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1. Introduction

1a. What is non-exam assessment (NEA)?

Non-exam assessment (NEA) is the name for the internally assessed component of Physical Education (PE); this includes the practical performances and the Analysing and Evaluating Performance task (AEP) contained in Component 03.

High, medium or low control levels will be set for each of the NEA stages: task setting, task taking and

task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and learners.

Weighting of non-exam assessment is defined by the DfE subject criteria and will be 40% of the total assessment for GCSE (9–1) Physical Education.

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1b. Controls and restrictions placed on the NEA

1b.1. Controls

The levels of control are defined as follows:

- Formal supervision (high level of control) – the learner must be in direct sight of the supervisor at all times. Use of resources and interaction with other learners is tightly prescribed.
- Informal supervision (medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to
 - (i) ensuring that the contributions of individual learners are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to learners.
- Limited supervision (low level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1b.2. Restrictions within the NEA

Within the GCSE (9–1) in PE, learners are assessed in three activities:

- one from the ‘individual’ list
- one from the ‘team’ list
- one other from either list.

These lists can be found in sections 2d (page 17) and 2e (page 51).

Learners may **not** be assessed in the same activity twice.

Learners may **not** be assessed in both ‘team’ and ‘individual’ of the same activity – so they may not complete both singles and doubles tennis for example.

Learners may **not** be assessed in variations of the same activity – so they may not complete two forms of dance or Rugby Union and Rugby League.

Section 2f (page 74) contains details of ‘off-site’ activities where filmed evidence is required for every learner being assessed in the activity. For all other activities it is assumed that live moderation can take place and there is therefore no requirement for filmed evidence. Where an activity must be filmed, for example swimming, if you are not able to provide filmed evidence for the activity then you cannot assess learners in it and must use an alternative activity.

1c. Summary of the NEA component

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Internal assessment

Learners are internally assessed, externally moderated through the NEA in **three** practical activities and **one** Analysing and Evaluating Performance task (AEP).

Practical performances

For the practical performances approved activities list see sections 2d (page 17) and 2e (page 51).

This list is fixed and cannot be added to. The only exception to this is detailed in sections 1d and 1e.

Learners can be assessed in the role of performer only in GCSE (9–1) Physical Education.

Learners must be assessed in three activities:

- one from the 'individual' list
- one from the 'team' list
- one other from either list.

Learners may **not** be assessed in the same activity twice.

Learners may **not** be assessed in both 'team' and 'individual' versions of the same activity – so they may not complete both singles and doubles tennis for example.

Learners may **not** be assessed variations of the same activity – so they may not complete two forms of dance or Rugby Union and Rugby Sevens.

Any learner(s) using a combination of activities within this component that is in breach of the specification requirements may have part or all of their practical marks discounted from their overall assessment.

Analysing and Evaluating Performance task (AEP)

In addition to practical performances, learners will be assessed in an analysing and evaluating performance task (AEP).

1d. Access arrangements for learners

Ensuring access to Physical Education for learners with disabilities can pose a particular challenge for centres. This document aims to work alongside JCQ regulations on Access Arrangements to provide greater detail and advice in this area.

Two guiding principles underpin any consideration of what reasonable adjustments or access arrangements OCR can agree to; one is the needs of the learner and the other is the competence standards being assessed by the qualification.

Reasonable adjustments aim to create situations in which learners with disabilities are able to demonstrate their ability; any arrangements put in place must not compromise the competence standards; more specifically in the area of Physical Education all learners must be able to demonstrate practical skills.

Centres wishing to enter a learner with disabilities who will require reasonable adjustments for Physical

Education must instigate a dialogue with OCR before the start or at an early stage in the course.

There are **two** options available:

- 1) Writing to the Special Requirements Team detailing what the learner can do and how the activities will be customised in order to meet the Assessment Objectives.
- 2) Submitting a special activity request. e.g. submitting criteria for an established disability sport not contained on the approved DfE list.

In both cases a dialogue with OCR at an early stage should ensure that a positive outcome can be achieved. Special activity submissions need to be submitted to OCR no later than the 1st December of the first year of study and centres should identify any access issues which may affect learners at the beginning of the course. However, it is worth noting that in selecting courses centres must ensure they are guiding all learners to making appropriate choices.

1e. Submitting a special activity request for learners with disabilities

Centres may apply to assess learners with disabilities in activities which are not on the approved list of activities published via a special activity submission.

When to make a special activity submission

Centres should make a special activity submission (using the form you download from the OCR Physical Education subject page), when:

- they wish to assess learners with disabilities as a performer, in activities not listed in the specification.

How to make a special activity submission

Centres must complete (in full) the *Special activity submission form*. Centres must submit the completed form to the GCSE (9–1) Physical Education Subject Specialist at OCR by no later than 1st December of the first year of study. Submissions have to meet a number of requirements in order to be approved. Using the form will assist centres in ensuring that they address all requirements of the procedure, and should be used when formulating the assessment criteria for the activity the centre wish to assess.

Where more than one centre has applied in the same year for the same activity, OCR will select the most suitable criteria produced (or an amalgamation of) and this criteria will be issued to all centres wishing to assess learners in that activity in that year.

Process for submissions

- 1) Centres review the Special activity submissions guidance above, Generic guidance for use with the assessment criteria for practical performance.
- 2) Centres review the Skills criteria for similar activities (if possible).
- 3) Centres complete the *Special activity submission form* using 1 and 2 above and their

knowledge of the proposed activity. Centres may wish to seek advice from external parties (coach, leader, trainer, centre or instructor) and external sources (National Governing Bodies).

- 4) *Once completed, centres should email the form, including supporting information, to OCR by no later than 1st December of the first year of study.
- 5) OCR will review and provide feedback to the centre by no later than 31st January (unless the centre is notified of any delay in processing submissions in advance).
- 6) Where necessary, and permitted by OCR, centres will have until March 1st to revise their criteria in line with feedback from OCR and re-submit the amended criteria. This will be the final submission allowed. Centres will be advised as to whether criteria has been approved or declined no later than the 1st April.

* Late submissions will not be accepted. Completed forms should be emailed to PE@ocr.org.uk.

Approval

The following information must be provided by any submission if it is to be approved:

- description of the activity
- National Governing Body details
- classification rules/requirements to participate in the activity
- specific assessment criteria for the activity:
 - skills
 - assessment conditions
 - filmed/other evidence
 - safety considerations
 - moderation activities
 - details of how the assessment of the activity will be standardised at the centre

- details of the conditioned competitive situations in which the activity will be assessed
- evidence of compliance with BAALPE/ AfPE's safety recommendations.

Non-approval

If a submission is refused, it will be based upon either non-fulfilment of one of the pre-requisites above, or possibly because of one of the following reasons (this list is not exhaustive):

- The activity proposed is not comparable to the other activities available (e.g. does not offer the depth, breadth and/or complexity of skills; tactical/strategic/compositional elements or a physically active enough role).
- The activity proposed does not offer a competitive structure or scenario in which assessment can take place.
- The activity proposed does not have a physiological basis for training and improving.
- The activity proposed requires motorised equipment, such as Karting or Moto-cross.
- There is a legal or liability reason why the activity proposed should not be permitted, such as an age restriction that prohibits a learner from participating.

2. Assessment criteria

2a. Generic guidance for use with the performance criteria

This guidance is for use with **all** activities.

It is the responsibility of centres to ensure that any changes to safety legislation issued by the National Governing Bodies throughout the life of this specification are adhered to.

Knowledge

Learners should be taught the necessary knowledge to participate in each activity. This knowledge will include applicable rules and regulations, tactics and strategies, team formations where appropriate and safety. It is presumed that learners will know appropriate warm up and cool down procedures and, unless stated, will not need to demonstrate warm up and cool down as part of their performance for assessment. Where appropriate, further details will be listed in the individual skills criteria.

This knowledge will only be assessed through the participation of the learner **unless** it is stated otherwise in the skills criteria of that activity.

Assessment criteria

Learners should be assessed in the range and quality of their skills, their decision making and use of physical attributes in a variety of performance

situations within each activity, which enable them to show their full ability.

Where appropriate, further details will be listed within the skills criteria of the activity.

Assessment conditions

Learners should be assessed demonstrating both isolated skills, performing in conditioned, competitive situations and in normal performance conditions. In games activities these may be full or small sided games. Where appropriate, further details will be listed within the skills criteria of the activity.

Filmed/other evidence

Please ensure that **all** off site activities are filmed. See section 2f and Appendix B for further guidance on filming.

Safety considerations

Learners should demonstrate that they can participate safely. This does not include warm up/cool down but relates to their knowledge and ability to apply rules/regulations that ensure safe practice. Where appropriate, further details will be listed in the skills criteria for that activity.

2b.1. Practical activity assessment

The learner is assessed performing their chosen activities using the practical activity assessment criteria in conjunction with specific details provided for each activity.

Learners are assessed in their ability to select and perform appropriate skills consistently, precisely and with control and fluency in conditioned, competitive environments, adapting their performance to suit a variety of situations.

Assessment tasks and situations should:

- aim to improve performance using tasks of suitable level within authentic contexts
- enable learners to select and demonstrate appropriate core, advanced and specific skills under pressure by utilising relevant and appropriate features such as:
 - restricting the number of players
 - space
 - range of skills

- be structured to allow learners to show their tactical/compositional awareness, demonstrating their understanding of the perceptual requirements of the activity
- be conditioned to allow skills to be assessed whilst applying the normal rules/regulations and codes of practice
- enable differentiation between learners being assessed in the activity
- require learners to demonstrate their understanding and application of the relevant rules, regulations and code of practice in the activity.

Learners complete logs of competitive participation in their activities/sports to show their frequency and level of participation. These may be called upon as supporting evidence, for example to support a special consideration application for injury.

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2b.2. Assessment criteria for practical activities

Please see page 9 for the practical activity assessment criteria.

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

For example, you may find it useful to annotate the levels grid to see where a learner shows:

- Range of skills – all of the core and advanced skills both in isolation and under competitive pressure = top end of Level 5.
- Quality of skills – core skills are performed consistently with a very good standard of accuracy control and fluency (top end of Level 4) while advanced skills are performed consistently to a good standard (top end of Level 3) so overall = middle of level 4.

- Physical attributes – allow them to perform reasonably effectively = middle of level 3.
- Decision making – skill selection appropriate on some occasions; good understanding of tactics and awareness of rules & regs and safety = top end of level 3.
- On this occasion, overall = Best fit bottom of Level 4.

The following three pages are one grid, to be marked out of 20 overall. An A3 sized PDF of this document is available from the subject page of the OCR website at www.ocr.org.uk

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

	Range of skills	Quality of skills	Physical attributes	Decision making	Best fit
Level 5	✓				
Level 4		✓			✓
Level 3			✓	✓	
Level 2					
Level 1					
0					

Level	Range of skills	Quality of skills	Physical attributes
5 (18–20 marks)	<ul style="list-style-type: none"> demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations. 	<ul style="list-style-type: none"> core skills are performed consistently with an excellent standard of accuracy, control and fluency the advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency. 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform very effectively.
4 (13–17 marks)	<ul style="list-style-type: none"> demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations. 	<ul style="list-style-type: none"> core skills are performed consistently with a very good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency. 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform very effectively.
3 (8–12 marks)	<ul style="list-style-type: none"> demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations. 	<ul style="list-style-type: none"> core skills are performed consistently with a good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency. 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform effectively.
2 (4–7 marks)	<ul style="list-style-type: none"> demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations. 	<ul style="list-style-type: none"> core skills are performed with limited consistency and some accuracy, control and fluency the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency. 	<ul style="list-style-type: none"> demonstrates sufficient physical fitness and psychological control to perform with some effectiveness.
1 (1–3 marks)	<ul style="list-style-type: none"> demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations few, if any of the advanced skills for the activity are attempted. 	<ul style="list-style-type: none"> core skills are performed inconsistently and with limited accuracy, control and fluency any advanced skills attempted are performed with little success. 	<ul style="list-style-type: none"> demonstrates limited physical fitness and psychological control during performance.
0	No evidence worthy of credit.	No evidence worthy of credit.	No evidence worthy of credit.

Decision making	Level
<ul style="list-style-type: none"> • successfully selects and uses appropriate skills on nearly all occasions • applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity • demonstrates excellent awareness of the rules/regulations of the activity during performance • demonstrates excellent regard for the safety of themselves and others • demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is excellent (team activities only). 	<p>5</p> <p>(18–20 marks)</p>
<ul style="list-style-type: none"> • successfully selects and uses appropriate skills on many occasions • applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity • demonstrates very good awareness of the rules/regulations of the activity during performance • demonstrates very good regard for the safety of themselves and others • demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is very good (team activities only). 	<p>4</p> <p>(13–17 marks)</p>
<ul style="list-style-type: none"> • successfully selects and uses appropriate skills on some occasions • applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity • demonstrates good awareness of the rules/regulations of the activity during performance • demonstrates good regard for the safety of themselves and others • demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is good (team activities only). 	<p>3</p> <p>(8–12 marks)</p>
<ul style="list-style-type: none"> • selects and uses appropriate skills on some occasions. • sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity • demonstrates limited awareness of the rules/regulations of the activity during performance • demonstrates limited awareness for the safety of themselves and others • demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is limited (team activities only). 	<p>2</p> <p>(4–7 marks)</p>
<ul style="list-style-type: none"> • selects and uses appropriate skills on few occasions. • rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity • demonstrates little awareness of the rules/regulations of the activity during performance • demonstrates little awareness for the safety of themselves and others • demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • rarely communicates with other player(s)/performer(s) (team activities only). 	<p>1</p> <p>(1–3 marks)</p>
<p>No evidence worthy of credit.</p>	<p>0</p>

2c.1. Analysing and Evaluating Performance (AEP)

For the purpose of assessment, learners are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer in order to:

- analyse aspects of personal performance in a practical activity
- evaluate the strengths and weaknesses of the performance
- produce an action plan which aims to improve the quality and effectiveness of the performance.

