

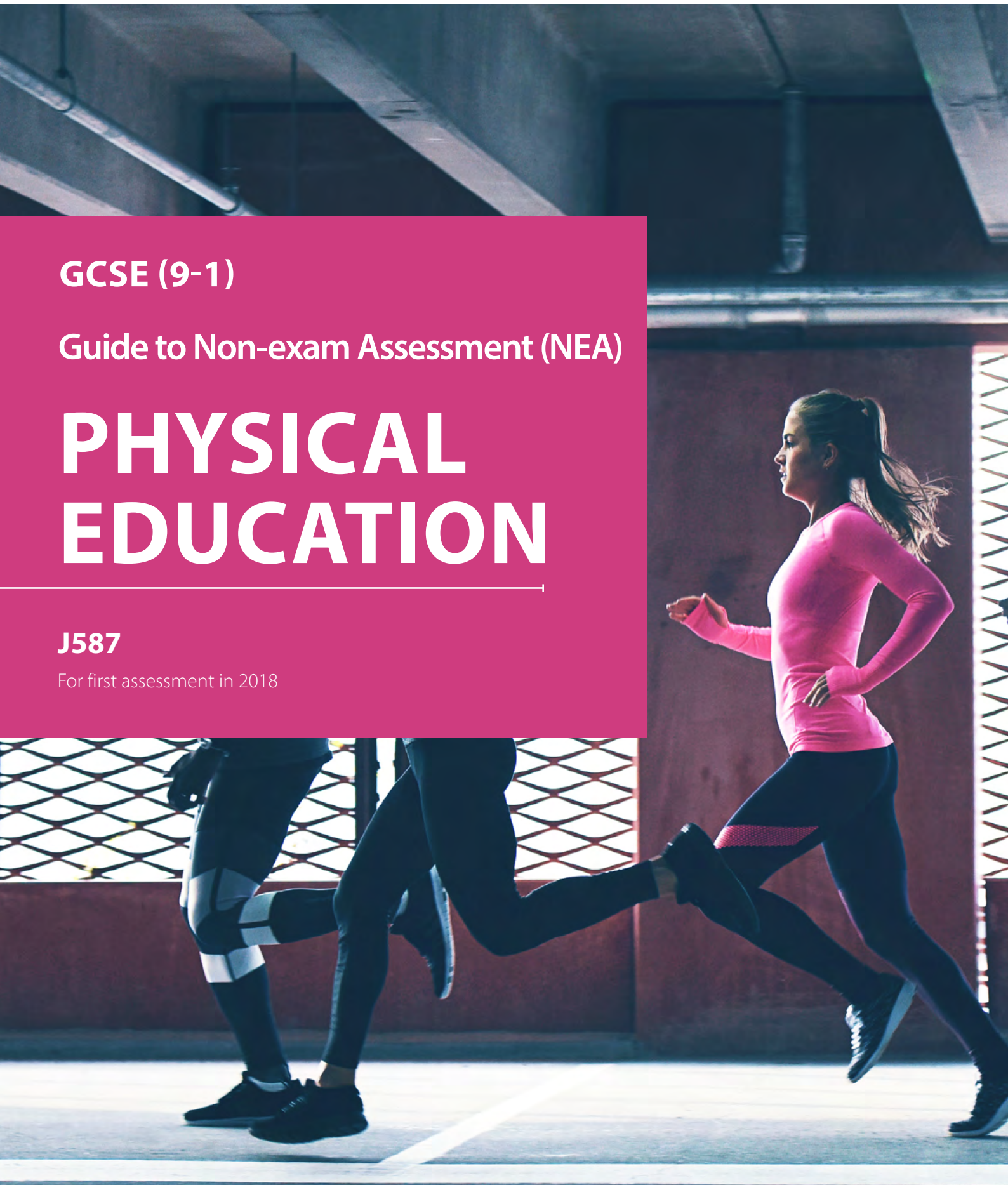
GCSE (9-1)

Guide to Non-exam Assessment (NEA)

PHYSICAL EDUCATION

J587

For first assessment in 2018



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***Registered office:
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA***

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1. Introduction

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

Non-exam assessment (NEA) is the name for the internally assessed and externally moderated components in Physical Education (PE).

1b. Summary of the NEA components

Students must take Components 04 and 05 as well as the two examined components to be awarded the OCR GCSE (9–1) in Physical Education.

Content Overview

J587/04 Practical Performances

This component will assess:

- Core and advanced skills in three activities taken from the approved lists:
 - one from the 'individual' list
 - one from the 'team' list
 - one other from either list.

