Example School · GCSE PE NEA Part 3 — Written Analysis and Evaluation · Marked by Mr A Teacher
Candidate: Student 1 (fictional) · Activity: Football (centre back) · Analysis: 14/15 · Evaluation: 8/10 · Total: 22/25

Shaded phrase = descriptor met, in its level colour: Level 5 Level 4 Level 3 Level 2 Level 1. Where a column has shaded phrases in two levels, the mark sits on the boundary and the justification says which side and why.

SECTION A — ANALYSIS (15 marks): 13, 14, 14, 14, 13 = 68/5 = 13.6 → best fit 14/15

Level	Demands of the activity / sport specific terminology Col 1 · L5/L4 split · 13	Strengths and weaknesses (fitness components) Col 2 · L5 · 14	Justification, including impact on activity Col 3 · L5 · 14	Strengths and weaknesses (skill/tactics) Col 4 · L5 · 14	Justification, including impact on activity Col 5 · L4/L5 split · 13
L5 13-15	Excellent knowledge and appreciation of the demands of the activity. Fully conversant with movements & terminology.	Clear, detailed, in-depth self-analysis for all strengths and weaknesses.	All fully justified with reference to recent performances. Strong justification regarding the impact.	Clear, detailed, in-depth analysis for all strengths and weaknesses.	All fully justified with reference to recent performances. Strong justification regarding the impact.
L4 10-12	Good knowledge and appreciation of the demands of the activity. Fully conversant with most movements & terminology.	In-depth self-analysis although some strengths or weaknesses are clearer than others.	Most are fully justified with reference to recent performances, although some are clearer than others with regards to the impact.	In-depth self-analysis although some are clearer than others.	Most are fully justified with reference to recent performances, although some are clearer than others.
L3 7-9	Shows some knowledge and appreciation of the demands, conversant with many moves/terminology, but is occasionally unclear.	Appreciates many of the strengths and weaknesses, some are considerably clearer than others.	Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing. There is some impact given, but often to a single performance.	Appreciates many of the strengths and weaknesses, some are considerably clearer than others.	Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing, or only applied to a single performance.
L2 4-6	Some knowledge and appreciation of the demands but frequently lacks depth and may show confusion within some terms.	Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response.	Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performance/s.	Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response.	Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performances.
L1 1-3	Limited knowledge and appreciation. A few movements and aspects of terminology are used.	Few strengths and/or weaknesses provide clarity and/or depth.	Justification may be appropriate on occasion, but seldom relevant to the impact on performance.	Few strengths and/or weaknesses provide clarity and/or depth.	Justification may be appropriate on occasion, but seldom relevant to the impact on performance.

SAMPLE

SECTION B — EVALUATION (10 marks): 8, 8, 6, 9, 8 = 39/5 = 7.8 → best fit 8/10

Level	Suitable training type Col 1 · L4 · 8	Personal needs Col 2 · L4/L5 split · 8	Intensities calculated Col 3 · L3/L4 split · 6	Theoretical area Col 4 · L5 · 9	Application of theoretical area Col 5 · L4 · 8
L5 **9-10**	Appropriate type chosen & fully understood. Fully evaluated and justified with reference to how it will remedy the fitness weakness.	Training session and justification of training type makes particular & detailed reference to the personal needs/safety considerations of the performer - not generic. The session is detailed throughout.	Calculated, fully justified and linked to the needs of the performer.	Fully relevant (from the specification) and explained in detail.	Fully explained and justified as to its relevance and how improvement will take place.
L4 **7-8**	Appropriate type chosen with a good level of understanding. Some justification and evidence of evaluative thinking.	Training session and justification of training type is mostly detailed, and personal to the needs/safety considerations of the performer. The session contains some detail, although this is not always consistent in its detail.	Calculated with some basic justification to the needs of the performer.	Relevant (from the specification) with some detail given.	Justification is given although this may be less than that of the training type (with reference to improvement).
L3 **5-6**	Appropriate type chosen with some understanding. Justification has been provided although evaluation may be limited.	The training session is rather general and not fully applied to the needs/safety considerations of the performer. Lacks detail.	Calculated with limited justification to the needs of the performer.	Relevant but only partially explained.	Justification is attempted but limited. No element of detail to the impact upon performance.
L2 **3-4**	Training type may be appropriate but lacks justification/evaluation in any detail to the fitness weakness.	The session is appropriate but considerably lacking in detail, with few personal needs considered.	Intensity calculation attempted - perhaps not wholly. Little to no justification to the needs of the performer.	Relevant (from the specification) with little or no explanation.	Attempt at justification but the impact on performance is limited or absent altogether.
L1 **1-2**	Training type may be limited but appropriate or even inappropriate. If appropriate, there is little to no justification or evaluation.	Explanation of the session may be irrelevant or general and not personalised.	Intensity calculations are absent or incorrect and not justified.	Might be irrelevant (outside the specification) or has no explanation.	No application to how improvement will take place.