Through the teaching of the practical activities and the theory content of the specification, learners should be able to identify aspects of their performance that are skilful and those that are not.

They should be able to recognise strengths and weaknesses in performance and be able to suggest ways in which weaknesses might be improved using appropriate, progressive training or practice methods, which will lead to improvements in the aspects of the performance identified.

It is expected that learners will complete this work after they have been taught the relevant sections of the theory content in Components 01 and 02.

OCR will take a medium level of control for the taking of this task (see section 1b.1 Controls). The hours below for each section of the task are a guide, however **the overall time allowed for learners to complete the task must not exceed 14 hours.**

Learners may be introduced to the requirements of the task through a Task Induction session. This does not form part of the 14 hours allowed to undertake the task, but should not require more than an hour and must be used to discuss how the task is going to be delivered by the centre, timings/scheduling related to this and the general requirements of the task.

The Analysing and Evaluating Performance (AEP) task

Learners will assess the physical fitness/strengths/weaknesses of the performer being analysed using tests for the different components of fitness. **(2–3 hours)**

For a chosen physical activity learners will **(3–4 hours):**

- a. analyse the importance of the different components of fitness for the activity
- b. give an overview of the key skills in the activity
- c. assess the strengths/weaknesses of the performer being analysed in the activity.

For a specific skill or technique in the chosen activity learners will **(1–2 hours):**

- a. analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role
- b. classify the skill on the difficulty and environmental continua.

Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity **(4–5 hours).**

The plan must include:

- which skill or component of fitness you are improving
- justifications for the skill or component of fitness you have chosen to improve
- drills and practices to show how you intend to improve the skill or component of fitness chosen, including: risk assessment, coaching points, principles of training and SMART goal setting
- relevant understanding of the element chosen to improve.

2c.2. Assessment criteria Analysing and Evaluating Performance (AEP)

Please see page 14 for the AEP assessment criteria.

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

For example, where a learner shows:

- Evaluation – all of the strengths and weaknesses = top end of Level 5
- Analysis – A justified analysis = middle of Level 4
- Overview – gives a fairly accurate overview = middle of Level 3
- Assessment – gives an accurate and thorough assessment = top end of Level 5

- Movement analysis – gives an accurate response to this = Top end of Level 4
- Action plan – Produces an action plan that contains everything and overall is of a good standard = Level 3
- Overall = Best fit middle of Level 4

The following two pages are one grid, to be marked out of 20 overall. An A3 sized PDF of this document is available from the subject page of the OCR website at www.ocr.org.uk

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

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

Level	Evaluation	Analysis	Overview	Assessment
5 (17–20 marks)	<ul style="list-style-type: none"> evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness. 	<ul style="list-style-type: none"> produces a fully justified analysis of the importance of the different components of fitness for their chosen activity. 	<ul style="list-style-type: none"> gives an accurate overview of all of the key skills required for their chosen activity. 	<ul style="list-style-type: none"> gives an accurate and thorough assessment of their own strengths and weaknesses for their chosen activity.
4 (13–16 marks)	<ul style="list-style-type: none"> evaluates the strengths and weaknesses of their own/a peers physical fitness accurately, using appropriate tests for each component of fitness. 	<ul style="list-style-type: none"> produces a justified analysis of the importance of the different components of fitness for their chosen activity. 	<ul style="list-style-type: none"> gives an accurate overview of most of the key skills required for their chosen activity. 	<ul style="list-style-type: none"> gives an accurate assessment of their own strengths and weaknesses for their chosen activity.
3 (9–12 marks)	<ul style="list-style-type: none"> evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using appropriate tests for each component of fitness. 	<ul style="list-style-type: none"> gives some justification in their analysis of the importance of the different components of fitness for their chosen activity. 	<ul style="list-style-type: none"> gives a fairly accurate overview of most of the key skills required for their chosen activity. 	<ul style="list-style-type: none"> gives an accurate assessment of some of their own strengths and weaknesses for their chosen activity.
2 (5–8 marks)	<ul style="list-style-type: none"> evaluates the strengths and weaknesses of their own/a peers physical fitness, with some accuracy, using mostly appropriate tests for each component of fitness. 	<ul style="list-style-type: none"> gives limited justification in their analysis of the importance of the different components of fitness for their chosen activity. 	<ul style="list-style-type: none"> gives a fairly accurate overview of some of the key skills required for their chosen activity. 	<ul style="list-style-type: none"> gives a limited assessment of their own strengths and weaknesses for their chosen activity.
1 (1–4 marks)	<ul style="list-style-type: none"> evaluates the strengths and weaknesses of their own/a peers physical fitness, with limited accuracy, they may use appropriate tests for each component of fitness. 	<ul style="list-style-type: none"> gives little or no justification in their analysis of the importance of the different components of fitness for their chosen activity. 	<ul style="list-style-type: none"> gives an overview of few key skills required for their chosen activity. 	<ul style="list-style-type: none"> makes some attempt to assess their own strengths and weaknesses for their chosen activity.
0	No evidence worthy of credit.	No evidence worthy of credit.	No evidence worthy of credit.	No evidence worthy of credit.

Movement Analysis	Action plan	Level
<ul style="list-style-type: none"> movement analysis and classification of skill is detailed and accurate. 	The learner produces a detailed and accurate action plan containing: <ul style="list-style-type: none"> clear identification of the specific skill/component of fitness being improved with full justification based on their analysis of performance an excellent understanding of the principles of training an excellent range of detailed drills and practices with coaching points application of SMART goal setting is detailed and accurate overall understanding of the element chosen to improve is excellent. 	5 (17–20 marks)
<ul style="list-style-type: none"> movement analysis and classification of skill is accurate. 	The learner produces a detailed and accurate action plan containing: <ul style="list-style-type: none"> clear identification of the specific skill/component of fitness being improved with justification based on their analysis of performance a good understanding of the principles of training a good range of detailed drills and practices with some coaching points application of SMART goal setting is accurate overall understanding of the element chosen to improve is very good. 	4 (13–16 marks)
<ul style="list-style-type: none"> movement analysis and classification of skill is fairly accurate. 	The learner produces an accurate action plan containing: <ul style="list-style-type: none"> identification of the skill/component of fitness being improved with some justification based on their analysis of performance some understanding of the principles of training a range of detailed drills and practices application of SMART goal setting is accurate overall understanding of the element chosen to improve is good. 	3 (9–12 marks)
<ul style="list-style-type: none"> movement analysis and classification of skill is limited. 	The learner produces a limited action plan containing: <ul style="list-style-type: none"> identification of the skill/component of fitness being improved with limited justification based on their analysis of performance a limited understanding of the principles of training a limited range of drills and practices some application of SMART goal setting is present overall understanding of the element chosen to improve is basic. 	2 (5–8 marks)
<ul style="list-style-type: none"> gives little or no movement analysis and classification of skill. 	The learner produces a very limited action plan containing: <ul style="list-style-type: none"> limited identification of the skill/component of fitness being improved with very limited justification based on their analysis of performance a limited understanding of the principles of training few drills and practices limited evidence of SMART goal setting is present overall understanding of the element chosen to improve is very limited. 	1 (1–4 marks)
No evidence worthy of credit.	No evidence worthy of credit.	0

2d. Skills criteria for practical activities – ‘Team’

Team Activity	Restrictions and allowances	Page
Association football	Cannot be five-a-side or futsal.	17
Badminton	Cannot be assessed with singles.	19
Basketball		20
Blind cricket		21
Camogie	Cannot be assessed with hurling.	22
Cricket		23
Dance	Cannot be used as both a Team and Individual activity.	24
Gaelic football		26
Goal ball		28
Handball		29
Hockey	Field Hockey only – no ice or roller hockey.	30
Hurling	Cannot be assessed with camogie.	32
Lacrosse		33
Netball		35
Powerchair football		36
Rowing	Cannot be assessed with sculling, canoeing or kayaking. Cannot be used as both a Team and Individual activity.	37
Rugby League	Cannot be tag rugby. Cannot be assessed with Sevens or Union.	38
Rugby Union	Can be assessed as sevens or fifteen a side. Cannot be tag rugby. Cannot be assessed with Rugby League.	40
Squash	Cannot be assessed with singles.	42
Table cricket		43
Table tennis	Cannot be assessed with singles.	44
Tennis	Cannot be assessed with singles.	45
Volleyball		46
Wheelchair basketball		47
Wheelchair rugby		48

The index for the individual sports criteria can be found on page 51.

2d.1. Association Football

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Association Football.

Core Skills, (all outfield positions) to include:

Ball Control using:

- Using both feet

Passing: (dominant foot)

- Short
- Long – both lofted and along the ground
- Clearance of back passes, goal kicks, kicking from hands, throws (Goalkeeper only)

Shooting: (dominant foot)

- Short and long range

Dribbling:

- Use of both feet
- Close control

Heading

Tackling:

- Block tackle
- Jockeying

Marking:

- Player with the ball

Core Skills, (goal keeper) to include:

Ball Control:

- Using both feet
- Handling, catching, parrying, punching

Passing: (dominant foot)

- Short
- Clearance of back passes, goal kicks, kicking from hands, throws

Dribbling:

- Use of both feet
- Close control

Shot-stopping:

- Different shot heights & ranges
- Diving and standing saves

Advanced skills, (all outfield positions) to include:

Ball Control using:

- Using chest, thigh

Non dominant foot passing

Dominant foot shooting:

- Use of swerve
- Volleys

Non dominant foot shooting

Dribbling:

- Ability to beat opponents

Heading:

- Defensive or attacking

Marking:

- Player without the ball

Advanced skills, (goal keeper) to include:

Ball Control using:

- Using chest, thigh

Clearance of back passes, (Non dominant foot)

Shot-stopping:

- Defending penalties
- One-against-ones

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make

- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at set pieces, communication, command of area (Goalkeeper only), use of penalty area to judge interceptions (Goalkeeper only)

2d.2. Badminton

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

Learners may be assessed either as a team – doubles **or** as an individual – singles.

Learners may not be assessed in both for their GCSE (9–1) PE.

The learner(s) is/are assessed performing the acquired and developed skills of Badminton.

Core skills, to include:

Serving:

- Short
- Long

Return of serve

Forehand Shots:

- Overhead clear
- Drop shot
- Lift/underarm clear
- Smash
- Drive

Teamwork and communication with partner (doubles only)

Advanced skills, to include:

Serving:

- Flick

Net shots

Backhand shots:

- Overhead clear
- Drop shot
- Lift/underarm clear
- Smash
- Drive

Footwork and court positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations (singles or doubles tactics)
- Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles
- Applying other ploys/tactics to outwit opponent
- intercepting in doubles, disguising your shot, switching positions
- Awareness of the rules and regulations of the sport and their application

2d.3. Basketball

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Basketball.

Core Skills, to include:

Stance and footwork:

- Triple threat position
- Pivoting

Passing:

- Chest
- Bounce
- Javelin/overhead

Shooting:

- Set shot
- Jump shot
- Dominant hand lay up

Dribbling:

- Use of dominant hand

Marking:

- Player with the ball

Advanced skills, to include:

Shooting:

- Non dominant hand Lay up
- Hook shot

Rebounding

Dribbling:

- Use of either hand

Beating opponents: (individual)

- Fake and drive
- Cross over step

Beating opponents: (team)

- Cutting

Marking:

- Intercepting passes

Decision making and tactical awareness, to include:

- When to run/pass/shoot/dribble
- Where to run/pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking, zone defence, fast break, tandem defence (against fast break)
- Appropriate use of defensive plays – zone defence, full/half court press
- Finding space
- Attacking positioning on court
- Defensive positioning on the court
- Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2d.4. Blind Cricket

Learners wishing to take part in this activity must meet the classification criteria. These can be found at www.BCEW.co.uk

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Blind Cricket.

The learner is expected to perform as either a batter or bowler AND as a fielder or wicket keeper.

Core skills, to include:

Batting:

- Selecting and playing the correct shots to the type of ball faced, including:
 - Footwork
 - Defensive shots off front foot
 - Drives
 - Cut
 - Pull
 - Running between the wickets
- Teamwork and communication with batting partner

Bowling:

- Repetition of action for one style of bowling:
 - Fast, medium or spin
- Line, flight and length of bowl

Fielding: (outfield, infield and close)

- Judgement of the approaching ball
- Stopping the ball
- Catching
- Pick up and throw
- Teamwork and communication

Wicket Keeping:

- Positioning in relation to pitch and type of bowler

- Stance
- Low and high takes
- Catches

Advanced skills, to include:

Batting:

- Selecting and playing technically advanced shots to the type of ball faced, including:
 - Defensive shots off of back foot
 - Square cut
 - Hook shots
 - Off or on drive
 - Sweep

Bowling:

- Variation in delivery in terms of line, flight, speed and length of bowl

Fielding: (outfield, infield and close)

- Pick up and throw for a run out

Wicket Keeping:

- Leg side and off-side takes and catches
- Run outs
- Stumping

Decision making and tactical awareness, to include:

- Awareness and application of team strategies/tactics
- Selection of appropriate shot
- Understanding and use of positions and roles in batting and fielding
- Principals of attack and defence
- Applying different systems of play in different situations e.g. switching bowling styles to keep the opposition guessing
- Effective decision making for running between wickets
- Awareness of the rules and regulations of the sport and their application

2d.5. Camogie

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Camogie.