Assessment Overview

Non-exam assessment (NEA)
30% of total GCSE (9–1)
60 marks

This NEA will consist of three activities, including at least one 'team' and at least one 'individual' sport from the approved activity lists in competitive situations.

J587/05 Analysing and Evaluating Performance

This synoptic component draws on the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.

Non-exam assessment (NEA)
10% of total GCSE (9–1)
20 marks

This NEA will consist of a written task that must be produced under controlled conditions.



Approved activities lists:

The approved 'individual' and 'team' lists can be found in sections 2d (pages 16 & 17) and 2e (page 64). For adaptations to sports on the list to enable inclusion, please see sections 1d and 1e.

1c. Controls and restrictions placed on the NEA

1c.1. Controls

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.

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.

1c.2. Restrictions within Practical Performances (J587/04)

Learners must be assessed in three activities:

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

Learners must be assessed in the role of the performer in GCSE (9-1) PE.

The approved 'individual' and 'team' lists can be found in sections 2d (pages 16 & 17) and 2e (page 64) of this document. This list is fixed and cannot be added to.

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.

Section 2f ([page 89](#)) 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.

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.

You should download the [Activity adjustment request form](#) from the admin area of the PE subject web page.

You should complete this according to the process within section 1e of this guide and submit to OCR for consideration.

A dialogue with OCR at an early stage should ensure that a positive outcome can be achieved. Activity adjustment requests need to be submitted to OCR no later than the 1 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. Requesting an activity adjustment for learners with disabilities

Centres may apply to amend the assessment criteria of approved activities via the activity adjustment process.

When to make an activity adjustment request

Centres should request an activity adjustment (using the form you download from the OCR Physical Education subject page), when:

- they wish to amend an activity criteria to assess learners with disabilities as a performer, in a disability form of sports contained on the approved list of activities.

How to request an activity adjustment

In the first instance please contact our PE subject advisors who will be able to offer advice about the suitability of this process for your candidate.

Centres must complete (in full) the *activity adjustment request form*. Centres must submit the completed form to the special requirements team at OCR by no later than **1 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 adjusting the assessment criteria for the activity the centre wish to assess.

Process for submissions

- 1) Centres contact our PE subject advisors to discuss the requirements of the candidate
- 2) Centres complete the *activity adjustment request form* using their knowledge of the candidate and the assessment criteria listed in the specification. Centres may wish to seek advice from external parties (coach, leader, trainer, centre or instructor) and external sources (National Governing Bodies).

- 3) *Once completed, centres should email the form, including supporting information, to srteam@ocr.org.uk by no later than **1 December** of the first year of study.
- 4) OCR will review and provide feedback to the centre by no later than 31 January (unless the centre is notified of any delay in processing submissions in advance).
- 5) Where necessary, and permitted by OCR, centres will have until 1 March 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 1 April.

* Late submissions will not be accepted, unless there are exceptional circumstances. Completed forms should be emailed to srteam@ocr.org.uk. Any initial enquiries and any other questions about this process 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
 - filmed/other evidence
 - moderation activities.

Non-approval

If your request is refused, it will be due to an incomplete form and/or because of one or more of the following (this list is not exhaustive):

- The adjustment proposed is not an adaptation of an activity on the DfE list
- The adjustment(s) proposed does not provide enough scope for assessment in line with the subject criteria and aims
- The adjustment(s) proposed does not offer a competitive structure or scenario in which assessment can take place
- There is a legal or liability reason why the adjustment(s) proposed should not be permitted, such as an age restriction that prohibits a candidate from participating
- The adjustment to the activity proposed adapt the sport to suit the candidate and what they can do, rather than what someone of that disability could reasonably be expected to do. e.g. removes the depth, breadth and/or complexity of skills because the candidate is not skilful enough to complete them.

2. Assessment criteria

2a. Generic guidance for Practical Performances (J587/04)

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. Assessment of Practical Performances (J587/04)

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 Performances (J587/04)

Please see pages 10 and 11 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 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 level:

	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 nearly all of the time.
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 some of the time.
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. Assessment of Analysing and Evaluating Performance (J587/05)

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 written piece of 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.

