL

ANSWERS P. 51

4.3.1 Which characteristic of skilful movement does each comment show is **missing**?

a His run-up is jerky and he stutters before the take-off board.

b She uses her arms and legs out of time on the breaststroke, so she stalls.

c He sprints three extra steps to field a ball he could have reached in one.

4.4

Analysis checkpoint

Are task parts 1 and 2 ready?

Task parts 1 and 2 are where four of the six assessed areas are earned. Before you move on to movement analysis, check that your preparation notes are complete.

4 YOUR TURN

TICKS ONLY

→ Tick each item only if you can point to it in your notes. An empty box is a gap: fix it now.

TASK PART	BEFORE I MOVE ON...	PAGE	DONE
1	A test for each component (or a reason for leaving one out), run in fair, safe conditions	p. 21	☐
1	Every result rated against norms, and judged a strength or weakness	p. 23	☐
2	The importance of every component justified: moment, role, effect	p. 19	☐
2	All the key skills of the activity listed in correct terms	p. 25	☐
2	Observation evidence from practice and competitive situations	p. 26	☐
2	Every key skill assessed against the characteristics of skilful movement	p. 28	☐
2	One clear priority weakness (skill or fitness) for the action plan	p. 29	☐

4 YOUR TURN

ABOUT YOU · KEY WORDS

→ Choose your priority. The weakness your action plan will target. You will justify it in Section 6.

THE WEAKNESS (SKILL OR COMPONENT)

MY STRONGEST EVIDENCE

WHY IT MATTERS MOST

! WATCH OUT "I will choose the weakness that has the easiest drills." No: choose the weakness with the biggest effect on performance and the clearest evidence. The justification is marked.

OPTIONAL TEACHER CHECK

you can keep going without it · general advice only · no level or mark

Initials _____ Date _____

5.1

Choose one skill

Which skill will you analyse, and what are its phases?

PART 3 STARTS HERE

Analyse one skill in detail, then design an action plan to improve performance.

Task part 3 asks you to analyse **one specific skill or technique** from the activity. Choose a skill with clear, visible joint actions, then break it into **phases** so you can analyse each one in order.

1 LEARN IT

three phases

PREPARATION

getting ready: stance, backswing, approach, loading

EXECUTION

the action itself: drive, contact, release, take-off

RECOVERY

follow-through, landing, return to a ready position

2 SEE IT

ELIF · THE TENNIS SERVE IN THREE PHASES

PREPARATION

Side-on stance; ball toss with the non-hitting arm; knees bend and the hitting arm folds into the trophy position.

EXECUTION

Legs drive upwards; the hitting arm swings up and forward; the elbow straightens to contact the ball at full stretch.

RECOVERY

The arm follows through across the body; she lands inside the court on her front foot, ready for the return.

CHOOSE A SKILL THAT...

- has clear movement at the knee, elbow, shoulder or hip
- you can watch slowly (video helps)
- matters to the performer: ideally the weakness from 4.4

AVOID A SKILL THAT...

- is mostly a decision or tactic, with little visible movement
- happens too fast to see, unless you can film it

4 YOUR TURN

ABOUT YOU · KEY WORDS

→ Choose your skill and split it into phases. Key words only.

THE SKILL

PREPARATION

EXECUTION

RECOVERY

5.2

Joints and types of movement

Which joint moves, and what kind of movement is it?

The Movement analysis area must cover the **joint** and the **type of movement**. Use the joints, bones and movements named in your specification, and be exact about which phase you mean.

1 LEARN IT

specification joints and movements

JOINT	TYPE	ARTICULATING BONES	MOVEMENTS
Knee	hinge	femur, tibia	flexion, extension
Elbow	hinge	humerus, radius, ulna	flexion, extension
Shoulder	ball and socket	humerus, scapula	flexion, extension, rotation, abduction, adduction, circumduction
Hip	ball and socket	pelvis, femur	flexion, extension, rotation, abduction, adduction, circumduction

FLEXION · EXTENSION

Flexion decreases the angle at the joint; extension increases it.

ABDUCTION · ADDUCTION

Abduction moves a limb away from the midline of the body; adduction moves it towards it.

ROTATION · CIRCUMDUCTION

Rotation turns a bone around its own long axis; circumduction moves the limb in a cone, as in an arm circle.

3 TRY IT

PRACTISE ON: ELIF'S SERVE · FICTIONAL

ANSWERS P. 52

5.2.1 Name the movement at each joint in the phase given.

	JOINT AND PHASE	MOVEMENT
a	Knees, as she loads into the trophy position	
b	Knees, as she drives up to the ball	
c	Hitting elbow, from trophy position to contact	
d	Hitting shoulder, as the arm swings up and forward to the ball	

! WATCH OUT "The arm moves at the elbow." Too vague: name the joint, its type, the articulating bones and the exact movement, in a stated phase. "Elbow (hinge; humerus, radius, ulna): extension from trophy position to contact."

5.3

Muscles and their roles

Which muscles cause the movement, and what does each one do?

Movement analysis also needs the **muscle group(s)** and their **function**. Muscles work in **antagonistic pairs**: one contracts to cause the movement while the other relaxes to allow it.