Core Skills, to include:

Grip and swing

Striking:

- Stationary sliotar (dominant side)
- Whilst moving (dominant side)
- Free taking

Catching:

- Roll lift
- Chest
- Face

Carrying:

- Dribbling
- Palming
- Raising moving sliotar into hand
- Running
- The hand pass
- Doubling forward

Tackling:

- Ground block
- Ground flick
- Shoulder clash
- Striking from hand
- Simple evasion
- Feint/side stepping

Marking:

- Player with the ball

Advanced skills, to include:

Striking:

- Stationary sliotar (non-dominant side)
- Whilst moving (non-dominant side)
- From the hand

- Overhead
- Sideline cut

Catching:

- Overhead
- Balancing the sliotar on the hurley/camogie stick

Carrying:

- Jab lift
- Solo running

Tackling:

- Frontal air block
- The hook
- Blocking the sliotar overhead
- The roll off
- Checking

Marking:

Player without the ball

Decision making and tactical awareness, to include:

- When to run/pass/tackle/shoot
- Where to run/pass/tackle/shoot
- Which pass to make
- Beating opponents
- Finding space
- Attacking positioning on field
- Defensive positioning on the field
- Supporting team mates through positional cover, providing passing options, communication
- Sliotar distribution/retention
- Defensive plays – man to man marking
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Positioning and organisation at defensive set pieces, calling for the sliotar.
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2d.6. Cricket

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Cricket.

The learner is expected to perform as either a batter or bowler AND as a fielder or wicket keeper

Core skills, to include:

Batting:

- Footwork
- Defensive shots off front foot
- Drives
- Cut
- Pull
- Running between the wickets

Bowling:

- Repetition of action for **one** style of bowling
 - Fast, medium or spin
- Line, flight and length of bowl

Fielding: (outfield, infield and close)

- Stopping the ball
- Catching
- Pick up and throw – underarm and overarm

Wicket Keeping:

- Positioning in relation to pitch and type of bowler
- Stance
- Low and high takes
- Catches
- Run outs

Advanced skills, to include:

Batting:

- Defensive shots off back foot
- Square cut
- Hook shots
- Off or on drive
- Sweep

Bowling:

- Variation in delivery in terms of line, flight, speed and length of bowl

Fielding: (outfield, infield and close)

- Pick up and throw for a run out – underarm and overarm
- Pick up and throw on the run

Wicket Keeping:

- Leg side takes and catches
- Stumping

Decision making and tactical awareness, to include:

- Awareness and application of team strategies/ tactics
- Selection of appropriate shot
- Understanding and use of positions and roles in batting and fielding
- Principals of attack and defence
- Applying different systems of play in different situations e.g. switching bowling styles to keep the opposition guessing
- Effective decision making for running between wickets
- Awareness of the rules and regulations of the sport and their application

2d.7. Dance

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Dance.

The learner may be assessed in, and can provide evidence for any of the following:

Ballet
Ballroom
Contemporary
Folk
Irish
Street
Tap

Learners must complete 2 dances of a length sufficient to demonstrate the skills and an appreciation of the stimulus being used.

Learners must produce a written programme prior to assessment and moderation which, depending on the style of dance, will include:

- A description of steps
- Counts/beats
- Explanation of the stimulus selected
- Development of motifs
- Repetition
- Phasing of the dance

The level of success of the core skills is measured through the movement phases identified below:

- Posture/placement
- Alignment
- Tension
- Use of space, levels and flight

The level of success of the advanced skills is measured through the movement phases identified below:

- Movement skills completed with varying:
- Speed
 - Energy

- Rhythm
- Flair
- Originality

Core Skills, to include:

Specific dance movement skills applied to the appropriate discipline being assessed:

- Ballet:
 - Pirouettes
 - Leaps
 - Balances
- Ballroom:
 - Turns/spins
 - Chasse
 - Walks
- Contemporary:
 - Leaps
 - Balances
 - Turns and traveling
 - Step patterns
- Folk:
 - Step patterns
 - Movement
 - Rhythm
- Irish:
 - Leaps/jumps
 - Balances
 - Turns and traveling
 - Step patterns
- Street:
 - Jumps
 - Holds/grabs
 - Step patterns
 - Turns and traveling
- Tap:
 - Steps with one sound building to compound steps
 - Wings
 - Pick ups
 - Traveling steps
 - Different rhythms
 - Head, body and arm lines to portray the style of dance

Technique of manoeuvres:

- Aesthetics of movements – Body tension/extension, coordination of body parts
- Balance
- Control of body shape

- Wings
- Pick ups
- Traveling steps
- Different rhythms
- Head, body and arm lines to portray the style of dance

Advanced skills, (applies to all disciplines) to include:

Dance movement skills applied to the appropriate discipline being assessed with more efficient and technically difficult versions of:

- Ballet:
 - Pirouettes
 - Leaps
 - Balances
- Ballroom:
 - Turns/spins
 - Chasse
 - Walks
- Contemporary:
 - Leaps
 - Balances
 - Turns and traveling
 - Step patterns
- Folk:
 - Step patterns
 - Movement
 - Rhythm
- Irish:
 - Leaps/jumps
 - Balances
 - Turns and traveling
 - Step patterns
- Street:
 - Jumps
 - Holds/grabs
 - Step patterns
 - Turns and traveling
- Tap:
 - Steps with one sound building to compound steps

Technique of manoeuvres completed with high levels of:

- Aesthetics of movements – Body tension/extension, coordination of body parts
- Balance
- Control of body shape
- Expression

Choreography of routines:

- Motifs
- Theme and variation
- Repetition
- Climax

Decision making and application of compositional ideas/choreography, to include:

- Difficulty of routine
- Choreography of routine
- Responses and Interpretation to music
- How to ensure the routine flows
- Body awareness and ensuring that you choose movements that work well for you
- Use of flight – leaps
- Acceleration/deceleration of movements
- Spatial awareness and moving into space
- When to use showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other dancers e.g. adopt a different routine depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2d.8. Gaelic Football

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Gaelic football

Core Skills, (all outfield positions) to include:

Catching: (with either or both hands)

- Body
- Low
- Reach

Maintaining possession:

- The bounce
- The toe tap

Kicking: (dominant side)

- Punt
- Hook
- Penalty
- From the floor and from the hand

Passing: (mostly dominant side passing with some non-dominant seen at times)

- Fist
- Hand

Tackling:

- Side to side charge
- Simple evasion
- Roll off
- The near/hand tackle
- The block down

Marking:

- Player with the ball

Shooting:

- Kicking the ball
- Punching the ball

Core Skills, (goalkeeper) to include:

Catching: (with either or both hands)

- Body
- Low
- Reach

Kicking: (dominant side)

- Punt
- Hook
- From the floor and from the hand

Passing: (mostly dominant side passing with some non-dominant seen at times)

- Fist
- Hand

Shot-stopping:

- Catching
- Kicking

Advanced skills, (all outfield positions) to include:

Catching: (with either or both hands)

- Crouch lift
- High

Maintaining possession:

- Soloing

Kicking: (dominant and non-dominant side)

- Punt
- Hook
- From the floor and from the hand

Passing: (can be performed equally on dominant and non-dominant sides)

- Fist
- Hand

Tackling:

- Feint/side stepping
- The near/hand tackle
- The block down

Marking:

- Player without the ball

Advanced skills, (goalkeeper) to include:

Catching: (with either or both hands)

- Crouch lift
- High

Kicking: (dominant and non-dominant side)

- Punt
- Hook
- From the floor and from the hand

Passing: (can be performed equally on dominant and non-dominant sides)

- Fist
- Hand

Shot-stopping:

- Punching
- Different shot heights & ranges

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. Set piece plays, corners
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces

2d.9. Goal Ball

Learners wishing to take part in this activity must meet the classification criteria. These can be found here: <http://www.goalballuk.com/the-sport/rules-and-regs/>

The laws of the game also state that all players must wear black out masks, ensuring that no one can see.

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Goal Ball.

Core skills, to include:

Positioning:

- In attack
- In defence

Throws – from stationary:

- Dominant straight ball
- Non-dominant straight ball
- Dominant side arm
- Dominant curved ball

Throws – with one or more strides:

- Dominant straight ball
- Non-dominant straight ball
- Dominant side arm
- Dominant curved ball

Anticipation:

- Spatial awareness of court and team positioning
- Auditory localisation

- Reaction time
- Awareness of timekeeping

Blocking – Laying out:

- Dominant side

Advanced skills, to include:

Throws – from stationary:

- Non-dominant side arm
- Non-dominant curved ball
- Bounces once in each required zone

Throws – with one or more strides:

- Non-dominant side arm
- Non-dominant curved ball
- Bounces once in each required zone
- With 360 degree turn

Blocking – Laying out:

- Non-dominant side

Decision making and tactical awareness, to include:

- Selection of appropriate throw
- Understanding of roles
- Principals of attack and defence
- Applying different systems of play in different situations e.g. when winning or losing
- Applying other ploys/tactics to outwit opponent
- Effective decision making in defence and attack
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other players e.g. left handed players
- Awareness of the rules and regulations of the sport and their application

2d.10. Handball

The learner’s level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Handball

Core Skills, (applies to all positions, except where stated) to include:

Catching: (two handed)/shot stopping (goalkeeper only)

- Upper
- Half upper
- Lower
- Mid-air
- From bounce
- From the ground
- ‘putting down’
- Jumping
- lunging

Positions for catching the ball:

- Frontal
- Sideways
- Backwards

Dribbling with dominant hand

Passing:

- Standing
- Running

Shooting:

- Shot in place
- Leaning back shot

Offensive and defensive movement:

- Feinting with the body
- Feinting a shot
- Feinting a pass

Advanced skills, (applies to all positions, except where stated) to include:

Catching: (one handed assisted on both sides)/shot stopping (goalkeeper only)

- Upper
- Half upper
- Lower
- Mid-air
- From bounce
- From the ground
- ‘putting down’
- Jumping
- lunging

Dribbling with either/both hand(s)

Passing:

- Forward jumping
- Vertical jump

Shooting:

- Vertical jump shot
- Striding/jump shot
- Shot whilst falling

Offensive and defensive movement:

- Stealing the ball
- Screening an opponent without the ball
- Screening an opponent with the ball

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive ploys – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication

2d.11. Hockey

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Hockey

Core Skills, (all outfield positions) to include:

Passing:

- Push
- Drive
- Slap hit

Receiving and stopping the ball whilst stationary:

Dribbling:

- Push
- Tap

Shooting:

- Open side technique

Tackling:

- Block
- Jab – front and side

Marking:

- Player with the ball

Core Skills, (goalkeeper) to include:

Passing:

- Push
- Drive
- Slap hit

Receiving and stopping the ball whilst stationary:

Dribbling:

- Push
- Tap

Shot stopping:

- Saving shots
- Positioning
- Narrowing the angles
- Use of pads/feet and stick

Advanced skills, (all outfield positions) to include:

Reverse stick passing:

- Push
- Drive
- Hit
- Slap

Open or reverse passing:

- Aerial
- Flick
- scoop

Receiving and stopping the ball whilst on the move:

- Grip and body position
- Using Reverse stick

Dribbling:

- Ability to beat opponents
- Indian dribble
 - Close control

Marking:

- Player without the ball/shadowing

Advanced Skills, (goalkeeper) to include:

Reverse stick passing:

- Push
- Drive
- Hit
- Slap

Open or reverse passing:

- Aerial
- Flick
- scoop

Receiving and stopping the ball whilst on the move:

- Grip and body position
- Using Reverse stick

Shot stopping:

- Distribution
- Kicking
- Different shot heights and ranges

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations

e.g. set piece plays, short/penalty and long corners

- Attacking positioning on the field
- Defensive positioning on the field
- Defensive ploys – man to man marking, zonal marking

- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at set pieces, communication, command of the D (Goalkeeper only).