The full grid comes with a written justification for every column, the key limiter for each section, a GCSE compliance note and a list of anything not required or not credited.

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Snippets from the annotated script — every comment: AQA descriptor language first, then the judgement, then the assessment-matrix reference

Sec A · Col 1 · Level 5 As a centre back I have to win headers from corners. When I jump, my quadriceps contract concentrically to extend my knees and my gastrocnemius plantar-flexes my ankles, so I can meet the ball above the striker.	**Descriptor (L5):** “excellent knowledge and appreciation of the demands of their chosen activity … fully conversant with the specific movements and terminology used when referring to the activity”. **Credit:** joint actions, muscles and the contraction type used correctly to explain the aerial demands of a centre back. *Sec A – L5 – Col 1 – Excellent knowledge and appreciation of the demands of the activity. Fully conversant with movements & terminology.*
Sec A · Col 1 · Level 4 To clear the ball long, my hip flexors pull my leg back so I can swing through with more power.	**Descriptor (L4):** “fully conversant with most, though not all, of the specific movements and terminology used when referring to the activity”. **Not L5:** the hip flexors bring the leg forward (hip flexion); the gluteus maximus and hamstrings pull it back (hip extension). Terminology used imprecisely here – this is why Column 1 is split L4/L5 (13). *Sec A – L4 – Col 1 – Good knowledge and appreciation of the demands of the activity. Fully conversant with most movements & terminology.*
Sec A · Col 2 · not required by AQA My 30 m sprint test time was 4.3 seconds, which is above average for boys of my age.	**GOOD PRACTICE – underlined, not shaded.** A sprint test with an average supports the strength, but AQA does not require fitness tests, so it is not reflected in the shading.
Sec A · Col 3 · Level 5 Against Northgate Athletic we were 1–0 up with ten minutes left. Their striker ran onto a through ball, but because of my speed I recovered, won the race and cleared it, so we kept the clean sheet and won 1–0.	**Descriptor (L5):** “All of the strengths and weaknesses are fully justified with detailed reference to appropriate competitive/performance situations … strong justification of how they have impacted upon their performances”. **Credit:** a real competitive performance, the exact moment and the impact on the result. *Sec A – L5 – Col 3 – All fully justified with reference to recent performances. Strong justification regarding the impact.*
Sec A · Col 5 · Level 4 In the cup game against Wexley Rovers I also mistimed some of my headers and it made it harder for us.	**Descriptor (L4):** “All of the strengths and weaknesses are justified with reference to appropriate competitive/performance situations. Most are detailed”. **Credit:** a second performance for the heading fault. **Not L5:** no single moment, no detail of the technique and no clear impact – this performance is less detailed than the first. This is why Column 5 is split L4/L5 (13). *Sec A – L4 – Col 5 – Most are fully justified with reference to recent performances, although some are clearer than others.*
Sec B · Col 3 · Level 3 During my continuous run I will work at about 70–85% of my maximum heart rate.	**Descriptor (L3):** “Suitable intensities have been calculated with some links to the needs of the performer, but not fully justified”. **Not L4:** a percentage is stated but nothing is calculated, and 85% is above the aerobic zone for continuous training – limited justification to the needs of the performer. *Sec B – L3 – Col 3 – Calculated with limited justification to the needs of the performer.*
Sec B · Col 3 · Level 4 My maximum heart rate is 220 – 15 = 205 bpm, so my aerobic zone of 60–80% is 123–164 bpm, which keeps me working aerobically for the whole run.	**Descriptor (L4):** “Suitable intensities have been calculated and linked to the needs of the performer, with some justification”. **Credit:** MHR and the aerobic zone calculated correctly and linked to continuous training. **Not L5:** no explanation of how he will check the zone, or why it suits his weakness in the last 15 minutes of a match. With the stated 70–85% elsewhere, Column 3 is split L3/L4 (6). *Sec B – L4 – Col 3 – Calculated with some basic justification to the needs of the performer.*

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Sec B · Col 4 · Level 5 Arousal is a physical and mental state of alertness. The Inverted-U theory says performance improves as arousal rises, up to an optimum, then gets worse. Heading under pressure is a fine skill, so when I am over-aroused I tense up, jump too early and mistime the header.	**Descriptor (L5):** “The other theoretical area chosen is relevant, explained in detail and strongly justified in relation to how it could be applied to the performer”. **Credit:** arousal and the Inverted-U theory explained in detail and applied to his own heading fault from A:4. *Sec B – L5 – Col 4 – Fully relevant (from the specification) and explained in detail.*

A real script receives about 20–30 comments like these, an editable Word grid and annotated script, and a print PDF with every comment in full. All names in this sample are fictional.

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