1 LEARN IT

roles of muscles in movement

AGONIST

The muscle that contracts to cause the movement (the prime mover).

ANTAGONIST

The muscle that relaxes to allow the movement to happen.

FIXATOR

A muscle that stabilises a body part so the agonist can work effectively.

MOVEMENT	AGONIST	ANTAGONIST
Elbow flexion	biceps	triceps
Elbow extension	triceps	biceps
Knee flexion	hamstrings	quadriceps
Knee extension	quadriceps	hamstrings
Shoulder flexion	deltoid	latissimus dorsi
Shoulder extension	latissimus dorsi	deltoid
Shoulder abduction	deltoid	latissimus dorsi
Shoulder adduction	latissimus dorsi	deltoid

Also in the specification: trapezius, pectorals, abdominals, gastrocnemius (rising onto the toes). Choose movements where the agonist is clear. Avoid landings: when the knee bends as you land, the quadriceps are controlling it.

2 SEE IT

ELIF · EXECUTION PHASE OF THE SERVE

JOINT	MOVEMENT	AGONIST	ANTAGONIST
Knee (hinge)	extension	quadriceps	hamstrings
Elbow (hinge)	extension	triceps	biceps

NOTICE The trapezius acts as a fixator, holding the shoulder girdle steady as the arm swings.

3 TRY IT

PRACTISE ON: THREE MOVEMENTS · FICTIONAL

ANSWERS P. 52

5.3.1 Name the agonist and antagonist.

a Upward phase of a press-up (elbows)

Agonist:

Antagonist:

b Bending the knee to lift the heel in the backswing of a kick

Agonist:

Antagonist:

c Bringing the arm down from above the head in a front crawl pull (shoulder)

Agonist:

Antagonist:

5.4

Going further: levers, planes and axes

Optional depth for a detailed movement analysis

For "detailed" movement analysis, you can add **levers**, **planes** and **axes** from your specification. These are not listed in the AEP task itself, so treat this page as a way to add accurate depth, not a requirement.

1 LEARN IT

lever systems

CLASS	ORDER	SPECIFICATION EXAMPLE	IN SPORT
1st class	fulcrum in the middle	neck	nodding the head to head a ball
2nd class	load in the middle	ankle	rising onto the toes (plantar flexion) to jump
3rd class	effort in the middle	elbow	flexing the elbow in a biceps curl

Mechanical advantage = effort arm ÷ load arm. When the effort arm is longer than the load arm (2nd class levers), a large load can be moved with a small effort. Third-class levers have a mechanical disadvantage but give speed and range of movement.

1 LEARN IT

planes and axes

PLANE	AXIS	MOVEMENTS	EXAMPLE
Sagittal	transverse	flexion, extension	a forward roll; a running stride
Frontal	frontal	abduction, adduction	a cartwheel; a star jump
Transverse	longitudinal	rotation	a discus spin; a full twist

3 TRY IT

PRACTISE ON: FOUR MOVEMENTS

ANSWERS P. 52

5.4.1 Name the plane and axis for each movement.

a a pirouette in dance

b a somersault in trampolining

c the arm lifting sideways in a star jump

d the leg kicking through a football

★ PUSHING FOR THE TOP

OPTIONAL

Add **one** lever, plane or axis point to your movement analysis, only where it is accurate and you can explain what it does for the skill. Accuracy matters more than adding terms.

5.5

Classifying the skill

Where does your skill sit on each continuum, and why?

Task part 3 also asks you to **classify** the skill on two continua and, for the top level, to **justify** where you place it. A skill sits at a point on a line, not in a box.

1 LEARN IT

the two continua in the specification

DIFFICULTY CONTINUUM

Simple

few parts, little information or decision-making

Complex

many parts, lots of information and decisions

ENVIRONMENTAL CONTINUUM

Closed

stable environment, performer controls the timing

Open

changing environment, must adapt to opponents and conditions

2 SEE IT

ELIF · THE SERVE CLASSIFIED

The serve is towards the **closed** end: Elif starts it when she chooses, and the court, net and ball do not change. It is towards the **complex** end: it has many linked parts (toss, trophy position, drive, contact) and she must decide on placement and spin every time.

NOTICE A position on each line, and a reason for each position.

3 TRY IT

PRACTISE ON: FOUR SKILLS

ANSWERS P. 52

5.5.1 Mark each skill nearer **closed** or **open**, and nearer **simple** or **complex**. Give one reason for each.

	SKILL	CLOSED / OPEN	SIMPLE / COMPLEX	REASON
a	a sprint start			
b	dribbling past a defender in hockey			
c	a forward roll in gymnastics			
d	a pass under pressure in netball			

4 YOUR TURN

ABOUT YOU · MARKS AND KEY WORDS

→ **Classify your skill.** Mark a cross on each line, then note one reason for each.

Simple

Complex

Reason:

Closed

Open

Reason:

5.6

Your movement analysis notes

Is every phase, joint and muscle accurate?

Bring the last four pages together. One row per **phase and joint**. This is planning for your notes only: in your task you will present the analysis in your own way.