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

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 for Analysing and Evaluating Performance (J587/05)

Please see pages 14 and 15 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 level, ticks in the middle for middle of the level marks and ticks to the right indicate low marks in the level:

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

Level	Evaluation	Analysis	Overview	Assessment
5 (17–20 marks)	<ul style="list-style-type: none"> fully 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/a peers strengths and weaknesses of their skills in 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/a peers strengths and weaknesses of their skills in 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/a peers strengths and weaknesses of their skills in 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/a peers strengths and weaknesses of their skills in 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/a peers strengths and weaknesses of their skills in 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. 	<p>The learner produces a detailed and accurate action plan containing:</p> <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. 	<p>5</p> <p>(17–20 marks)</p>
<ul style="list-style-type: none"> movement analysis and classification of skill is accurate. 	<p>The learner produces a detailed and accurate action plan containing:</p> <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. 	<p>4</p> <p>(13–16 marks)</p>
<ul style="list-style-type: none"> movement analysis and classification of skill is fairly accurate. 	<p>The learner produces an accurate action plan containing:</p> <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. 	<p>3</p> <p>(9–12 marks)</p>
<ul style="list-style-type: none"> movement analysis and classification of skill is limited. 	<p>The learner produces a limited action plan containing:</p> <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. 	<p>2</p> <p>(5–8 marks)</p>
<ul style="list-style-type: none"> gives little or no movement analysis and classification of skill. 	<p>The learner produces a very limited action plan containing:</p> <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. 	<p>1</p> <p>(1–4 marks)</p>
<p>No evidence worthy of credit.</p>	<p>No evidence worthy of credit.</p>	<p>0</p>

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

Team activity	Restrictions and allowances	Page
Acrobatic gymnastics	Cannot be assessed with gymnastics.	18
Association football	Cannot be five-a-side. Cannot be assessed with futsal.	19
Badminton	Cannot be assessed with singles.	21
Basketball	Cannot be street basketball.	22
Blind cricket		23
Camogie	Cannot be assessed with hurling.	24
Cricket		25
Dance	Cannot be used as both a team and individual activity.	26
Figure skating	This can only be used for one activity, it cannot be assessed with dance.	28
Futsal	Cannot be assessed with football.	30
Gaelic football		32
Goalball		34
Handball		35
Hockey	Must be field hockey.	36
Hurling	Cannot be assessed with camogie.	38
Ice hockey	Cannot be assessed with inline roller hockey.	39
Inline roller hockey	Cannot be assessed with ice hockey.	41
Lacrosse		43
Netball		45
Powerchair football		46
Rowing	Cannot be assessed with sculling, canoeing or kayaking.	47
Rugby league	Cannot be tag rugby. Cannot be assessed with sevens or union.	48
Rugby union	Cannot be tag rugby. Can be assessed as sevens or fifteen a side. Cannot be assessed with rugby league.	50
Sailing	Candidates must be assessed within full competitive situations as the helmsperson in one of the following Royal Yachting Association (RYA) sailing boat classifications: <ul style="list-style-type: none"> • RS Feva XL • Cadet This can only be used for one activity.	52

Team activity	Restrictions and allowances	Page
Sculling	Cannot be assessed with rowing, canoeing or kayaking. Cannot be assessed with individual sculling	53
Squash	Cannot be assessed with singles.	54
Table cricket		55
Table tennis	Cannot be assessed with singles.	56
Tennis	Cannot be assessed with singles.	57
Volleyball		58
Water polo		59
Wheelchair basketball		61
Wheelchair rugby		62

The index for the individual sports criteria can be found on page 64.

2d.1. Acrobatic 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 acrobatic gymnastics and can provide evidence for any **one** of the following:

- Pairs
- Mixed pairs
- Ladies trio
- Men's quad

Candidates must be assessed within full competitive situations.

Learners must complete two routines, one balance and one dynamic. The routine should be of a length sufficient to demonstrate the full range of skills the learner is capable of (and, if applicable, an appreciation of the stimulus being used.)

Learners may be assessed in the role of base, middle or top.

Learners must include a written description of the routines, including details on moves performed and tariffs met.

Core skills, to include:

Acrobatic gymnastic skills applied to the appropriate discipline being assessed with low tariff versions of:

Starting and finishing

Take off & landing

Rolls, forwards and backwards

- To straddle
- Dive forward

Balances using different parts of the body

Cartwheels

Round offs

Jumps/leaps

Twists/pivots

Steps

Tumbling lines

Dance/artistic elements

Transitions

Low tariff holds and releases

Static holds

Throws

Catches

Flight

Stability

Swinging

Advanced skills, to include:

Acrobatic gymnastic skills applied to the appropriate discipline being assessed with intermediate tariff versions of:

Advanced rolls – roll to handstands

Hand/head springs

Somersaults

Saltos – forwards and backwards

Walkovers

Higher tariff holds and releases

Boosts

Tempo

Planche

Powerlift

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

- Difficulty/tariff of routine to complete
- Composition of routine
- Teamwork and communication
- 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)

2d.2. 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.

Candidates must be assessed within a full 11-a-side competitive situation.