2d.12. Hurling

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Hurling

Core Skills, to include:

Grip and swing

Striking:

- Stationary sliotar (dominant side)
- whilst moving (dominant side)
- free taking/taking a free

Catching:

- Roll lift
- Chest
- Face

Carrying:

- Dribbling
- Palming
- Raising moving sliotar into hand
- Running
- The hand pass
- Doubling forward

Tackling:

- Ground block
- Ground flick
- Shoulder clash
- Striking from hand
- Simple evasion

Marking:

- Player with the ball

Advanced skills, to include:

Striking:

- Stationary sliotar (non-dominant side)
- Whilst moving (non-dominant side)
- From the hand

- Overhead
- Sideline cut

Catching:

- Overhead
- Balancing the sliotar on the hurley

Carrying:

- Jab lift
- Solo running

Defending:

- Frontal air block
- The hook
- Blocking the sliotar overhead
- The roll off
- Feint/side stepping
- Checking

Marking:

- Player without the ball

Decision making and tactical awareness, to include:

- When to run/pass/tackle/shoot
- Where to run/pass/tackle/shoot
- Which pass to make
- Beating opponents
- Finding space
- Attacking positioning on field
- Defensive positioning on the field
- Supporting team mates through positional cover, providing passing options, communication
- Sliotar distribution/retention
- Defensive plays – man to man marking
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Positioning and organisation at defensive set pieces, calling for the sliotar.
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2d.13. Lacrosse

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Lacrosse

Core Skills, (all outfield players) to include:

Possession:

- Cradling the stick
- Carrying the ball on either side of the body

Ground Balls:

- Position and action for some angles of pick up

Receiving the ball:

- From the front
- From the left or the right
- Cradle action
- On the run from some angles

Passing the ball:

- Change of grip for overarm throw
- Passing over different distances

Tackling and body checking:

- Closing down
- Tacking safely
- Positioning 'goal side'

Shooting:

- Long bounce shots
- Short shots

Dodging:

- Moving to either side of a defender
- Protecting the stick

Marking:

- Player with the ball

Core Skills, (goalkeeper) to include:

Ground Balls:

- Position and action for some angles of pick up

Receiving the ball:

- From the front
- From the left or the right
- Cradle action
- On the move from some angles

Passing the ball:

- Change of grip for overarm throw
- Passing over different distances

Shot stopping:

- Saving with the stick
- Saving with the hands
- Saving with the body

Advanced skills, (all outfield positions) to include:

Ground Balls:

- Position and action for all possible angles of pick up

Receiving the ball:

- From the left and the right
- From the rear
- On the run from all angles

Tackling and body checking:

- Stick tackles (within the rules)

Shooting:

- Corner shots

Dodging

- Rolling dodge

Marking:

- Player without the ball

Advanced skills, (goalkeeper) to include:

Ground Balls:

- Position and action for all possible angles of pick up

Receiving the ball:

- From the left and the right
- From the rear
- On the move from all angles

Shot stopping:

- Saving by kicking
- Different shot heights and ranges

Decision making and tactical awareness, to include:

- When to pass/tackle/shoot
- Where to pass/tackle/shoot
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/penalty
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication

2d.14. Netball

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Netball.

Core Skills, (applies to all positions, except where stated) to include:

Footwork:

- Stopping/landing
- Pivoting

Dodging

Ball handling:

- Catching whilst stationary

Passing over short distances:

- Chest
- Overhead
- Bounce
- Shoulder pass

Shooting: (GS and GA only)

- Stationary

Rebounds (GA, GS, GD, GK only)

Marking:

- Player with the ball

Advanced skills, (applies to all positions, except where stated) to include:

Ball handling:

- Catching on the run
- Catching in the air

Passing over mid-long distance:

- Chest
- Overhead
- Bounce
- Shoulder pass

Shooting: (GS and GA only)

- Stepping

Defence:

- Shadowing
- Interception
- Marking player without the ball

Decision making and tactical awareness, to include:

- When to pass/shoot/dodge
- Where to pass/shoot/dodge
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/penalty
 - Attacking positioning on the court
 - Defensive positioning on the court
 - Defensive ploys – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at set pieces, communication

2d.15. Powerchair Football

Learners wishing to take part in this activity must meet the classification criteria. These can be found at: <http://www.thewfa.org.uk/laws.php>

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Powerchair football.

Core Skills, (applies to all positions, except where stated) to include:

Ball Control using:

- Using front of chair
- Using the side of the chair

Passing:

- Short
- Long
- Using both edges of the chair
- Kick ins
- Free kicks
- Goal kicks (Goalkeeper only)

Shooting:

- Short range

Shot-stopping: (Goalkeeper only)

- Short range shots

Dribbling:

- Close control

Tackling:

- Jockeying

Marking:

- Player with the ball

Advanced skills, (applies to all positions, except where stated) to include:

Passing:

- Power
- 180 degree spin
- 360 degree spin

Shooting:

- Long range
- Penalty kicks
- Shot-stopping (Goalkeeper only)
 - different shot ranges
 - blocking

Dribbling:

- Ability to beat opponents

Marking:

- Player without the ball

Defence:

- Blocking

Decision making and tactical awareness, to include:

- When to pass/shoot/block
- Where to pass/shoot/block
- Which pass to make
- Awareness of the 2 on 1 rule and its application to the game
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners
 - Attacking positioning on the court
 - Defensive positioning on the court
 - Defensive ploys – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication, command of area (Goalkeeper only)

2d.16. Rowing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of rowing.

Core skills, to include:

Phases of rowing:

- Catch
- Draw
- Finish
- Recovery
- Balance

Demonstrating appropriate positioning of the below some of the time:

- Legs
- Body
- Arms
- Posture

Rowing on either stroke or bow side

Paddling

Teamwork and communication with partner/teammates/Cox

Advanced skills, to include more efficient versions of:

Learners should follow an appropriate technical model which leads to effective performance.

Phases of rowing:

- Catch
- Draw
- Finish
- Recovery
- Balance

Being able to row on both stroke and bow side as required

Working together as a co-ordinated team

Decision making and tactical awareness, to include:

- Speed of start
- Selection of appropriate boat size (2, 4, 8, coxed or uncoxed)
- Understanding your partner/teammates and working together
- Principals of attack and defence
- Race tactics in relation to either sprint **or** head race events
- River positioning
- Tactical rowing e.g. when to lead, when to follow and when to kick for the finish
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other rowers
- Awareness of the rules and regulations of the sport and their application

2d.17. Rugby League

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Rugby League

Core Skills, to include:

Handling and carrying skills:

- Picking up a ball:
 - Stationary
 - Moving
 - Falling on the ball

Passing:

- Both hands in either direction
- Off-loading
- Kicking

Receiving:

- On the move

Running with the ball, balanced running

Beating opponents:

- Hand off
- Side-step
- Change of pace/direction
- Kick ahead

Try Scoring:

- Grounding the ball with downward pressure
- When and when not to use one/two hands

Playing the ball in contact:

- Retaining the ball
- Play of the ball

Contact Skills:

Tackling

- Basic technique from front and side
- Close contact tackling

Advanced skills, to include:

Handling and carrying skills:

Passing:

- Spin, both ways

Contact Skills:

Beating opponents

- Feint
- Swerve
- Dummying
- Switching
- Other set plays

Contact Skills:

Tackling:

- Basic technique from rear
- Smothering

Specialist skills: (applies to some positions, learners in positions that do not require these skills may still access the full range of marks and should not be penalised for not having to show these skills)

- Scrum – individual positions and roles, ball distribution, support play once ball is out
- Set scrummaging – binding, position of feet;
- Kicking – high ball, grubber, box, place, positional, drop outs, place or drop kicking for conversions/penalties/drop goal

Decision making and tactical awareness, to include:

- When to run/pass/kick
 - Where to run/pass/kick
 - Which pass to make
 - Controlled phase possession
 - Collective alignment
 - Methods to cross the gain line
 - Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking
 - Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
 - Awareness of the rules and regulations of the game and their application (including refereeing signals)

2d.18. Rugby Union

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Rugby Union

Core Skills, to include:

Handling and carrying skills:

- Picking up a ball:
 - Stationary
 - Moving
 - Falling on the ball

Passing:

- Both hands in either direction
- Off-loading
- Kicking

Receiving:

- On the move
- Stationary
- Ground pick-up

Running with the ball, balanced running

Beating opponents:

- Hand off
- Side-step
- Change of pace/direction

Try Scoring:

- Grounding the ball with downward pressure
- When and when not to use one/two hands

Contact Skills:

Tackling:

- Basic technique from front and side
- Close contact tackling

Ruck:

- Going to ground
- Placing ball behind

- Support roles
- Clear out

Maul:

- Staying on feet
- Body positioning
- Support roles
- Rolling maul
- Tactics

Advanced skills, to include:

Handling and carrying skills:

Passing:

- Spin, both ways

Beating opponents:

- Feint
- Swerve
- Dummying
- Switching

Contact Skills:

- Jackal
- Counter ruck

Tackling:

- Basic technique from rear
- Smothering

Specialist skills: (applies to some positions, learners in positions that do not require these skills may still access the full range of marks and should not be penalised for not having to show these skills)

- Scrum – individual positions and roles, collective skills of pushing and holding, ball distribution, support play once ball is out
- Set scrummaging – binding, position of feet; angle of drive for each row
- Line out play – tactics, roles and support
- Kicking – high ball, grubber, box, place, positional, drop outs, place or drop kicking for conversions/penalties/drop goal

Decision making and tactical awareness, to include:

- When to run/pass/kick
 - Where to run/pass/kick
 - Which pass to make
 - Controlled phase possession
 - Collective alignment
 - Methods to cross the gain line
 - Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking
 - Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
 - Awareness of the rules and regulations of the game and their application (including refereeing signals)

2d.19. Squash

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

Learners may be assessed either as a team – doubles or as an individual – singles.

Learners may not be assessed in both for their GCSE (9–1) PE.

The learner(s) is/are assessed performing the acquired and developed skills of Squash.

Core skills, to include:

Serving

Return of serve

Drives: (forehand and backhand)

- Straight drive
- Cross court

Boasts: (forehand and backhand)

- Simple boast
- Trickle boast

Volleys (forehand and backhand)

Drop shot (forehand)

Lob: (forehand)

- Cross court
- Straight

Teamwork and communication with partner (doubles only)

Advanced skills, to include:

Boasts: (forehand and backhand)

- Squeeze boast
- Back wall boast
- Skid boast

Lob: (forehand and backhand)

- Cross court
- straight

Kill shots:

- Simple kill shot (forehand and backhand)

Footwork and court positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence e.g. dominating the T, interference and obstruction
- Applying tactics in different competitive situations
- Applying different systems/formations of play in different competitive situations e.g. (singles and doubles tactics)
- Applying other ploys/tactics to outwit opponent e.g. serve, second serve and volley, intercepting in doubles, disguising your shot, switching positions
- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application

2d.20. Table Cricket

Learners wishing to take part in this activity must meet the classification criteria. These can be found at <http://www.lordstaverners.org/table-cricket>

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Table Cricket.

The learner is expected to perform all roles within this activity, bowler, batter and fielder.

Core skills, to include:

Batting:

- Selecting and playing the correct shot to the type of ball faced, including:
 - Grip
 - Ability to hit the ball
 - Keeping the ball on the table
 - Control

Bowling:

- Consistent speed of push
- Knowing which ball to use
- Appropriate use of the swing ball

Fielding:

- Slow to medium speed of reaction to the ball
- Appropriate positioning of your fielder
- Use of one hand to move fielder

Advanced skills, to include:

Batting:

- Selecting and playing the correct shot to the type of ball faced, including:

- Adjusting the angle of hit
- Adjusting the power of hit
- Ability to aim for scoring zones

Bowling:

- Different speeds of push
- Adjusting the angle of the ramp

Fielding:

- Anticipating the ball
- Fast speed of reaction to the ball
- Ability to move fielder without being penalised for touching the next fielder
- Use of either hand to move fielder (may not be relevant to all learners)
- Catching the batter out through deliberate movement of fielder

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Understanding of positions and roles batting and fielding
- Principals of attack and defence
- Applying tactics in different situations
- Applying different systems of play in different situations e.g. switching bowling styles or balls to keep the opposition guessing
- Applying other ploys/tactics to outwit opponent
- Effective decision making for batting order
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions and ability of other players
- Awareness of the rules and regulations of the sport and their application

2d.21. Table Tennis

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

Learners may be assessed either as a team – doubles or as an individual – singles. Learners may not be assessed in both for their GCSE (9–1) PE.

The learner(s) is/are assessed performing the acquired and developed skills of table tennis

Core skills, to include:

Serving

Return of serve

Offensive strokes: (forehand and backhand)

- Hit
- Flick
- Smash

Defensive strokes: (forehand and backhand)

- Push/slice
- Chop

Application of spin on strokes:

- Topspin
- Backspin

Teamwork and communication with partner (doubles only)

Advanced skills, to include:

High toss service

Offensive strokes: (forehand only)

- Loop
- Counter-hit

Defensive strokes: (forehand only)

- Block
- Lob

Application of spin on strokes:

- Sidespin
- Corkspin

Footwork and positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations
- Applying different systems/formations of play in different competitive situations e.g. (singles or doubles tactics)
- Applying other plays/tactics to outwit opponent e.g. serve, intercepting in doubles, disguising your shot, switching positions
- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions and ability of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application

2d.22. Tennis

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

Learners may be assessed either as a team – doubles or as an individual – singles. Learners may not be assessed in both for their GCSE (9–1) PE.

The learner is assessed performing the acquired and developed skills of Tennis.

Core Skills (both singles and doubles unless stated) to include:

Serving

Return of serve

Groundstrokes:

- Forehand
- Backhand

Volleys:

- Forehand
- Backhand

Forehand Lob

Court positioning:

- Footwork
- Speed
- Mobility

Advanced skills, to include: (both singles and doubles unless stated)

Groundstrokes: – variety of spin (backspin/slice and topspin)

- Forehand
- Backhand

Serve:

- Use of spin (slice or topspin)
- Second serve

Drop shot/volley

Overhead/smash

Footwork and court positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations
- Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles
- Applying other ploys/tactics to outwit opponent e.g. serve, second serve and volley, intercepting in doubles, disguising your shot, switching positions
- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application

2d.23. Volleyball

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of volleyball.