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Build your movement analysis notes.** Every phase, with the main joints in each.

PHASE	JOINT (TYPE)	ARTICULATING BONES	MOVEMENT	AGONIST	ANTAGONIST

4 YOUR TURN

ABOUT YOU · KEY WORDS

→ **Add the extras.**

FIXATOR (IF ANY)

LEVER, PLANE OR AXIS (OPTIONAL)

CLASSIFICATION: BOTH CONTINUA + REASONS

ACCURACY CHECK

☐

Every joint is from the specification list

☐

Agonist and antagonist are a true pair

☐

Every movement matches its phase

6.1

Choosing and justifying the focus

What will the plan improve, and why that?

Task part 4 is the **action plan**. It is worth the most time (4–5 hours). It starts with the **skill or component of fitness** you will improve and a **justification** for choosing it. You do not carry the plan out.

1 LEARN IT

a full justification links three things

EVIDENCE

the test result or observation count

IMPACT

what the weakness costs in performance

PRIORITY

why this, and not another weakness

3 TRY IT

PRACTISE ON: THREE JUSTIFICATIONS · FICTIONAL

ANSWERS P. 52

6.1.1 Score each justification: one point each for evidence, impact and priority.

a "I chose the serve because I like serving."

☐

b "I chose agility because it was her worst test result."

☐

c "I chose the first serve: only 9 of 22 went in across two matches, her second serve was attacked, and she lost 11 of 13 second-serve points, so it costs more points than any other skill."

☐

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Plan your justification. Key words and numbers.

SKILL OR COMPONENT TO IMPROVE

EVIDENCE (TEST OR COUNT)

IMPACT ON PERFORMANCE

WHY THIS ONE FIRST

! WATCH OUT "I picked a skill, so I cannot use fitness training in my plan." You choose one focus: a skill **or** a component of fitness. Your drills and the understanding you show must fit that focus.

6.2

Understanding your element

Which theory fits your focus, and why?

The action plan must show "relevant understanding of the element chosen". Use the theory from your course that fits **your** focus: training theory for a fitness component, skill-learning theory for a skill.

IF YOUR FOCUS IS A COMPONENT OF FITNESS

- **Types of training:** continuous, fartlek, interval, circuit, weight training, plyometrics, HIIT. Which suits the component?
- **FITT:** frequency, intensity, time, type
- **Principles:** specificity, overload, progression, reversibility
- The relevant **long-term effects** of training

IF YOUR FOCUS IS A SKILL

- **Guidance:** visual, verbal, manual, mechanical, with advantages and disadvantages
- **Feedback:** intrinsic, extrinsic, knowledge of performance, knowledge of results, positive, negative
- **Mental preparation:** imagery, mental rehearsal, selective attention, positive thinking
- The skill's **classification**, to choose practices

2 SEE IT

ELIF · SKILL FOCUS: THE FIRST SERVE

Elif's fault is the toss, which she cannot see while serving, so extrinsic **knowledge of performance** from video helps her see the error. **Visual guidance** (a target hoop for the toss) shows where the ball should go. As she improves, feedback shifts to **intrinsic**, so she feels a good toss in matches when no coach is there.

NOTICE Each theory is chosen because it fits the cause of her weakness, not listed for its own sake.

3 TRY IT

PRACTISE ON: FOUR COACHING MOMENTS

ANSWERS P. 52

6.2.1 Name the type of guidance or feedback in each.

a A coach physically moves a gymnast's arms through a handspring.

c "You scored 7 out of 10 free throws."

b A swimmer uses a float to practise the leg kick.

d A golfer feels that the swing was smooth and balanced.

4 YOUR TURN

ABOUT YOU · KEY WORDS

→ **Which theory fits your focus?** Name it and say why it fits the cause of the weakness.

THEORY 1 · WHY IT FITS

THEORY 2 · WHY IT FITS

THEORY 3 · WHY IT FITS

6.3

Drills and practices

Does your range of drills progress towards the real game?

The top level needs "an excellent range of detailed drills and practices with coaching points". A good range **progresses**: from simple and closed practice towards the open, pressured conditions of a real game.

2 SEE IT

ELIF · A PROGRESSIVE DRILL LADDER FOR THE FIRST SERVE

1 CLOSED, SIMPLE

Toss only: toss into a hoop on the ground, 20 tosses, no racket.

2 CLOSED, MORE COMPLEX

Toss to trophy position and catch; check toss height and elbow position.

3 FULL SKILL, NO PRESSURE

Full serves to a large target zone, 3 sets of 10.

4 ADDED PRESSURE

Serve to smaller zones; a point lost for every fault; a partner returns.

5 GAME-LIKE

Tie-break games where she must win the point on her own serve.

NOTE Each step adds one thing: movement, the full skill, pressure, then game conditions.

3 TRY IT

PRACTISE ON: NETBALL DODGING · FICTIONAL

ANSWERS P. 52

6.3.1 Put these five dodging drills in a progressive order, 1 (simplest) to 5 (most game-like).

☐

a Dodging past a defender in a 3 v 2 game

☐

b Dodging around cones, walking pace

☐

c A conditioned 7 v 7 game, with a tally of successful dodges

☐

d Dodging around cones at full speed

☐

e Dodging past a passive defender who only shadows

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Plan your drill ladder.** One step at a time, from closed and simple to open and game-like.