Regarding heading in this activity please take note of the updated guidance issued here <https://www.thefa.com/news/2021/jul/28/20210728-new-heading-guidance-published?fbclid=IwAR2Fpd2IqOKUil0t43LUUsatJi52337-CdD2Rx5EoU8fAOVBN7hIT6klh3E> on The FA website.

Core skills, (all outfield positions) to include:

Ball control using:

- Using both feet

Passing: (dominant foot)

- Short
- Long – both lofted and along the ground
- Throw ins

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, (goalkeeper) 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
- Dealing with crosses

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, (goalkeeper) 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.3. 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.

Candidates must be assessed within full competitive situations.

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.4. Basketball (not street)

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.

Candidates must be assessed within full competitive situations.

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.5. 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.

Candidates must be assessed within full competitive situations.

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.6. 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.

Candidates must be assessed within full competitive situations.

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.7. 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

Candidates must be assessed within full competitive situations.

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.8. 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

Candidates must be assessed within full competitive situations.

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

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

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)

Where dance is an onsite activity, no filming is required. If, however you cannot reproduce the performance live on the day of moderation, we require you to film this activity, i.e. in situations of team dance where the whole team is not from the school cohort.

2d.9. Figure skating

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.

2

The learner is assessed performing the acquired and developed skills of figure skating and can provide evidence for any **one** of the following:

- Singles (individual sport)
- Pairs (2 people, team sport)
- Ice dance (2 people, team sport)
- Synchronised skating (8-16 people, team sport)

Candidates must be assessed within full competitive situations and meet the programme requirements of the discipline chosen.

Learners must complete one programme of a length sufficient to demonstrate the skills of the activity and meet the criteria for full competition entry.

Learners must include a written description of the routines, including details on moves performed and tariffs met.

Core skills, to include:

Figure skating skills applied to the appropriate discipline being assessed with low tariff versions of:

Jumps:

- Three jump
- Top loop
- Salchow
- Loop

Spins:

- Upright
- Camel
- Sit

Turns:

- Outside three turns
- Inside three turns

Steps:

- Inside Mohawk
- Outside Mohawk

Skating Skills

- Forward/backwards stroking
- Cross overs/progressives
- Forwards/backwards inside & outside edges
- Change of edge
- Cross rolls

Transitions:

- Spiral – inside and outside edge
- Spread eagles
- Ina Bauer
- Pivots

Lifts (Pairs only)

- Armpit hold
- Waist hold
- Hand to hip hold

Lifts (Ice dance only)

Short:

- Stationary
- Straight line
- Curve

Required elements (synchronised skating only)

- Wheel
- Block
- Circle
- Intersection
- Line

Advanced skills, to include:

Figure skating skills applied to the appropriate discipline being assessed with intermediate tariff versions of:

Jumps:

- Flip
- Lutz
- Axel
- Combination jump consisting of 2 single jumps

Spins:

- Sit side/front
- Camel catch
- Flying camel
- Lay back/sideways leaning

Turns:

- Bracket
- Counter
- Twizzle
- Loop
- Rocker

Steps:

- Choctaw – inside/outside

Lifts (pairs only)**Hand to hand:**

- Press
- Lasso:
 - Top or step
 - Axel or backwards
 - reverse

Lifts (ice dance only)**Short:**

- Rotational

Long:

- Reverse rotational
- Serpentine
- Combination

Required elements (synchronised skating only)

- Wheel – with travel
- Block – with changes in configuration
- Circle – with changes in rotational direction
- Intersection from an angle
- Line – with pivots

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

- Difficulty/tariff of routine to complete (Knowledge of ISU scale of values/spin & step sequence levels)
- Demonstrate knowledge of the categories within the component mark (skating skills, transitions, performance, composition, interpretation).
- Composition of routine
- How to respond to and interpret the music
- How to compose a well-balanced program. Taking into account the 10% bonus for jump elements in the 2nd half of the program (where applicable)
- Body awareness, how to move effectively, smoothly and precisely
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other skaters e.g. adopt a different technical strategy, depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application

2d.10. Futsal

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

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

Candidates must be assessed within a full 5-a-side Futsal competition using the correct pitch, goal and ball size/type. <http://www.thefa.com/get-involved/player/futsal>

Core skills, (all outfield positions) to include:

Ball Control using:

- Both feet
- Shielding the ball
- Direction change
- Sole of foot

Passing (dominant foot):

- Short
- Long
- Kick-ins
- Inside and outside of the foot
- Parallel, wall and diagonal

Shooting (dominant foot)

- Short and long

Movement:

- Feinting
- Creating space

Dribbling:

- Use of both feet
- Close control

Tackling

- Block tackle
- Jockeying

Marking

- Player with the ball

Core skill, (goalkeeper) to include:

Ball control using:

- Using both feet
- Handling, catching, parrying

Passing (dominant foot)

- Short and long
- Clearance of backwards passes, goal clearances, throws

Dribbling:

- Use of both feet
- Close control

Shot-stopping

- Different shot heights and ranges
- Blocking
- Split saves

Advanced skills, (all outfield positions) to include:

Ball control using disguise

Non-dominant foot passing

Dominant foot shooting:

- Use of swerve
- First time
- Volleying

Non-dominant foot shooting

Ability to beat opponents 1v1, 2v1:

- Step overs
- Turns
- Blocking/screening with team mates

Defending:

- Cutting passing lines
- When overloaded

Advanced skills, (goalkeeper) to include:

Clearance of back passes, (non-dominant foot)

Shot-stopping

- Defending penalties
- One-against ones
- Two-against ones

Non-dominant foot passing

Defending set plays

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- When to substitute
- Use of timeouts
- 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 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, calling for the ball, command of area (goalkeeper only), use of penalty area to judge interceptions (goalkeeper only)

2d.11. 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

Candidates must be assessed within full competitive situations.

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.12. Goalball

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 eyeshades, 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 goalball.

Candidates must be assessed within full competitive situations.

Core skills, to include:

Positioning:

- In attack
- In defence

Throws – from stationary:

- Dominant straight ball
- Non-dominant straight ball
- Dominant bounce shot
- Dominant rotation shot

Throws – with one or more strides:

- Dominant straight ball
- Non-dominant straight ball
- Dominant bounce shot
- Dominant rotation shot

Anticipation:

- Spatial awareness of court and team positioning

- Auditory localisation
- Reaction time
- Awareness of timekeeping

Defence – barrier position:

- Dominant side

Advanced skills, to include:

Throws – from stationary:

- Non-dominant bounce shot
- Non-dominant rotation shot
- Bounces once in each required zone

Throws – with one or more strides:

- Non-dominant bounce shot
- Non-dominant rotation shot
- Bounces once in each required zone
- With 360 degree turn
- Defence – barrier position: 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.13. 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.

Candidates must be assessed within full competitive situations.

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

Catching: (two handed)

- At a variety of heights
- Stationary
- On the move
- From the bounce
- Jumping

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

- At a variety of heights
- Stationary
- On the move
- Body in correct position in relation to shooter

Positions for catching the ball:

- Frontal
- Sideways

Dribbling with dominant hand

Passing:

- Standing
- Running

Shooting:

- Shot in place
- Shot in movement

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)

- At a variety of heights
- Stationary

- On the move
- From the bounce
- Jumping

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

- At a variety of heights
- Stationary
- On the move
- Body in correct position in relation to shooter

Dribbling with either/both hand(s)

Passing:

- Jump pass

Shooting: (as appropriate to your position):

- 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
- Tackling

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.14. 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.

Candidates must be assessed within full competitive situations.

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:

Receiving and stopping the ball whilst stationary.

Shot stopping:

- Saving shots
- Positioning
- Narrowing the angles
- Use of pads/feet and stick
- Interceptions (front and reverse stick)
- Clearances

Advanced skills, (all outfield positions) to include:

Reverse stick passing:

- Push
- Drive
- Hit
- Slap
- Scoop

Open or reverse passing:

- Flick

Open passing:

- Aerial 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
- Tackling
 - Shave

Marking:

- Player without the ball/shadowing

Advanced skills, (goalkeeper) to include:

Receiving and stopping the ball whilst on the move:

- Grip and body position

Shot stopping:

- Distribution
- Kicking
- Different shot heights and ranges
- Penalties

Interceptions

- Slide tackles (open and reverse)
- Diving

Decision making and tactical awareness, to include:

- When to pass/tackle/shoot/switch stick hands
- 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, short/penalty and long 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 the D (goalkeeper only).

2d.15. 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.

Candidates must be assessed within full competitive situations.

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.16. Ice 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 ice hockey.

Candidates must be assessed within full competitive situations.