Core skills, to include:

Serving:

- Tennis
- Float

Return of serve

Overhead techniques:

- Volley
- Setting
- Spike

Underhand techniques:

- Dig
- Receiving service

Rebounding

Teamwork and communication

Advanced skills, to include:

Serving:

- Jump-topspin
- Jump-float

Overhead techniques:

- Block

Underhand Techniques:

- Emergency retrieve techniques

Net play

Back court play

Anticipation of and reactions to the ball

Footwork and court positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Understanding of positions and roles in attack and defence
- Principals of attack and defence
- Applying tactics in different situations
- Applying different systems/formations of play in different situations e.g. serving and receiving serve to keep the opposition guessing
- Applying other ploys/tactics to outwit opponent e.g. disguising shots and serves or switching positions
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other players
- Awareness of the rules and regulations of the sport and their application

2d.24. Wheelchair Basketball

Learners wishing to take part in this activity must meet the classification criteria. These can be found here: <http://www.gbwna.org.uk/gbwna/index.cfm/get-involved/classification/>

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Wheelchair Basketball.

Core Skills, to include:

Chair control:

- Starting
- Stopping
- Hand position on wheels
- Forwards movement
- Direction change

Gaining possession:

- Catching the ball
- Ball pick up

Passing:

- Chest
- Feed off
- Hook

Shooting:

- Set shots
- Free shots
- One handed shot
- Two handed shot

Dribbling:

- 2 pushes, 1 bounce
- Use of (mainly) one hand
- Ability to beat opponents

Marking:

- Player with the ball

Advanced skills, (applies to all points classifications except where stated) to include:

Chair control:

- Pivoting sharply
- Can move quickly and effectively around the court

Passing:

- Hand off
- Bounce (1 and 2 point players only)
- Overhead (1 and 2 point players only)

Catching the ball

Shooting:

- Lay ups
- Hook shots

Dribbling:

- Use of both hands (where able)
- Continuous dribble

Marking:

- Player without the ball

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking, zone defence, fast break, tandem defence (against fast break)
- Finding space
- Attacking positioning on court
- Defensive positioning on the court
- Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2d.25. Wheelchair Rugby

Learners wishing to take part in this activity must meet the classification criteria.

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Wheelchair Rugby.

Core Skills, (applies to all points classifications except where stated) to include:

Chair control:

- Starting
- Stopping
- Hand position on wheels
- Forwards movement
- Direction change

Gaining possession:

- Catching the ball with both hands
- Ball pick up

Passing: (some passes will not be relevant to those learners with a points classification of less than 2.0)

- Roll
- Bump pass
- Scoop
- Two handed toss
- Forearm
- Chest
- Flip
- Hook
- One handed overhead
- Two handed overhead
- Throw in

Attacking/Scoring:

- Controlled possession on the ball
- Catching before the line

- Evading defence
- Crossing the line

Dribbling:

- Use of (mainly) one hand
- Ability to beat opponents

Defending:

- Marking – Know your man
- Closing down an opponent
- Corner trap
- Picks:
 - Front
 - Double side

Advanced skills, (applies to all points classifications except where stated) to include:

Chair control:

- Pivoting sharply
- Can move quickly and effectively around the court

Gaining possession:

- Catching the ball with one hand (may not be relevant to some points classifications)

Passing: (some passes will not be relevant to those learners with a points classification of less than 2.0)

- Flip
- Hook
- One handed overhead
- Two handed overhead
- Throw in

Dribbling:

- Use of both hands (where able)

Defending:

- Double trap

- Picks:
 - Wheel backs
 - Double front back
 - Back to wheel

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to

man marking, zone defence, fast break, tandem defence (against fast break)

- Finding space
- Attacking positioning on court
- Defensive positioning on court
- Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2e. Skills criteria for practical activities – ‘Individual’

Individual Activity	Restrictions and allowances	Page
Amateur boxing		51
Athletics		52
Badminton	Cannot be assessed with doubles.	19
Boccia		54
Canoeing		55
Cycling	Track or road cycling only.	56
Dance	Cannot be used as both a Team and Individual activity.	24
Diving	Platform diving.	57
Equestrian		59
Golf		61
Gymnastics		62
Kayaking	Cannot be assessed with sculling, canoeing or rowing.	65
Polybat		66
Rock climbing	Can be indoor or outdoor.	67
Sculling	Cannot be assessed with kayaking, canoeing or rowing.	68
Skiing	Must take place on snow, but can be indoor or outdoor. Cannot be assessed with snowboarding.	69
Snowboarding	Must take place on snow, but can be indoor or outdoor. Cannot be assessed with skiing.	70
Squash	Cannot be assessed with doubles.	42
Swimming	Cannot be synchronised.	71
Table Tennis	Cannot be assessed with doubles.	44
Tennis	Cannot be assessed with doubles.	45
Trampolining		72

For the activities of Badminton, Dance, Sculling, Squash, Table Tennis and Tennis please see the skills criteria on the page indicated within the ‘team activity’ list.

2e.1. Amateur boxing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of amateur boxing.

Core skills, to include:

- Body position, in both attack and defence:
 - Stance
 - Guard
 - Balance
 - Weight distribution
- Punching with power and speed:
 - Jab
 - Cross
 - Hook
 - Uppercut
 - Simple 'one, two' combinations
 - Use of reach
- Footwork/defensive movements:
 - Duck
 - Moving away

Advanced skills, to include:

- Punching:
 - Longer combinations involving multiple numbers of and types of punch
- Footwork/defensive movements:
 - Slip
 - Lateral footwork
 - Blocking/parrying/covering up
 - Switching the area and angle of attack

Decision making and tactical awareness, to include:

- Reading and anticipating your opponent
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent
- Awareness of strategies/tactics in attack and defence
- Awareness of strengths/weaknesses and actions of yourself and your opponents
- Awareness of the rules and regulations of the sport and their application

2e.2. Athletics

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Track and Field Athletics.

The focus of the tasks will be:

Any **two** events, chosen from the lists below.

- **Track**
 - 100m
 - 200m,
 - 300m/400m (gender appropriate distance)
 - 800m
 - 1500m
 - 3000m
 - 1500m Steeple Chase
 - Hurdles 80m/100m (gender appropriate distance)
 - 300m/400m (gender appropriate distance)
- **Jumps**
 - High Jump
 - Long Jump
 - Triple Jump
 - Pole Vault
- **Throws**
 - Shot
 - Discus
 - Javelin
 - Hammer

Track events

Core skills, to include:

- Starting
- Finishing
- Posture
- Leg action
- Arm action
- Head carriage

Advanced skills, to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

- Starting:
 - Use of Blocks (where relevant)
- Leg action:
 - Foot strike
 - Cadence
- Bend running (where relevant)
- Stride pattern/pacing
- Hurdling with either leg (where relevant)

Decision making and tactical awareness, to include:

- Pre-race tactics
- Changing and adapting your race tactics
- Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate)
- Timing of kicking for the finish line
- When to dip for the finish line
- Awareness of the rules and regulations of the event and their application (including officials commands/signals)

Jumping events

Core skills, to include:

- Approach
- Synchronisation of arm and leg action
- Take off/pole plant
- Flight
- Landing

Advanced skills, to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

- Approach:
 - Hitting appropriate speed for take off
- Efficient transition between technical phases of the movements

- Flight:
 - Appropriate elevation
- Landing
 - movement of the body beyond initial point of contact (long jump and triple jump)

Decision making and tactical awareness, to include:

- Pre-event tactics
- Tactics for qualifying jumps/Entry height and the choice of when to 'pass' on a height/round
- Changing and adapting your jump tactics:
 - Consideration of weather conditions
 - Appropriate distance/number of steps chosen for run up
 - In competition check mark adjustment
- Awareness of the rules and regulations of the event and their application (including officials commands/signals)

Throwing events

Core skills, to include:

- Initial stance
- Grip
- Throwing action

- Release phase
- Recovery phase/follow through

Advanced skills, to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

- Travel:
 - use of cross step/glide (where applicable)
 - rotational throws (where applicable)
- Release phase:
 - Appropriate angle of release
- Efficient transition between technical phases of the movements

Decision making and tactical awareness, to include:

- Pre-event tactics
- Tactics for qualifying throws
- Changing and adapting your throwing tactics:
 - Consideration of weather conditions
 - Check mark adjustments (Javelin only)
- Awareness of the rules and regulations of the event and their application (including officials commands/signals)

2e.3. Boccia

Learners wishing to take part in this activity must meet the classification criteria. These can be found here: <http://gb-boccia.org/about-boccia/>

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Boccia.

Learners may be assessed only as an individual – singles.

Core Skills, to include:

Sending:

- From some of the boxes
- By one or both hand(s)

OR

- By one foot or both feet

OR

- By use of an assistive device (if unable to send via hands or feet)
- To some areas of the court covering both:
 - Width
 - Depth

Shot types:

- Rolling
- Short
- Long

Control of shot:

- Length
- Speed
- Use of spin

- Use of bounce and continue
- Aim to cling
- Positioning:
 - Interception
 - Covering

Advanced skills, to include:

Sending:

- From any of the boxes
- To any area of the court, covering both:
 - Width
 - Depth

Shot types:

- Aerial
- Linking

Control of shot:

- Use of backspin to bounce and stop
- Use of ricochet

Decision making and tactical awareness, to include:

- Which send to make
- Where to aim
- Awareness of tactics in both attacking and defending situations e.g. what do when you are already closest to the Jack
- Principles of attack
- How to provide scoring opportunities
- How to strategically position the balls
- Securing a lead
- Use of blocking for width and depth
- Awareness of strengths/weaknesses and actions of the opposing player
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2e.4. Canoeing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Canoeing in an outdoor environment.

Core skills, to include:

These skills should be demonstrated on still/calm water

Introduction:

- Embark/disembark
- Stopping/emergency stop
- Capsize drill

Strokes:

- Paddling – forwards/backwards
- Sweep and reverse sweep strokes
- Draw stroke
- Support strokes

Turns:

- Low brace turn
- High brace turn

Sculling:

- for support
- draw
- T draw

Ferry glide, up and down stream

Rafting up

Advanced skills, to include:

These skills should be demonstrated on still/calm water

Strokes:

- C stroke
- Stern rudder

Turns:

- Bow rudder turn

Deep water rescue

Deep water re-entry

These skills should be demonstrated on moving water at grade 2 or above

Strokes:

- Sweep and reverse sweep strokes
- Draw stroke
- Support strokes

Turns:

- Low brace turn
- High brace turn

Sculling:

- for support
- draw
- T draw

Cutting in and out of moving water

Decision making and tactical awareness, to include:

- Selection of appropriate boat size
- Applying tactics to cope with different water conditions
- Applying tactics in different competitive situations
- Awareness of conditions
- Awareness of strengths/weaknesses and actions of other canoers
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

2e.5. Cycling

Learners may complete this activity on the road **or** on a track.

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Cycling.

The learner will be assessed in, and should provide evidence for any **two** of the following:

- Track
 - 200m sprint (male and female)
 - 500m time trial (female)
 - 1km time trial (male)
 - 2km pursuit (female)
 - 3km pursuit (male)
- Road
 - 10 mile time trial (male)
 - 10 mile time trial (female)
 - 25 mile time trial (male)
 - Road racing

Core skills, to include:

- Starting
- Finishing
- Posture
- Leg action
- Hand/arm position
- Head Carriage

Advanced skills to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

Race starting

Race finishing

Pacing:

- Climbing and descending (road cycling only)
- During the bank (track cycling only)
- During cornering (road cycling only)

Overall efficiency:

- Appropriate pedalling RPMs
- Appropriate use of gears (if not using a fixed wheel bike)
- Use of and adjustment of speed and braking

Ability to slip stream (where relevant)

Decision making and tactical awareness, to include:

- Applying tactics to cope with different road and weather conditions (road cycling only)
- Applying race tactics
- Applying tactics to overcome any weaknesses you feel you may have
- Awareness of conditions (road cycling only)
- Awareness of racing lines and positioning
- Knowing when to tuck or stand
- Group riding/pacelines
- Awareness of the rules and regulations of the sport and their application

2e.6. Diving

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Diving.

Learners are expected to perform six dives in total chosen from the lists below. Dives should show the full range of skills of the learner and their performance should contain a mixture of core and advanced dives (as appropriate) to enable the learner to access the mark point they are deserving of.

The level of success of the core and advanced skills are measured through the movement phases identified below:

Forwards and backwards take off as applied to your dives:

- Arm swing
- Posture
- Hip position
- Height
- Safety

Body shape as applied to your dives:

- Aesthetic quality
- Elongated
- Toe position
- Tension

Core skills, to include:

Dives may be performed from either the poolside or a 1m board

Travel during the dive:

- height at apex of dive
- Appropriate distance from board
- Body positioning during dive

- Transition between body positions
- Control

Entry into the water:

- Upright
- Clean
- Straight
- Toes pointed

Type of dive: (to be selected from the list below)

- Forward dive piked
- Forward jump, piked (arm swing)
- Inward dive with tuck
- Forward somersault open-pike
- Back dive, ½ twist
- Forward jump
- Pike fall
- Forward somersault piked
- Back dive with tuck
- Reverse dive with tuck
- Inward dive piked
- Forward somersault
- Back dive, ½ twist

Advanced skills, to include:

Dives may be performed from a 3m or 5m board

Type of dive:

- Forward dive piked
- Back tuck roll (crouch)
- Reverse dive with tuck
- Forward 1½ somersault
- 1 twist
- Back dive, ½ twist
- Forward jump, piked
- Forward pike roll
- Forward 1 ½ somersaults, piked
- Back dive with tuck
- Reverse dive piked
- Inward 1½ somersaults tuck
- Inward 1½ Somersault Pike
- Back 1½ Somersault, ½ twist

Entry:

- Ripped (no splash)

Decision making and tactical awareness, to include:

- Selection of appropriate dives for your ability
- Selection of appropriate height of board
- Principles of the dive being completed
- Applying tactics/strategy in different situations
- Body awareness
- Use of flight
- Awareness of strengths/weaknesses and actions of other divers e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2e.7. Equestrian

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Horse Riding.