STEP	DRILL	WHAT IT ADDS	SETS · REPS · TIME
1			
2			
3			
4			
5			

6.4

Coaching points

Are your coaching points precise enough to follow?

Every drill needs **coaching points**: short, precise instructions about technique. Good coaching points are tied to a **phase**, a **body part** and something you can **see**.

1 LEARN IT

vague versus precise

VAGUE	PRECISE COACHING POINT
Toss it properly.	Toss with a straight arm, releasing at head height, so the ball peaks just in front of the hitting shoulder.
Bend your legs.	Bend both knees at the trophy position, then drive up through the ball.
Hit it hard.	Reach full elbow extension at contact, hitting up and out through the ball.
Follow through.	Let the racket finish across the body, past the opposite hip.

3 TRY IT

PRACTISE ON: FOUR VAGUE POINTS

ANSWERS P. 52

6.4.1 Rewrite each vague point so it names a phase or body part and something you can see.

a Netball pass: "Pass it better."

b Basketball free throw: "Use your legs."

c Football instep drive: "Strike it cleanly."

d Front crawl: "Breathe properly."

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Write two or three coaching points for each of your drills. Keep them short.

DRILL (STEP)	COACHING POINT 1	COACHING POINT 2	COACHING POINT 3
1			
2			
3			
4			
5			

! WATCH OUT "The more coaching points, the better." No: two or three precise points per drill are easier to follow and to check than eight vague ones.

6.5

Principles of training in your plan

How does your plan use each principle?

The top level needs "an excellent understanding of the principles of training". Defining them shows little. Show how **your** plan applies each one.

1 LEARN IT

ELIF, FIRST SERVE

defined versus applied

PRINCIPLE	DEFINED (WEAK)	APPLIED IN THE PLAN (STRONG)
Specificity	<i>Training should match the activity.</i>	Every drill uses her own racket, court and serve action, with the same toss.
Overload	<i>Make the body or skill work harder than usual.</i>	Smaller target zones and a point lost for every fault, so each serve is under more pressure.
Progression	<i>Increase the demand gradually.</i>	From toss-only drills in week 1 to pressured tie-breaks by week 5, one step at a time.
Reversibility	<i>Gains are lost if practice stops.</i>	Two short sessions a week, so the corrected toss is never left for more than four days.
FITT	<i>Frequency, intensity, time, type.</i>	F twice a week · I target zones shrinking · T 30 min · T serve-specific drills.

Fitness focus? Apply FITT to the training type, e.g. Ruby's agility: F twice a week · I 30 s : 30 s rising to 40 s : 20 s, RPE 8 · T 30 min · T agility circuit with stick and ball.

3 TRY IT

PRACTISE ON: FOUR SENTENCES

ANSWERS P. 52

6.5.1 Is each sentence a **definition** (D) or **applied** (A)?

☐

a "Progression means increasing the training gradually."

☐

b "Each week the target zone shrinks from 2 m to 1 m wide."

☐

c "Specificity means the training is specific."

☐

d "She practises twice a week, so the new toss is not forgotten between sessions."

4 YOUR TURN

ABOUT YOU · NOTES AND NUMBERS

→ Apply each principle to your plan. Numbers, days and changes. No definitions.

PRINCIPLE	HOW MY PLAN APPLIES IT
Specificity	
Overload	
Progression	
Reversibility	
FITT	

6.6

SMART goals

Do your goals meet OCR's five SMART letters?

OCR's SMART principle is not quite the same as in other courses. In your specification, the letters stand for **Specific, Measurable, Achievable, Recorded, Timed**.

1 LEARN IT

OCR's SMART

S · SPECIFIC

exactly which skill or component

M · MEASURABLE

a number you can count or time

A · ACHIEVABLE

within reach for this performer, from the baseline

R · RECORDED

written down, with how progress is tracked

T · TIMED

a deadline, and when it is reviewed

2 SEE IT

ELIF · ONE SMART GOAL

Raise first serves in from 9 of 22 (41%) to 14 of 22 (64%) across two club matches by the end of week 6, recorded on a match tally sheet and reviewed with her coach every two weeks.

NOTICE Specific skill, measurable count, a realistic step from her baseline, how it is recorded, and when.

3 TRY IT

PRACTISE ON: FOUR GOALS · FICTIONAL

ANSWERS P. 52

6.6.1 Which SMART letters is each goal missing?

a "Get better at serving."

b "Get 14 of 22 first serves in."

c "Get 14 of 22 first serves in across two club matches by the end of week 6."

d "Get every first serve in within a week, recorded on a tally sheet."

4 YOUR TURN

ABOUT YOU · NOTES AND NUMBERS

→ **Plan your goals.** One goal for the end of the plan, and a smaller goal for the halfway point.

SPECIFIC	MEASURABLE	ACHIEVABLE (BASELINE → TARGET)	RECORDED (HOW)	TIMED (WHEN)
Final				
Halfway				

6.7

Risk assessment

What could go wrong in your drills, and how is it controlled?