Core skills, to include: (skaters)

Skating (forwards):

- Stride
- C Cuts – both sides

Skating (backwards):

- Stride

Direction changes:

- Tight Turns – left and right

Stopping:

- Hockey stop forwards – left and right

Passing:

- Forehand

Puck control – moving:

- Side-side
- Front-back

Shooting:

- Wrist shot
- Slap shot

Checking:

- Poke
- Sweep

Faking:

- Head
- Shoulder

Advanced skills, to include: (skaters)

Skating (forwards):

- Slalom
- Alternating C cuts

Direction changes:

- Forward crossovers (clockwise and anti-clockwise)

Puck control – moving:

- Toe drags
- Figure 8

Shooting:

- Backhand
- Snap shot

Checking:

- Body contact - angling

Passing:

- Backhand

Core skills, to include: (net minder)

Stance:

- Head position
- Glove position
- Stick position
- Feet position

Positioning:

- Depth
- Angle

Skating:

- T Push
- C cuts forwards & backwards

Shot stopping:

- Glove catch
- Stick save

Advanced skills, to include: (net minder)**Skating:**

- Shuffle

Shot stopping:

- Half and full butterfly
- Rebound control

Passing**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, penalties
- Attacking positioning on the ice
- Defensive positioning on the ice
- 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.17. Inline roller 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 inline roller hockey.

Candidates must be assessed within full competitive situations.

Core skills, to include: (skaters)

Skating (forwards):

- Stride
- C Cuts – both sides

Skating (backwards):

- Stride

Direction changes:

- Tight Turns – left and right

Stopping:

- Hockey stop forwards – left and right

Passing:

- Forehand

Puck control – moving:

- Side-side
- Front-back

Shooting:

- Wrist shot
- Slap shot

Checking:

- Poke
- Sweep

Faking:

- Head
- Shoulder

Advanced skills, to include: (skaters)

Skating (forwards):

- Slalom
- Alternating C cuts

Direction changes:

- Forward crossovers (clockwise and anti-clockwise)

Puck control – moving:

- Toe drags
- Figure 8

Shooting:

- Backhand
- Snap shot

Checking:

- Body contact - angling

Passing :

- Backhand

Core skills, to include: (net minder)

Stance:

- Head position
- Glove position
- Stick position
- Feet position

Positioning:

- Depth
- Angle

Skating:

- T Push
- C cuts Forwards & Backwards

Shot stopping:

- Glove catch
- Stick save

Advanced skills, to include: (net minder)**Skating:**

- Shuffle

Shot stopping:

- Half and full butterfly
- Rebound control

Passing**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, penalties
- Attacking positioning on the rink
- Defensive positioning on the rink
- 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.18. 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.

Candidates must be assessed within full competitive situations.

Core skills, (all outfield players) to include:

Drawing:

- Push
- Pull

Possession:

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

Ground Balls:

- Position and action for some angles of pick up
- Boxing out

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 hand position (dominant hand) for overarm throw
- Passing over different distances

Tackling and body checking:

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

Self starts

Shooting (dominant hand):

- 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 hand position for overarm throw
- Passing over different distances

Clearing

Advanced skills, (all outfield positions) to include:

Ground Balls:

- Position and action for all possible angles of pick up

Non-dominant hand passing

Receiving the ball:

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

Tackling and body checking:

- Stick tackles (within the rules)

Shooting (dominant hand):

- Corner shots
- Using fakes

Dodging

- Rolling dodge

Marking:

- Player without the ball
- Interceptions

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/over the shoulder
- On the move from all angles

Shot stopping:

- Different shot heights and ranges

Decision making and tactical awareness, to include:

- When to pass/tackle/shoot/switch stick hands
- 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 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 defensive set pieces, communication

2d.19. 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.

Candidates must be assessed within full competitive situations.

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.20. Powerchair football

Learners wishing to take part in this activity must meet the classification criteria. These can be found at: <http://www.thefa.com/get-involved/player/disability/grassroots-disability-football/powerchair-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 powerchair football.

Candidates must be assessed within full competitive situations.

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 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, communication, command of area (goalkeeper only)

2d.21. 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.

Candidates must be assessed within full competitive situations.

The learner is assessed performing the acquired and developed skills in rowing. This is a team sport and learners should row in pairs, 4s or 8s, coxed or uncoxed as appropriate.

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 regatta 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.22. 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.

Candidates must be assessed within full competitive situations.

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.23. 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.

Candidates must be assessed within full competitive situations.

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.24. Sailing

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 sailing.

Candidates must be assessed within full competitive situations as the helmsperson in one of the following Royal Yachting Association (RYA) sailing boat classifications:

Individual – single hander

- Optimist
- RS terra sport
- Topper
- ILCA 4 (Laser4.7)

Team – double hander

- RS Feva XL
- Cadet

Courses should conform to standard RYA competition courses of 2, 3 or 4 bouys.