The learner will be assessed in, and should provide evidence for any of the following:

Dressage

Show Jumping

Cross Country

Horse Racing

Core Skills, (applies to all disciplines) to include:

Preparation and Handling skills:

- Safe handling
- Putting saddle/bridle on
- Leading the horse
- Safe mounting and dismounting

Rider position and rein hold:

- Posture/body is correctly aligned
- Position/seat is appropriate
- Hand and leg position
- Sitting and rising
- Balance
- Control
- Recovery
- Correction
- Rhythm
- Tempo and timing
- Impulsion
- Effectiveness

Use of Aids:

- Natural:
 - Legs – inside and outside
 - Hands – inside and outside
 - Body and seat
 - Voice

- Artificial: (where relevant)
 - Whips
 - Spurs
 - Knowledge of when they are permitted

Pace work:

- Working at different paces – increase and decrease pace
- Flatwork drills in walk, trot and canter – with stirrups

Jumping: (where required)

- Posture/body is correctly aligned
- Position/seat is appropriate
- Hand and leg position
- Control
- Recovery
- Correction
- Rhythm
- Tempo and timing
- Impulsion
- Effectiveness
- Clears jumps up to 90cm in height
- Horse may refuse up to 2 jumps in a round
- An intermediate level of faults are given in a round

Advanced skills, (applies to all disciplines) to include:

Pace work:

- Flatwork drills in walk, trot and canter –without stirrups

Advanced pace work:

- Flatwork drills in and the transition between –
 - Free/medium/collected/extended walk
 - Medium/working/collected/extended trot
 - Medium/working/collected/extended canter

Jumping: (where required)

- Clears jumps up to 1m in height
- Horse may refuse up to 2 jumps in a round
- An intermediate level of faults are given in a round

2 **Decision making and tactical awareness, to include:**

- Difficulty of course/routine, balance of difficulty with quality of execution
- Composition and flow of routine (dressage)
- When to change pace

- Which route to take (show jumping/cross country)
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other performers e.g. adopt a different routine/route/pace depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2e.8. Golf

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Golf.

Learners should be assessed on both isolated movement patterns and under a normal competitive environment (Medal or Stableford).

Core skills, to include:

Course Management:

- Club selection
- Target accuracy

Putting:

- < 2 Foot
- 2 – 6 Foot
- 6 – 10 Foot

Short Irons: (9, PW, SW, LW)

- Chipping
- Pitching

Mid Irons: (5, 6, 7, 8)

- Action from fairway

Long Irons: (3, 4)

- Action from fairway

Fairway Woods/Hybrids:

- Action from fairway

Driving:

- Stroke action

Playing from different lies:

- Fairway
- Light rough

Advanced skills, to include:

Course Management:

- Distance control

Putting:

- Uphill
- Downhill

Short Irons: (9, PW, SW, LW)

- Bunker Play (Greenside)

Mid Irons: (5, 6, 7, 8)

- Stroke action from tee
- Draw
- Fade

Long Irons: (3, 4)

- Stroke action from tee
- Draw
- Fade

Fairway Woods/Hybrids:

- Stroke action from tee
- Draw
- Fade

Driving:

- Draw
- Fade

Playing from different lies:

- Ball above the feet
- Ball below the feet

Decision making and tactical awareness, to include:

- When to opt for safe or strategic play
- How to plan for a 'break' on the green and how to control your put
- How much power to put into a stroke in order to control the distance the ball travels
- Awareness of how far the ball carries off of different clubs
- Where to aim for optimal target accuracy
- Awareness of environmental conditions and how they can affect the shots you play
- Awareness of how the lie of the ground off the green can affect the shot selection
- Awareness of the rules and regulations of the sport and their application

2e.9. Gymnastics

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Gymnastics.

The learner will be assessed in, and should provide evidence for any **two** of the following:

Olympic Gymnastics –

Vaulting

Floor

Pommel Horse (Male)

Rings (Male)

Bar (Male)

Asymmetric/Uneven Bars (Female)

Beam (Female)

Or

Rhythmic Gymnastics –

Ball

Clubs

Hoops

Rope

Ribbon

Where a routine is required it should be of a length sufficient to demonstrate the full range of core and advanced skills the learner is capable of (and if applicable, an appreciation of the stimulus being used) to enable the learner to access the mark point they are deserving of.

Core Skills, to include as applicable to the disciplines chosen:

Olympic gymnastics skills applied to the appropriate discipline being assessed with low tariff versions of:

Take off, flight and landing

Rolls – forward and backward variations:

- to straddle
- dive forward

Balances using different parts of the body

Cartwheels

Round offs

Jumps/leaps

Twists/pivots

Steps

Tumbling lines

Dance elements

Transitions

Low tariff release/dismounts off equipment

Basic Vaulting:

- Squat and Straddle
- Handspring
- Long arm
 - Run up
 - Use of spring board/trampoline
 - dismount

Pommel Horse:

- Single and double leg work
- Clockwise or counter-clockwise
- Turns

Rings:

- One static strength move within your routine

Bar/bars:

- Controlled swinging/circling

Rhythmic gymnastics skills applied to the appropriate discipline being assessed with low tariff versions of:

Skipping

Circles

Figures of 8

Balancing equipment on the body

Swinging

Throwing

Rolling

Rotating

Clubs:

- Tapping/Beating

Hoop:

- Passing through/Over

Ball:

- Trapping
- Bouncing

Ribbon:

- Coils
- Snaking
- Spiralling

Advanced skills, to include where applicable:

Olympic gymnastics skills applied to the appropriate discipline being assessed with intermediate tariff versions of:

Advanced rolls – roll to handstands

Hand/head springs

Somersaults

Saltos – forwards/backwards

Walkover

Higher tariff dismounts off equipment

Advanced Vaults:

- Handspring with half turn on/off
- Round off over vault
- Longarm with full twist
- Any vault from the FIG code of points

Pommel Horse:

- Flares

Rings:

- Two or more static strength moves within your routine

Rhythmic gymnastics skills applied to the appropriate discipline being assessed with intermediate tariff versions of:

Skipping

Circles

Figures of 8

Balancing equipment on the body

Swinging

Throwing

Rolling

Rotating

Clubs:

- Tapping/Beating

Hoop:

- Passing through/Over

Ball:

- Trapping
- Bouncing

Ribbon:

- Coils
- Snaking
- Spiralling

Decision making and application of compositional ideas/choreography, to include:

- Difficulty/tariff of routine to complete
- Composition of routine
- How to respond to and interpret the music (where appropriate)
- How to ensure that the routine flows
- Body awareness, how to move effectively, smoothly and precisely

- Use of flight, when to move
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other gymnasts e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2

2e.10. Kayaking

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Kayaking.

Core skills, to include:

These skills should be demonstrated on still/calm water

Introduction:

- Embark/disembark
- Stopping/emergency stop
- Capsize drill

Strokes:

- Paddling forwards and backwards
- Sweep strokes
- Draw stroke

Turns:

- Low brace turn
- High brace turn

Sculling:

- for support
- draw
- T draw

Ferry glide, up and down stream

Advanced skills, to include:

These skills should be demonstrated on still/calm water

Strokes:

- J stroke
- Stern rudder

Turns:

- Bow rudder turn

Cutting in and out of moving water

Bow rescue

Deep water re-entry

These skills should be demonstrated on moving water at grade 2 or above

Strokes:

- Sweep strokes
- Draw stroke

Turns:

- Low brace turn
- High brace turn

Sculling:

- for support
- draw
- T draw

Decision making and tactical awareness, to include:

- Selection of appropriate boat size
- Applying tactics to cope with different water conditions
- Applying tactics in different competitive situations
- Awareness of conditions
- Awareness of strengths/weaknesses and actions of other kayakers
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

2e.11. Polybat

Learners wishing to take part in this activity must meet the functional profiles.

These can be found here: http://www.ntu.ac.uk/adapted_sports/adapted_games/polybat/rules/polybat_functional_profiles.html

2

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

Learners may be assessed only as an individual – singles.

The learner(s) is/are assessed performing the acquired and developed skills of Polybat.

Core skills, to include:

Service:

- Varied angle of strike to a side panel
- Use of different side panels

Return of service

Strokes:

- Hit
- Push
- Forehand
- Pace of ball is consistently the same
- Ability to keep ball on the table

Positioning and reactions:

- Being in the right place
- Having your bat in the right place
- Bat placement
- Low-medium speed of reaction to the ball

Advanced skills, to include:

Service:

- Varied angle of strike to both side panel

Strokes:

- Backhand
- Variation in pace of ball

Positioning and reactions:

- Anticipating the ball
- fast speed of reaction to the ball

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Understanding of positioning for attack and defence
- Principals of attack and defence
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent e.g. adjusting the speed of return
- Awareness of strengths/weaknesses and actions/ability of your opposition
- Awareness of the rules and regulations of the sport and their application

2e.12. Rock Climbing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Rock climbing either indoors or outdoors.

Learners may take part in competitions for either:

Lead climbing
Speed climbing

Core Skills, to include:

Safety:

- Fit and secure helmet
- Fit harness/belt
- Tie rope to harness/clip, figure of eight into Karabiner and tighten
- Use of correct climbing calls and communication

Knots:

- Tie a bowline
- Tie a figure of 8

Route planning:

- Work out how you are going to traverse the face
- Know the conditions you are likely to face (outdoor only)

Bouldering:

- Low level traverse

Climbing and descending methods:

- Climb showing 3 points of contact
- Foot jam
- Hand jam/palm plant
- Perform a bridge

- Abseiling
 - Safe use of
 - Perform an abseil controlling own descent

Semi-direct belay:

- Single point belaying
- Anchor the belayer
- Belay a climber using a belay device

Advanced skills, to include:

Climbing and descending methods:

- Ascend a mantle shelf or overhang
- Perform a layback
- Heel hook
- Flagging
- Back stepping
- Toe hook
- Abseiling:
 - Knowledge of a Prussik knot

Belay:

- Multiple belay
- Belay a climber during a fall

Decision making and tactical awareness, to include:

- Use of appropriate equipment
- Which route to take
- When to take risks
- Applying tactics to cope with different conditions/levels of difficulty
- Applying tactics to a competitive environment
- Awareness of conditions
- Awareness of strategies/tactics when climbing
- Awareness of strengths/weaknesses and actions of other climbers e.g. ability to complete a more technical route and moves to beat an opponent
- Application of safety principles
- Awareness of the rules and regulations and their application in competitive situations

2e.13. Sculling

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Sculling.

Core skills, to include:

Phases of sculling:

- Catch
- Draw
- Finish
- Recovery
- Balance
- Steering

Demonstrating appropriate positioning of the:

- Legs
- Body
- Arms
- Hands
- Posture

Paddling

Teamwork and communication with partner/teammates (doubles or fours only)

Advanced skills, to include more efficient versions of:

Learners should follow an appropriate technical model which leads to effective performance.

Phases of sculling:

- Catch
- Draw
- Finish
- Recovery
- Balance
- Steering

Working together as a co-ordinated team (doubles or fours only)

Decision making and tactical awareness, to include:

- Speed of start
- Selection of appropriate boat size (1, 2, 4, coxed or uncoxed)
- Understanding your partner/teammates and working together
- Principles of attack and defence
- Race tactics in relation to either sprint or head race events
- River positioning
- Tactical rowing e.g. when to lead, when to follow and when to kick for the finish
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other rowers
- Awareness of the rules and regulations of the sport and their application

2e.14. Skiing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of (Alpine) Skiing. Learners must be assessed on snow, however this may be outdoors or inside. The use of dry ski slopes is not permitted

Core skills, to include:

These may be demonstrated on appropriate terrain on a minimum of a red run

- Ascend and descend a short slope of moderate gradient
- Control rate of descent by ploughing
- Control speed and direction of travel whilst plough steering
- Show the development of plough steering to plough parallel turning
- Show plough parallel turning over a range of amplitudes
- Show linked parallel turning with a pole plant
- Skid to a halt from both sides

Advanced skills, to include:

These should be demonstrated on appropriate terrain on a minimum of a red run

- Show rhythmical parallel turning across a variety of conditions
- Parallel turning varying the extent to which skis skid as appropriate

- Modify tempo and intensity of turning to control speed of travel as appropriate
- Make rhythmical arcs within differing corridors
- Make rhythmical arcs and change the amplitude of arcs during the descent
- Skate around arcs (showing support against outside ski before the skis travel through fall line).

Quality of performance: Across all tasks the learner should show and maintain appropriate posture and balance with good coordination of biomechanically sound movements.