Your drills must include a **risk assessment**. A useful risk assessment is about **these** drills: the hazard, who could be hurt, and the control that reduces the risk.

1 LEARN IT

from the specification

WAYS TO REDUCE RISK

- personal protective equipment
- correct clothing and footwear
- an appropriate level of competition
- lifting and carrying equipment safely
- a warm up and cool down

SETTINGS WITH TYPICAL HAZARDS

- sports hall
- fitness centre
- playing field
- artificial outdoor areas
- swimming pool

2 SEE IT

ELIF · OUTDOOR HARD COURT

HAZARD	WHO · HOW	RISK (L/M/H)	CONTROL
loose balls on the court during serving drills	Elif and her partner: tripping or rolling an ankle	M	collect balls into a basket after every set of 10
wet court surface	slipping on landing after the serve	M	check the court before the session; move indoors if wet
repeated overhead serving	shoulder overuse	L	shoulder mobility in the warm-up; no more than 60 serves a session

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ **Assess the risks in your drills.** At least three hazards, each with a control.

HAZARD	WHO · HOW	RISK (L/M/H)	CONTROL



WATCH OUT

"Wear the right kit and warm up." Too generic: it could be pasted into any plan. Name the hazard in **your** drill, who it affects and the exact control.

6.8

Warm up and cool down

Do your sessions start and finish safely, and fit the drills?

Sessions in your plan should include a **warm up** and a **cool down**. Use the components named in your specification, and make them fit the drills that follow.

WARM-UP COMPONENTS

- pulse raising
- mobility
- stretching
- dynamic movements
- skill rehearsal

COOL-DOWN COMPONENTS

- low-intensity exercise
- stretching

Warm-up benefits: raises body temperature and heart rate, more flexible muscles and joints, more blood and oxygen to muscles, faster muscle contraction. Cool-down benefits include gradually lowering heart rate, removing waste products such as lactic acid and reducing muscle soreness.

3 TRY IT

PRACTISE ON: ELIF'S WARM UP

ANSWERS P. 52

6.8.1 Label each part of Elif's warm up with its component. A component can be used more than once.

- Jog and side-steps along the baseline
- Arm circles and shoulder rotations
- Leg swings and walking lunges
- Easy shadow serves at half pace
- Mini-tennis rally from the service line

4 YOUR TURN

ABOUT YOU · NOTES ONLY

→ Plan the warm up and cool down for your sessions. Make each part fit your drills.

PART	ACTIVITY	TIME	WHY IT FITS MY DRILLS
Pulse raising			
Mobility			
Stretching / dynamic			
Skill rehearsal			
Cool down: low intensity			
Cool down: stretching			

6.9

Action plan overview and check

Is every part of the plan in place?

Your action plan is **not carried out**, but it should be clear how it would run week by week. Plan the overview, then check every part is in place.

4 YOUR TURN

ABOUT YOU · PLANNING NOTES

→ **Plan the overview.** Planning notes only: you will present the plan in your own way.

WEEK	DRILLS (STEP)	FITT: WHAT CHANGES	GOAL CHECK
1			
2			
3			
4			
5			
6			

4 YOUR TURN

TICKS ONLY

→ **Check your action plan notes.** Tick only if you can point to it.

THE PLAN HAS...	PAGE	DONE
Focus chosen and fully justified	p. 36	☐
Relevant theory chosen to fit the cause	p. 37	☐
Progressive range of drills	p. 38	☐
Precise coaching points for every drill	p. 39	☐
Every principle of training applied	p. 40	☐
SMART goals, using OCR's letters	p. 41	☐
Risk assessment for these drills	p. 42	☐
Warm up and cool down planned	p. 43	☐

OPTIONAL TEACHER CHECK

you can keep going without it · general advice only · no level or mark

Initials _____ Date _____

7.1

The analysis chain

How do you make one important point at the highest level?

PART 4 STARTS HERE

Check your preparation against the criteria, then plan and write on your own.

Every important point in your AEP is stronger when it follows the whole chain. Most weak points stop after the first link.

1 LEARN IT

five links

LINK	WHAT IT DOES
1 Term	names the exact skill or component
2 Evidence	a test result or an observation count
3 Cause	the technique or fitness behind it
4 Impact	what it changes in the performance
5 So what?	what it means for your judgement or your action plan

3 TRY IT

PRACTISE ON: ELIF · FICTIONAL

ANSWERS P. 52

7.1.1 These five sentences make one point, but they are jumbled. Write the link number (1–5) beside each.

☐

a This is why she loses so many second-serve points.

☐

b Elif's first serve is a weakness.

☐

c Only 9 of her 22 first serves went in across two club matches.

☐

d Her toss drifts behind her head, so she arches her back and hits up instead of through the ball.

☐

e So the first serve is the focus of her action plan, ahead of her backhand.

4 YOUR TURN

ABOUT YOU · KEY WORDS ONLY

→ Choose one important point about your performer. Plan all five links as key words.