Core skills, to include:

Introduction:

- Stopping/emergency stopping
- Capsize drill
- Man overboard recovery (2 handed boat only)

Starting

Finishing

Landing

Tacking:

- Port
- Starboard

Sail setting:

- Main sheet

Points of sail:

- Beam reach
- Board reach

- Running
- Boat balance
- Fore and aft Trim
- Centre board positioning
- Tacking
- Balance
- Centre board positioning

Advanced skills, to include:

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

Gybe:

- Port
- Starboard

Points of sail:

- Close haul
- Closed reach

Navigation:

- Course made good
- Racing line

Overall efficiency:

- Use of and adjustment of speed
- Positioning
- Trimming: main and gib

Decision making and tactical awareness, to include:

- Selection of appropriate boat
- Applying tactics to cope with different water conditions
- Communication and managing the boat (two-handed only)
- Applying tactics in different competitive situations
- Awareness of conditions
- Awareness of strengths/weaknesses and actions of other sailors
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

2d.25. 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.

Candidates must be assessed within full competitive situations.

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:

- Legs
- Body
- Arms
- Hands
- Posture

Paddling

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

Advanced skills, to include more efficient versions of:

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
- Race tactics in relation to either regatta or head race events
- River positioning
- Tactical rowing e.g. when to lead, when to follow and when to go 'all out' 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.26. 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.

Candidates must be assessed within full competitive situations.

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 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.27. Table cricket

Learners wishing to take part in this activity must meet the classification criteria. These can be found at <https://www.lordstaverners.org/how-we-help/charitable-programmes/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.

Candidates must be assessed within full competitive situations.

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
- Principles 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.28. 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.

Candidates must be assessed within full competitive situations.

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 ploys/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.29. 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.

Candidates must be assessed within full competitive situations.

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.30. 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.

Candidates must be assessed within full competitive situations.

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.31. Water polo

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 water polo.

Candidates must be assessed within full competitive situations.

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

Base position:

- Eggbeater

Movement in the pool:

- On front
- On back
- Change of direction

Raising up out of the water

Ball control:

- Picking up the ball
- Receiving the ball

Passing, short and long, dominant and non-dominant hand:

- Wrist flick
- Sweep/sling
- Backhand
- Half backhand
- Lob

Shooting (dominant arm only):

- Short
- Long

Dribbling:

- Use of either hand
- Close control

Tackling

Blocking

Jockeying

Marking:

- Player with the ball

Support play

Core skills, (goalkeeper) to include:

Shot stopping:

- Variety of heights
- Body in correct position in relation to shooter

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

Passing, dominant side only, short distance:

- Screw
- T-shot
- Full arm
- Lob

Shooting, non-dominant side:

Shooting, dominant side:

- Bounce

Faking

Interceptions

Marking:

- Players without the ball

Advanced skills, (goalkeeper) to include:

Shot stopping:

- Penalties
- One v one
- Defending the bounce shot

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass/shot to make
- Awareness of team strategies/tactics in both attack and defence situations. E.g. set piece plays, free throws

- Attacking/defensive positioning/defensive plays – man to man marking
- Awareness of strengths and weaknesses and actions of other players. E.g. adopt a variety of roles in attack and defence in the game
- Positioning and organisation at set pieces, communication and command of the area (goalkeeper only)
- Coordination of the defence (goalkeeper only)
- Awareness of the rules and regulations of the game and their application, including refereeing signals

2d.32. Wheelchair basketball

Learners wishing to take part in this activity must meet the classification criteria. These can be found here: <https://britishwheelchairbasketball.co.uk/rules-regulations/classification/guide-to-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.

Candidates must be assessed within full competitive situations.

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.33. Wheelchair rugby

Learners wishing to take part in this activity must meet the classification criteria. These can be found here: <https://worldwheelchair.rugby/the-game-classifications/>.

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.

Candidates must be assessed within full competitive situations.

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 opponent
- 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		66
Athletics		67
Badminton	Cannot be assessed with doubles.	21
Boccia		69
Canoeing	Cannot be assessed with kayaking, rowing or sculling.	70
Cross country running	Cannot be assessed with athletics.	71
Cycling	Track or road or BMX (racing, not tricks) only.	72
Dance	Cannot be used as both a team and individual activity.	26
Diving	Platform diving.	73
Equestrian		75
Figure skating	This can only be used for one activity, cannot be assessed with dance.	28
Golf		77
Gymnastics	Floor routines and apparatus only.	78
Kayaking	Cannot be assessed with sculling, canoeing or rowing.	81
Polybat		82
Rock climbing	Can be indoor or outdoor.	83
Sailing	Candidates must be assessed within full competitive situations as the helmsperson in one of the following Royal Yachting Association (RYA) sailing boat classifications: <ul style="list-style-type: none"> • Optimist • RS terra sport • Topper • ILCA 4 (laser 4.7) This can only be one activity.	52
Sculling	Cannot be assessed with kayaking, canoeing or rowing. Cannot be assessed with team sculling.	53
Skiing	Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope. Cannot be assessed with snowboarding.	84
Snowboarding	Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope. Cannot be assessed with skiing.	85
Squash	Cannot be assessed with doubles.	54
Swimming	Cannot be synchronised, personal survival or lifesaving.	86
Table tennis	Cannot be assessed with doubles.	56
Tennis	Cannot be assessed with doubles.	57