Decision making and tactical awareness, to include:

- Decide when it is safe to descend [following the ski way code]
- Identify key points of the ski way code and apply them.
- Recognise potential hazards
- Modify speed and direction of travel as a response to more challenging terrain.
- Select an appropriate route based on conditions
- Select a range of routes taking into account their own ability & density of skiers.
- Pre determine routes and modify as required.
- React to changing snow characteristics
- Awareness of the rules and regulations of the sport and their application

2e.15. Snowboarding

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Snowboarding. Learners must be assessed on snow, however this may be outdoors or inside. The use of dry ski slopes is not permitted

Core skills, to include:

These may be demonstrated on appropriate terrain on a minimum of a red run

- Identify key components of snowboard equipment
- Ascend and descend a short slope of moderate gradient
- Control rate of descent by Side-slipping (toe & heel edge)
- Control speed and direction of travel whilst side-slipping on both edges [diagonal side-slipping]
- Use a ski lift
- Show a development of Falling Leaf into the fall line, where steering is achieved by 'twisting' the board (foot steering) on both toe & heel edge.
- Show falling leaf over a range of angles of descent.
- Show linked basic turning with rhythmical arcs
- Skid to a halt – [from both edges]

Advanced skills, to include:

These should be demonstrated on appropriate terrain on a minimum of a red run

- Show rhythmical turning across a variety of conditions
- Linked turning varying the extent to which the board skids as appropriate
- Modify tempo and intensity of turning to control speed of travel as appropriate Make rhythmical arcs within a corridor
- Make rhythmical arcs and change amplitude of arcs during the descent
- Link switch turns (travelling with the back foot leading) on easier terrain

Quality of performance: Across all tasks the learner should show and maintain appropriate posture and balance with good coordination of biomechanically sound movements.

Decision making and tactical awareness, to include:

- Decide when it is safe to descend [following the ski way code]
- Ride in a manner which is consistent with the ski way code.
- Recognise potential hazards
- Choose terrain and speeds of travel appropriate to their level of skill
- Select appropriate routes based on conditions
- Select a range of routes taking into account their own ability and density of slope users.
- Pre determine routes and modify as required.
- React to changing snow characteristics
- Awareness of the rules and regulations of the sport and their application

2e.16. Swimming

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of swimming.

The focus of the tasks will be:

Any two events, chosen from the lists below. (these may be the same stroke)

Front crawl; 50m, 100m, 200m, 400m, 800m, 1500m

Back crawl; 50m, 100, 200m

Breaststroke; 50m, 100, 200m

Butterfly; 50m, 100, 200m

Core skills, to include:

Starting

Turning

Finishing

Quality of execution of chosen two events:

- Body position
- Leg action
- Arm action
- Breathing
- Timing

Advanced skills, to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

Racing starts

Racing turns

Race finish

Stroke number/pacing

Optimal breathing techniques

Optimise the distance travelled underwater following a start or a turn

Decision making and tactical awareness, to include:

- Timing of breathing
- How far to travel underwater after a start/turn
- When to turn e.g. knowing your number of strokes per length/from the flags
- Application of strategy to sprints and longer races and the difference this makes to your stroke
- Application of race tactics to your events
- Awareness of your position in the lane
- Awareness of the rules and regulations of the sport and their application

2e.17. Trampolining

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Trampolining.

Learners must perform two 10 contact routines, these should show the full range of skills of the learner and contain a mixture of core and advanced skills (as appropriate) to enable the learner to access the mark point they are deserving of.

Core skills, to include:

Shapes:

- Tuck
- Straddle
- Pike

Twists:

- Half
- Full

Seat Drop

Rotational movements:

- Front landing
- Back landing

Combined movements:

- Swivel hips
- Half/full twist in/out of front and back landing
- Seat to front
- Front to seat

Quality of execution:

Form, to include:

- The quality of the individual elements of the sequence

- Sequence's accuracy as well as its conformity to regulations
- Height

Consistency:

- Continuity/flow of the sequence

Control, to include:

- Success in both the individual elements and the sequence as a whole;
- Centring;
- Phasing.
- Maintenance of height and body position

Advanced skills, to include:

- Back to front
- Front to back
- Half turntable
- Cradle
- Front somersault (tucked)
- Back somersault (tucked)

Decision making and application of compositional ideas/choreography, to include:

- Difficulty of routine, balance of difficulty with quality of execution
- Composition of routine
- Flow of routine
- Order of the skills in routine
- Body awareness
- Use of flight
- Acceleration/deceleration of movements
- Spatial awareness
- Use of showmanship
- Awareness of strengths/weaknesses and actions of other performers e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2f. 'Off-site' activities for which all learners being assessed must be filmed

Team activities

Blind Cricket
Goal Ball
Powerchair football
Rowing
Table Cricket
Wheelchair basketball
Wheelchair rugby

Individual activities

Amateur Boxing
Boccia
Canoeing
Cycling
Diving
Golf
Equestrian
Kayaking
Polybat
Rock Climbing
Rowing
Sculling
Skiing
Snowboarding
Swimming

Ofqual's *Subject Level Conditions and Requirements for Physical Education* require that any sport or activity which is not capable of live moderation is supported by an audio visual recording of the evidence generated by each learner in that assessment. Activities deemed by OCR to present this challenge are referred to as being 'off-site'.

Although some centres may have suitable on-site facilities for some of the activities listed above, many will not. In some cases, the availability of other suitable participants for moderation activities may also be unlikely, for example in amateur boxing or blind cricket.

Where centres do have facilities which enable on-site assessment of activities listed above, they are still required to produce filmed evidence for all learners being assessed in them as moderation is conducted in groups of centres, and they may not be the 'host' for the moderation visit.

3. Teacher guidance on planning the NEA

3a. Guidance on the release of the NEA tasks to learners

3a.1. Choice of NEA task

For the practical performances teachers will be able to design their own tasks according to the assessment criteria and specific activity information provided by OCR.

Centres should generate tasks of suitable pitch and challenge to enable learners to access the full range of marks as indicated in the assessment criteria and

offer them scope to demonstrate the skills and techniques required.

For the Analysing and Evaluating Performance task (AEP), tasks are set for the life of the specification. Learners should produce written work that enables them to meet the requirements of the task, as detailed in the assessment criteria and guidance provided.

3a.2. Setting of NEA for practical performances and the analysing and evaluating performance task (AEP)

For the practical performances OCR will assume a limited level of control in relation to the setting of tasks. Centres should therefore follow the guidance below when setting tasks.

Centres must consider the accessibility of activities when planning the delivery of these assessments. The need to access particular facilities, locations and equipment, and the frequency with which learners will need to participate in an activity so as to be able to access the full range of marks must be taken into account in making these decisions. For instance, a task which incorporates participation in an on-site activity (e.g. Netball) twice a week for 12 weeks would in most cases give greater accessibility to the full range of marks than a task which requires participation at an off-site location which can only be accessed infrequently (e.g. rock climbing). The disparity between the learners' ability access to the full range of marks which the design of the above two tasks creates needs to be mitigated by the centre. Careful consideration also needs to be given to how filmed evidence for the assessments can be captured.

Where a learner is undertaking an off-site activity the centre is advised to discuss with them both accessibility to the activity (how accessible are the ski slopes to them? how frequently can they access the ski slopes?) and the period of time the task will run for to ensure that access to the full range of marks is available. In some cases limitations around access to an activity may mean that another activity should be chosen.

The AEP task is set by OCR, however, learners do have to decide in which activity (from the approved lists) they will analyse and evaluate their performance in. Centres should assist learners in making this choice, discussing what would make a suitable project and provide suitable scope to meet the task requirements, e.g. it may be more difficult for learners to plan appropriate improvements in their strongest activity, even though their inclination may be to choose this.

3a.3. When and how to give out the NEA tasks

For the practical performances, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task.

Many learners will already have prior knowledge and/or experience of the activities they will be assessed in; however, learners must be informed of the tasks set by the centre for the activity and both the skills criteria and the generic performance descriptors.

Where a learner with disabilities wishes to be assessed in an activity not contained on the approved lists, centres may make a special activity submission to request the inclusion of this. Neither centres nor learners should assume that approval will be given; therefore learners should have an alternative activity chosen in case of non-approval.

3a.4. Guidance on NEA controls

One member of staff should be designated as being responsible for all GCSE (9–1) Physical Education marks. This designated member of staff will be responsible for ensuring that comparability across all activities, all learners and all persons awarding marks is achieved.

Learners should be allowed sufficient time to complete all of the tasks; however, any time controls must be adhered to. Each learner must produce individual and authentic evidence for the tasks.

Authenticity control

Practical activity performances

Learners will complete all work for assessment under direct teacher supervision except where the activity is off-site and is therefore under the supervision of a specialist coach or instructor. In these instances it is the responsibility of the designated member of staff at the centre to provide the OCR criteria for the activity to the specialist over-seeing the assessment and to communicate with them about the assessment. The teacher assessing the work must be able to authenticate the work. The designated member of staff responsible for all GCSE (9–1) Physical Education marks also needs to be able to conduct internal standardisation of the marks awarded, including those in activities that may have been assessed using advice given by external specialists.

Analysing and evaluating performance task (AEP)

Learners may conduct their research independently, where appropriate, but should produce their written

For the analysing and evaluating performance task (AEP), the task should be completed within the time limit (14 hours) and be supervised and marked by the teacher. Once learners are ready to undertake this task centres should schedule the elements of the task.

work under direct teacher supervision. The designated member of staff responsible for all GCSE (9–1) Physical Education marks must be able to authenticate the work and insist on acknowledgement and referencing of any sources used. They should also conduct internal standardisation of the marks awarded.

Prior to undertaking the analysing and evaluating performance task (AEP), learners should be given adequate guidance about using sources. Learners may use information from any relevant source to help them with producing evidence for the tasks as long as they clearly credit the source. Learners must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any ideas and/or material directly taken from a source are appropriately and rigorously referenced. Centres may wish to include this in the ‘task induction’ session.

Feedback control

Within GCSE (9–1) Physical Education, OCR expects teachers to supervise and guide learners who are undertaking work that is internally assessed. The degree of teacher guidance in learners’ work will vary according to the kinds of work being undertaken. It should be remembered; however, that learners are required to reach their own judgements and conclusions.

For the practical activity assessments, feedback will be provided to learners on an on-going basis regarding aspects of their performance and this is integral to the performance aspects of the subject.

For the Analysing and Evaluating Performance task, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the task requirements and can be assessed in accordance with the specified marking criteria
- keep a record of feedback given to learners
- have one member of staff who is responsible for all GCSE (9–1) Physical Education marks, ensuring that comparability of marks is achieved.

The designated member of staff responsible for all GCSE (9–1) Physical Education marks must be able to authenticate the work of all learners and insist on acknowledgement and referencing of any sources used. The designated member of staff also needs to be able to conduct internal standardisation of the marks awarded across all activities, all learners and all persons awarding marks.

Time control

Practical activity performances

Where time control is appropriate for a physical activity, it will be stipulated in the skills criteria for that activity within this booklet.

Analysing and Evaluating Performance task (AEP)

The **total duration** allowed for the Analysing and Evaluating Performance task (AEP) is **14 hours**.

The approximate number of hours each section of the task should take are included as a guide in section 2c.1, however centres can divide the

time up as they wish to best suit their learners and facilities.

Learners may be introduced to the requirements of the task through a Task Induction session. This does not form part of the 14 hours allowed to undertake the task, but should not require more than an hour and must be used to discuss how the task is going to be delivered by the centre, timings/scheduling related to this and the general requirements of the task.

Learners should be familiar with the theory content of the specification that will underpin the task. This will allow teachers to contextualise the task and enable learners to consider what their aims and objectives are for the task.

When teaching Components 01 and 02, centres may wish to apply the theory content to the concept of analysing performance, but should not introduce the actual task.

Collaboration control

Learners must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual learner. In some team or group activities, the performance of other learners may have an impact on the effectiveness of the performances of those around them and this should be taken into consideration by centres when deciding on the appropriateness of tasks generated or grouping of learners.

Resource control

Analysing and Evaluating Performance task (AEP)

Access to resources will vary depending upon the location of the centre. Centres may seek advice, as needed, from external parties or sources (coach, leader, trainer, centre, instructor or NGBs).

Learners are allowed to use ICT to research and produce their tasks. Learners must be made aware of the need to properly reference any sources used in their work.

Centres are responsible for authenticating the work of their learners and must ensure that the work being produced is the learners' own and is a true reflection of their knowledge and understanding. It is important to stress to learners that in order to show what they know and understand in relation to the work which they are doing they must interpret

and apply relevant source material. Work produced which is largely made up of material taken from other sources with limited evidence in the learners' own words does not fulfil the criteria set for the task in terms of 'demonstrating understanding' and in some circumstances may constitute malpractice.

3a.5. Guidance on task production

This should be read in conjunction with the above section on the Guidance on NEA controls.

Practical activity performances

It is suggested that for the practical performances assessment is continuous, so that in the event of injury or illness, the centre still has evidence of attainment up to that point.

Analysing and Evaluating Performance task (AEP)

Centres may choose to divide the hours allotted to this task as suits their learners, facilities and timetabling. The whole of the 14 hours allowed for work on the tasks must be supervised and therefore have to happen at the centre. Research and written work does not need to take place under examination conditions, but learners cannot be allowed to take work home to spend additional time on as ensuring that the time controls are met will then not be possible.

Centres are responsible for retaining the work between sessions and must be sure that the final work was produced within the time allowed when authenticating the evidence prior to submission of marks for moderation.

Learners may use information from any relevant source to help them with producing evidence for the tasks as long as they clearly credit the source. Learners must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any ideas and/or material directly taken from a source are appropriately and rigorously referenced. As noted earlier, extensive use of material from other sources without significant input from the learner themselves will struggle to demonstrate what they know and understand, which internal assessment and external moderation must reflect and which in some circumstances could constitute malpractice.

3a.6 Task security

It is the responsibility of the centre to ensure that learners' analysing and evaluating performance task (AEP) and any evidence of performance are stored securely. Any breach in security must be reported to OCR as soon as possible by submitting a written report (a blank report form is available on Interchange) from the Head of Centre detailing the circumstances, the learners concerned and any action taken.