1 · TERM

2 · EVIDENCE

3 · CAUSE

4 · IMPACT

5 · SO WHAT?



WATCH OUT

"Long paragraphs score higher." No: the levels reward accuracy, justification and detail. A short point with all five links beats a long one with two.

8

Final check: fitness and skills

Could a moderator see it in your work?

You're ready to work independently.

From here on: no examples and no practice performers.

REMEMBER Marks are awarded on a best-fit basis using OCR's assessment criteria. These boxes are a checklist of evidence, not a level or a mark.

4 YOUR TURN

YOUR OWN NOTES · TICK ONLY WHAT YOU CAN POINT TO

→ **Check your preparation notes: fitness and skills.** Tick only if you can point to it. Note where it is.

WOULD A MODERATOR SEE...	AREA	TICK	WHERE?
1 a test for each component (or a reason for leaving one out), in fair and safe conditions?	1	☐	_____
2 every result compared with norms for the right age and sex?	1	☐	_____
3 every result judged a strength or a weakness for this activity?	1	☐	_____
4 the importance of every component justified with a moment and an effect?	2	☐	_____
5 the role or position used in the justification?	2	☐	_____
6 all the key skills named in correct terms?	3	☐	_____
7 what each key skill is for in the activity?	3	☐	_____
8 evidence from practice and competitive situations?	4	☐	_____
9 every key skill judged against skilful movement?	4	☐	_____
10 one clear priority for the action plan?	4	☐	_____

EVERY EMPTY BOX BECOMES ONE ACTION

ROW	WHAT IS MISSING	WHAT I WILL DO	DONE
			☐
			☐
			☐

Areas: 1 Evaluation · 2 Analysis · 3 Overview · 4 Assessment.

9

Final check: movement and action plan

Could a moderator see it in your work?

REMEMBER A ticked box is evidence, not a level or a mark.

4 YOUR TURN

YOUR OWN NOTES · TICK ONLY WHAT YOU CAN POINT TO

→ **Check your preparation notes: movement analysis and action plan.** Tick only if you can point to it.

WOULD A MODERATOR SEE...	AREA	TICK	WHERE?
1 every phase of one skill analysed?	5	☐	_____
2 each joint named with its type and articulating bones?	5	☐	_____
3 the correct movement for each phase?	5	☐	_____
4 agonist and antagonist for each movement, as true pairs?	5	☐	_____
5 the skill placed on both continua, with a reason for each?	5	☐	_____
6 the focus of the plan, fully justified with evidence?	6	☐	_____
7 relevant theory, chosen to fit the cause of the weakness?	6	☐	_____
8 an excellent, progressive range of drills?	6	☐	_____
9 precise coaching points for every drill?	6	☐	_____
10 principles of training applied, not defined?	6	☐	_____
11 detailed SMART goals, using OCR's letters?	6	☐	_____
12 a risk assessment for these drills?	6	☐	_____

EVERY EMPTY BOX BECOMES ONE ACTION

ROW	WHAT IS MISSING	WHAT I WILL DO	DONE
			☐
			☐
			☐

Areas: 5 Movement analysis · 6 Action plan.

THE FINAL QUESTION

Could someone read only your AEP and see the performer's fitness, their skills, how one skill works, and exactly how the plan would improve them?

10

How strong is your evidence?

Where is your preparation strongest, and where is it thinnest?

Be honest. In each row, circle the column that best matches your preparation. The columns are rough guides only: only your teacher can judge your work against OCR's criteria.

4 YOUR TURN

YOUR OWN NOTES · CIRCLE ONE PER ROW

AREA	DEVELOPING	SECURE	HIGH LEVEL
1 Evaluation	Lists test results.	Compares with norms; names strengths and weaknesses.	Every relevant component tested; every result rated and judged for the activity.
2 Analysis	Names components that matter.	Gives reasons for some.	Every component fully justified: moment, role, effect.
3 Overview	Some key skills.	Most key skills, accurately.	All key skills, in correct terms, with their purpose.
4 Assessment	Some strengths and weaknesses.	Accurate judgements with some evidence.	Thorough: every skill judged, with counts and situations.
5 Movement analysis	A few joints or muscles.	Accurate joints, movements and muscles.	Detailed: every phase, bones, agonist and antagonist; classification justified.
6 Action plan	A few drills.	A range of drills; SMART applied.	Justified focus; progressive drills with coaching points; principles applied; detailed SMART; risk; theory.

MY STRONGEST AREA IS

THE ONE THING I WILL IMPROVE FIRST

The columns are Exam Vista's teaching summary, not OCR's levels, and do not give a mark.

11

Evidence map

Do you have evidence for every part?

! YOUR WORK, YOUR WORDS, YOUR STRUCTURE

This page holds **preparation notes**: keywords, figures and dates only. It is not a plan of your task's headings, and you must not copy it into your AEP. Check with your teacher before using any notes during the assessed hours.

PERFORMER AND ACTIVITY

who · role · level

FITNESS RESULTS

tests · norms · S / W

COMPONENTS THAT MATTER

moment · role · effect

KEY SKILLS

all of them

SKILL STRENGTHS

evidence

SKILL WEAKNESSES

evidence · cause

MOVEMENT ANALYSIS

phase · joint · muscles · class

PLAN FOCUS

justification

DRILLS AND COACHING POINTS

progression

PRINCIPLES, SMART, RISK

numbers

12

Before you begin: final requirements check

What will your task need, and what are the rules?

4 YOUR TURN

BEFORE ASSESSED WORK · TICK WHEN YOU UNDERSTAND

→ **Before your assessed task begins, make sure you understand the requirements.** Once it begins, follow your teacher's instructions and the current OCR and JCQ rules.

THE TASK

OCR task parts 1–4

- ☐ Fitness tests for different components, evaluated
- ☐ Importance of the components for the activity
- ☐ Overview of the key skills; skill strengths and weaknesses
- ☐ Movement analysis and classification of one skill
- ☐ Action plan: focus, justification, drills, coaching points, risk, principles, SMART, understanding

THE CONDITIONS

medium control

- ☐ No more than 14 hours, including fitness testing (task induction not counted)
- ☐ Informal supervision; limited guidance only
- ☐ No templates or writing frames of any kind
- ☐ The action plan is not carried out

DECLARATIONS

what you will need to do

- ☐ Your work is your own and can be authenticated
- ☐ Every source is **referenced**, even when paraphrased
- ☐ Any **AI use is acknowledged**: tool, date, screenshots and explanation, handed in with the work

GOOD HABITS

when you produce your work

- ☐ A structure you have designed yourself
- ☐ Accurate technical terms, numbers and units
- ☐ Nothing copied from this workbook, a classmate, a website or an AI tool

! YOUR OWN WORK

The AEP you submit must be **your own**, in your own words and structure. This workbook is preparation only: never submit it, copy from it, or use it during the assessed hours unless your teacher says you may.

I understand the requirements · date _____



Check your understanding

Answers to the practice tasks

There are no answers for pages about your own performer: those are yours. ★ marks an optional stretch task.

PART 1 • UNDERSTAND

TASK	ANSWER	WHY	PAGE
2.1.1	Level 4: accurate and justified, most skills, a good range of detailed drills. To reach Level 5: all key skills, a thorough assessment, every phase analysed with the classification justified, and principles applied, not named	Best fit across all six areas	11
2.4.1	1 A · 2 D · 3 J · 4 E · 5 D · 6 A · 7 J · 8 E	Figures or technique alone → describe; cause and effect → analyse; reason for a choice → justify; weighing up → evaluate	14
★ 2.4.2	Success criteria: starts from a card marked D (2 or 5); adds how or why it happens; adds the effect on performance	Description → analysis	14
2.5.1	C "her ball toss drifts behind her head, so she arches her back and hits up" · I "opponents attack her softer second serve... lost 11 of her 13 second-serve points" (T and E were already in BETTER)	STRONG adds the cause and the impact	15

PART 2 • ANALYSE

TASK	ANSWER	WHY	PAGE
3.2.1	a reaction time · b balance · c power · d muscular endurance (cardiovascular endurance also accepted) · e agility · f flexibility	Match the moment to the component	17
3.3.1	a moment and effect (only the role is given) · b role and effect (only the moment is given) · c a moment (role and effect are given)	Moment + role + effect	18
3.5.1	a below average; 3 cm to average (36) · b average; 0.5 s to above average (17.9) · c above average; it must fall below 17.0 s, a gain of more than 0.4 s, to reach excellent	For timed tests a lower number is better	22
4.1.1	Missing, for example: dodging (getting free), bounce pass and landing / receiving, intercepting or defending the centre pass (any three relevant) · Shooting hardly matters: a centre cannot shoot	All key skills, for the role	24
4.2.1	Strength: forehand (16 winners across two matches; early preparation) · Weakness: first serve (only 9 of 22 in; toss drifts behind her head). Backhand errors are low (5 in two matches); volleys are rarely used, so too little evidence to judge	Use counts and technique notes	26
4.3.1	a fluent (also accept efficient) · b co-ordinated · c efficient	Match the fault to the characteristic	27