Learners' Analysing and Evaluating Performance task (AEP) and any evidence of performance must be stored securely and should be available for moderation. It is suggested that they are destroyed after the last date for result enquiries following the examination series in which entries for the units concerned are made.

Learner absence at the time of assessment

If a learner is absent from a centre when an assessment is carried out, the NEA task may be set at an alternative time provided that the centre is satisfied that security has been maintained by keeping all materials secure.

Unexpected circumstances

If an unexpected problem (such as a fire alarm or other circumstances beyond the centre's control) occurs whilst the NEA task is taking place, the task may be resumed subsequently provided the centre ensures that no learner is likely to have been advantaged or disadvantaged by doing so.

3a.7. Presentation of work

Practical activity performances

Any activity that cannot be reasonably moderated live is defined as being 'off-site'. Centres must provide filmed evidence of all learners assessed in off-site activities as noted in section 2f (page 74). Where the environment in which the activity is taking place is relevant to the assessment of the activity, centres must include a thorough and accurate description, for example the type of slope in skiing or grade of a climb in rock climbing.

Full details on filmed evidence can be found in Appendix B (page 84) of this guide.

Centres must also arrange for the filming of all learners involved on the day of moderation. All learners and all activities performed for moderation must be recorded. This filmed evidence will be required if a review of moderation is later requested.

Analysing and Evaluating Performance task (AEP)

Learners should only submit work which they produce under supervision at their centre. The work must be produced within the 14 hour maximum time allowed.

Work submitted for moderation must be marked with the:

- centre number
- centre name

- learner name
- learner number
- specification code and title
- assignment title.

Work submitted for moderation by the centre must be hard copy and therefore needs to be able to be printed if produced in an electronic format originally.

Learners must observe certain procedures in the production of their assessments:

- tables, graphs etc. should be appropriately labelled
- any material from other sources and not produced by the learner must be suitably acknowledged
- quotations must be clearly marked and a reference provided.

Learners need to continually consider what they are contributing to and demonstrating in their work; relying too heavily on external sources rather than putting things in their own words will not demonstrate their understanding with reference to the assessment criteria for the task. Being selective and only using relevant material gathered during research is a skill in itself and will also enable learners to make the best use of the allotted time.

3b. Guidance on marking the NEA tasks

3b.1. Marking the NEA

Practical activity performances

For the **practical activity** performances, each practical activity should be marked by the centre using the assessment criteria and specific activity information. Marking should be positive, using a 'best fit' approach and rewarding achievement. The award of marks **must be** directly related to the marking criteria.

For the practical activities the starting point for marking the tasks is the assessment criteria for practical activities. Using the relevant criteria centres should familiarise themselves with the standard of achievement within each level. Centres should then refer to the relevant specific activity information to assess the level of the learner's achievement in the activity. Centres should use their professional judgement in selecting the descriptor that best describes the work of the learner.

Centres should use the full range of marks available to them as applicable to the attainment evidenced; centres must award *full* marks in any band where a learner's performances fully meet that descriptor.

Centres should also ensure that they rank order their learners to award the correct mark within the level.

For the practical activities assessment needs to be on-going rather than based on performance on one occasion. While different activities will be delivered at different stages of the course, learners' marks must be based on what they are able to do consistently in performance in order that they can replicate that level of performance in a moderation situation. On-going assessment can also assist in centres establishing correct rank order for all of their learners within activities and across activities, as well as informing any special requirements requests in situations where learners incur injury which prevents them from being moderated or completing the performance aspects of the qualification fully.

Analysing and Evaluating Performance task (AEP)

The tasks must be marked using the assessment criteria for Analysing and Evaluating Performance. Teachers must use their professional judgement in selecting the descriptor that best describes the work of the learner.

3b.2. Authentication of the NEA outcomes

Teachers must be confident that the work they mark is the learner's own and has been completed within the allowed time. The teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the learner's work. As noted earlier, authenticity goes beyond whether a learner has properly referenced sources and the degree to which a substantive part of the work produced is the learners own words demonstrates their level of understanding and should therefore be reflected in the marks awarded.

Wherever possible, the teacher should discuss work-in-progress with learners. This will not only

ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general guidance.

Learners must not plagiarise. Plagiarism is considered to be malpractice and could lead to the learners being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that learners understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied.

Learners may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to learners as well as the potential risks of failing to acknowledge such material. The learner must sign a declaration to this effect. Centres should reinforce this message to

ensure learners understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by learners is authentic.

3b.3. Internal standardisation of the NEA marking

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It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors, teaching groups and different physical activities takes place using an appropriate procedure.

One member of staff must be designated as being responsible for all GCSE (9–1) Physical Education marks. The designated member of staff will ensure that comparability across all activities, all learners and all persons awarding marks is achieved.

Each centre is required to internally standardise assessment across different activities that have been taught by different members of staff to ensure that all learners are fairly assessed. This fairness applies to comparisons between learners and relative fairness and ability between activities. The designated member of staff responsible for all GCSE (9–1) Physical Education marks will be responsible for ensuring that all assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment.

3b.4. Minimum requirements for the NEA

There should be clear evidence that work has been attempted and some work produced. For the practical activities assessment should be on-going, so that in the event of injury or illness the centre still has evidence of attainment up to that point.

If a learner submits no work for the internally assessed component, then the learner should be

indicated as being absent from that component on the mark sheets submitted to OCR. If a learner completes any work at all for the internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

3b.5. Submission dates for the NEA

Learners' final marks must be despatched to the Moderator and to OCR by March 31 of the year they have entered for moderation in.

Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

3b.6. Requirement to film the moderation day

Centres must arrange for the filming of all learners involved in moderation, on the day of moderation.

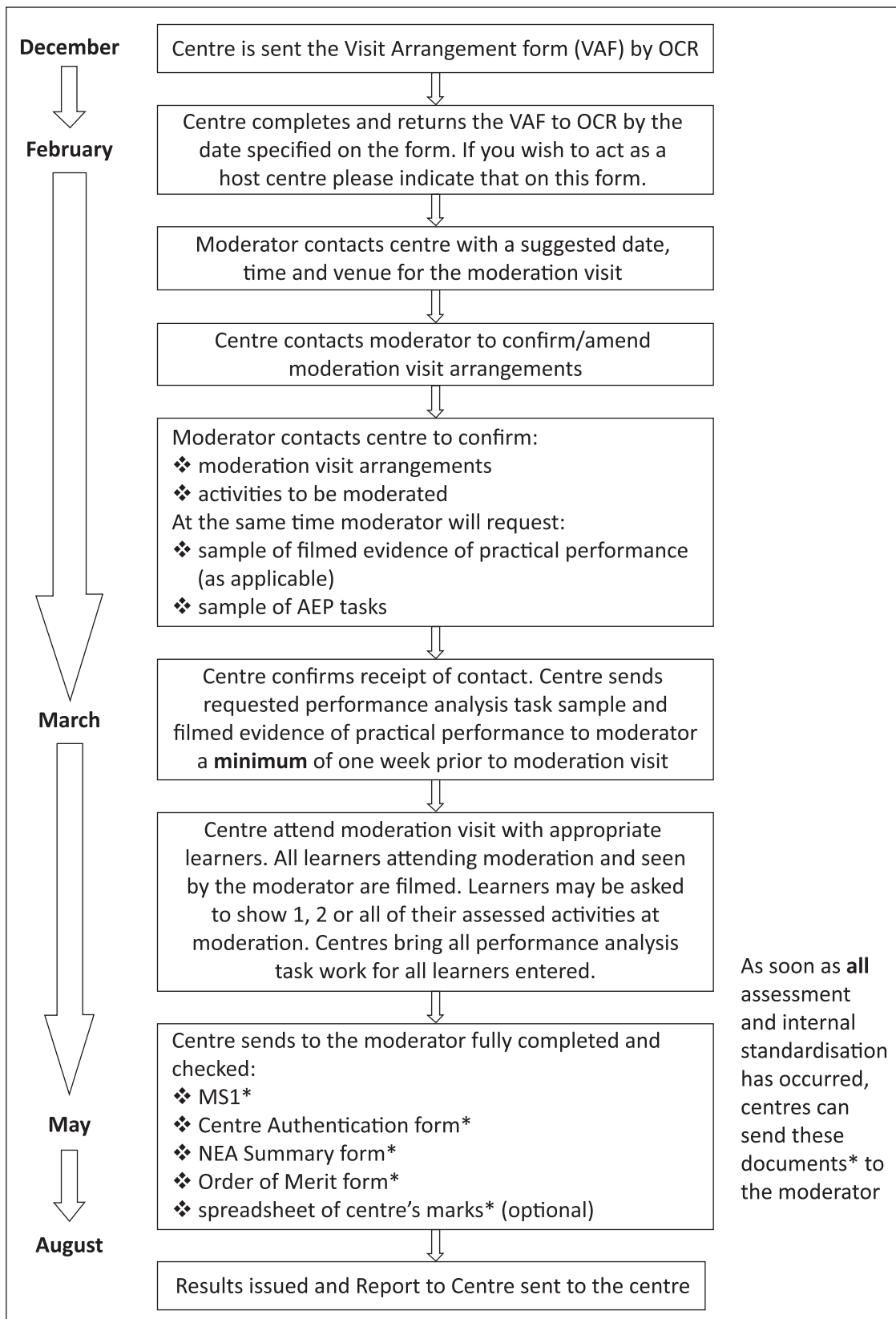
All performances the moderator sees on the day of moderation must be recorded as they happen.

All learners must be clearly identifiable in the footage recorded.

This filmed evidence must be sent to OCR within 10 working days of the moderation day and will be used (alongside film of any offsite activities) if a review of moderation is later requested. This footage is confidential between OCR and the centre and should not be placed in the public domain.

4. Appendices

Appendix A: The moderation



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Appendix B: Additional guidance for filmed evidence

Centres offering GCSE (9–1) Physical Education specifications to their learners are expected to provide filmed evidence of all ‘off-site’ activities. The filmed evidence should be sent to the Moderator before the NEA deadline date for the series. (31st March) The moderator will review this evidence at home either immediately prior to or after the day of moderation, if the moderator has any concerns regarding this evidence they may ask to see a further sample of filmed evidence.

Ofqual’s Subject Level Conditions and Requirements for Physical Education require that any sport or activity which is not capable of live moderation is supported by an audio visual recording of the evidence generated by each learner in that assessment. Activities deemed by OCR to present this challenge are referred to as being ‘off-site’.

‘Off-site’ activities for which all learners being assessed must be filmed:

Team activities

Blind Cricket
Goal Ball
Powerchair football
Rowing
Table Cricket
Wheelchair basketball
Wheelchair rugby

Individual activities

Amateur Boxing
Boccia
Canoeing
Cycling
Diving
Golf
Equestrian
Kayaking
Polybat
Rock Climbing
Rowing
Sculling
Skiing
Snowboarding
Swimming

Although some centres may have suitable on-site facilities for some of the activities listed above, many will not. In some cases, the availability of other suitable participants for moderation activities may also be unlikely, for example in amateur boxing or blind cricket.

Where centres do have facilities which enable on-site assessment of activities listed above, they are still required to produce filmed evidence for all learners being assessed in them as moderation is conducted in groups of centres, and they may not ‘host’ the moderation visit.

Filming of activities

The rules covering the production of the filmed evidence are as follows:

1. The evidence should be in DVD/electronic format and compatible with VLC media player.
2. Each activity should be supported by filmed evidence that is sufficient to evidence the marks awarded by the centre to the learner.
3. Learners must be clearly identified in the footage, per activity, by lettered or numbered bib. The numbers must be shown against the learner’s name on any relevant forms or paperwork which accompanies the filmed activities and ideally there should be an accompanying commentary, which clearly identifies learners.
4. Scores in rank order for all learners, with the identified learners clearly shown, should be sent with the filmed evidence.
5. Ideally, several minutes of the filming should be devoted to the individual skills of each identified learner. Then if learners are involved in team activities the camera should be focused on them in the game.
6. A running commentary, identifying the learners in the games situation, is helpful.

7. Learners need to be seen demonstrating their ability to perform the skills of the activity in a way which supports the mark they have been given – so they need to show the quality and range required, in the correct conditions, for the level they are assessed in. This allows the moderator, who has no prior knowledge of your learner, to judge the appropriateness of the mark that has been awarded.
8. Where the environment in which the activity is taking place is relevant to the assessment of the activity, centres must include a thorough and accurate description, for example the type of slope in skiing or grade of a climb in rock climbing.
9. The filmed evidence should be recorded in good light.
10. The use of yellow training bibs to identify learners should be avoided, as this colour does not show up well on a screen.
11. Captions are not necessary.
12. Males and females can be filmed together but in most activities should be assessed separately and marks should be shown in rank order

within gender groups. The filmed evidence should reflect 'real' assessment situations, so for example it may be appropriate to film male and female footballers performing drills and practices as one group, but then to film separate games for male and female performers.

Filming of the moderation day

Centres must arrange for the filming of all learners involved in moderation, on the day of moderation.

All performances the moderator sees on the day of moderation must be recorded as they happen.

All learners must be clearly identifiable in the footage recorded. This filmed evidence must be sent to OCR within 10 working days of the moderation day and will be used (alongside film of any offsite activities) if a review of moderation is later requested.

This footage is confidential between OCR and the centre and should not be placed in the public domain.





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