Check your understanding CONTINUED

Answers to the practice tasks

PART 3 · MOVEMENT & PLAN

TASK	ANSWER	WHY	PAGE
5.2.1	a flexion · b extension · c extension · d flexion (some rotation is also accepted)	Flexion decreases the joint angle; extension increases it	31
5.3.1	a triceps / biceps (elbow extension) · b hamstrings / quadriceps (knee flexion) · c latissimus dorsi / deltoid (shoulder extension; adduction also accepted)	Agonist contracts; antagonist relaxes	32
5.4.1	a transverse plane, longitudinal axis · b sagittal plane, transverse axis · c frontal plane, frontal axis · d sagittal plane, transverse axis	Match the movement type to the plane	33
5.5.1	a closed, simple (stable start, few decisions) · b open, complex (opponents move; many decisions) · c closed, simple (fixed routine, stable mat) · d open, complex (defenders and team-mates move; decisions under pressure)	Accept reasonable placements that are justified	34
6.1.1	a 0 · b 1 (evidence only; no impact, and the lowest result may not matter most) · c 3	Evidence + impact + priority	36
6.2.1	a manual guidance · b mechanical guidance · c knowledge of results (extrinsic) · d intrinsic feedback	Guidance helps before or during; feedback comes from inside or outside	37
6.3.1	b 1 · d 2 · e 3 · a 4 · c 5	Closed and simple first; add speed, then opponents, then the game	38
6.4.1	Any precise version, for example: a step towards the target and extend the arms, thumbs down on release · b bend the knees and extend them as the ball is released · c non-kicking foot beside the ball, toe pointed, contact through the laces · d rotate the head to the side, one eye in the water, breathe every three strokes	Phase or body part + something observable	39
6.5.1	a D · b A · c D · d A	Applied sentences describe the plan itself	40
6.6.1	a M, A, R, T (only vaguely S) · b R and T · c R · d A (every serve in a week is not achievable)	OCR's SMART: Specific, Measurable, Achievable, Recorded, Timed	41
6.8.1	a pulse raising · b mobility · c dynamic movements (also accept stretching) · d skill rehearsal · e skill rehearsal	OCR's warm-up components	43

PART 4 · CHECK & WRITE

TASK	ANSWER	WHY	PAGE
7.1.1	b 1 · c 2 · d 3 · a 4 · e 5	Term → evidence → cause → impact → so what	45

EXAM VISTA

Want printed class sets, or the Exam Vista revision workbooks for your exams? Visit www.examvista.co.uk or search Exam Vista on Amazon.

Theory toolkit

The specification content your AEP uses

The AEP draws on Components 01 and 02. Check every term against the current specification.

COMPONENTS AND TESTS		specification tests
Cardiovascular endurance	Cooper 12-minute run/walk · multi-stage fitness test	
Muscular endurance	press-up · sit-up	
Speed	30 m sprint	
Strength	grip dynamometer · 1RM	
Power	standing or vertical jump	
Flexibility	sit and reach	
Agility	Illinois agility	
Balance	stork stand	
Co-ordination	wall throw	
Reaction time	ruler test	

JOINTS AND MUSCLES		movement analysis
Knee (hinge)	femur, tibia · flexion, extension	
Elbow (hinge)	humerus, radius, ulna · flexion, extension	
Shoulder (ball and socket)	humerus, scapula · all six movements	
Hip (ball and socket)	pelvis, femur · all six movements	
Muscle groups	deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius	
Roles	agonist · antagonist · fixator	

LEVERS, PLANES, AXES		optional depth
Levers	1st neck · 2nd ankle · 3rd elbow	
Sagittal plane	transverse axis · flexion, extension	
Frontal plane	frontal axis · abduction, adduction	
Transverse plane	longitudinal axis · rotation	

SKILLS		classification and learning
Skilful movement	efficient · pre-determined · co-ordinated · fluent · aesthetic	
Continua	simple to complex · closed to open	
Guidance	visual · verbal · manual · mechanical	
Feedback	intrinsic · extrinsic · KP · KR · positive · negative	
Mental preparation	imagery · mental rehearsal · selective attention · positive thinking	

TRAINING		for a fitness focus
Principles	specificity · overload · progression · reversibility	
FITT	frequency · intensity · time · type	
Types	continuous (steady) · fartlek (pace changes) · interval and HIIT (work and rest) · circuit · weight · plyometrics (jumps)	
Long-term effects	hypertrophy · stronger muscles · lower resting HR · capillarisation · faster recovery	

PLANNING		every action plan
SMART	Specific · Measurable · Achievable · Recorded · Timed	
Warm up	pulse raising · mobility · stretching · dynamic movements · skill rehearsal	
Cool down	low-intensity exercise · stretching	
Reducing risk	PPE · clothing and footwear · level of competition · lifting safely · warm up and cool down	



More from Exam Vista

Resources for PE and Sport

Exam Vista makes clear, step-by-step resources for PE and Sport teachers and students, written to the current specifications.

THE EXAM VISTA GCSE PE COURSEWORK SERIES

AQA NEA Step-by-Step Workbook · Pearson Edexcel PEP Step-by-Step Workbook · OCR AEP Step-by-Step Workbook. Each has a free Teacher Companion. AQA, Pearson Edexcel and OCR are trademarks of their owners; Exam Vista is independent and not endorsed by them.

FOR STUDENTS

AEP Step-by-Step Workbook

This book. Test, analyse, evaluate and plan, one step at a time.

FOR TEACHERS

AEP Teacher Companion

Section guides, model fragments, common mistakes and feedback phrases, matched page by page to this workbook.

MORE FROM EXAM VISTA

Free resources, printed workbooks and class sets

www.examvista.co.uk

- ✓ Free coursework guides
- ✓ Printed class sets
- ✓ Revision workbooks on Amazon
- ✓ Specification news

Questions or school orders: nick@examvista.co.uk

IN PRINT ON AMAZON

Exam Vista revision workbooks

AQA GCSE PE Paper 1 and Paper 2 workbooks. Search **Exam Vista** on Amazon.

FOR SCHOOLS

Printed class sets

Printed class sets of this workbook for your students: email nick@examvista.co.uk.