Individual activity	Restrictions and allowances	Page
Trampolining		87
Windsurfing	Candidates must be assessed in full competitive situations in either of the following Royal Yachting Association Windsurfing classifications: Bic Techno 2930D or iQ foil	88
For the activities of badminton, dance, figure skating, sailing, 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.

Candidates must be assessed within full competitive situations.

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)
 - Hurdles 300m/400m (gender appropriate distance)
 - 5000m
- **Jumps**
 - High jump
 - Long jump
 - Triple jump
 - Pole vault
- **Throws**
 - Shot
 - Discus
 - Javelin
 - Hammer

Candidates must be assessed within full competitive situations.

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: www.boccia.uk.com/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.

Candidates must be assessed within full competitive situations.

Core skills, to include:

Propelling the ball:

- From boxes 3 and 4. (As a Red and Blue player)
- To 4 key areas of the court (including 1 opponent area) covering a range of both:
 - Width (Far left in line with box 1)
 - Length (Medium length – 4-6 meters from throwing line)
- Using one or both hand(s)

OR

- Using one foot or both feet

OR

- Using an assistive device (if unable to propel via hands or feet)

Shot types:

- Lay-up to the Jack
- Smash
- Creating a cluster of balls

Control of shot:

- Power
- Line
- Adjusting chair/ramp positioning within box for every shot
- Marking and using different points on the ramp to release the ball (when ramp in use)

Advanced skills, to include:

Propelling the ball:

- From all 6 boxes (As a Red and Blue player)
- To 4 areas of the court (2 opponent areas, 1 area that is a perceived weakness and the jack ball cross), covering a range of both:
 - Width (Far left in line with box 1)
 - Length (Medium length – 4-6 meters from throwing line)

Shot types:

- Knock-off (removing a particular opponent ball with a hitting shot)
- Knock-on (hitting your own ball closer to the jack)
- Lay-up to space (putting your ball at a particular point to score or block without using the Jack as a target ball)

Control of shot:

- Use of different pitch points to adjust the distance the ball travels
- Aiming to take spin (intentional or not) into account
- Use of calibration (BC3s only) to improve consistency
- Use of different techniques for different objectives

Decision making and tactical awareness, to include:

- Which type of shot 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 create scoring opportunities
- How to strategically position the balls
- Securing a lead
- Knowing when and how to block
- 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.

Candidates must be assessed within full competitive situations.

Core skills, to include:

These skills should be demonstrated on still/calm water

Introduction:

- Launching and landing
- Stopping/emergency stop
- Capsize and recover with all equipment to the bank (10metres)

Strokes:

- Forward paddling using a J stroke
- Moving backwards using reverse strokes
- Recovery stroke using a low recovery stroke

Turns:

- Static turns using forward and reverse sweeps

Advanced skills, to include:

These skills should be demonstrated on still/calm water

Turns:

- Turning on the move using forward sweeps
- Stern rudder

Peer rescue in deep water

Capsize and re-entry

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

Strokes:

- Ferry glide across a flow using forward paddling

Turns:

- Turning on the move using forward sweeps
- Breaking in and out of the flow using forward sweeps and stern rudder

Decision making and tactical awareness, to include:

- Selection of appropriate canoe and outfitting
- 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 canoeists
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

2e.5. Cross country running

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 cross country running.

Candidates must be assessed within full competitive situations.

The following rules must be met:

- Girls courses must be between 3,500m–4,000m in length.
- Boys courses must be between 5,000–6,000m in length.
- Learners must complete a flagged and guided course that is off-road, mixed terrain and contains inclines/undulations of at least 20m per course.
- The start must contain a clear run of 250m.
- The finish must contain a clear run of 230m.
- It should not include any roads or artificial surfaces (unless they are being crossed).
- Flat running e.g. round a track or round the football pitches are not permitted.

Candidates must also include a course map with their filmed evidence to show:

- Distance of run
- Number of laps run
- Type of terrain
- Inclines

Core skills, to include:

Starting
Finishing
Posture
Leg action
Arm action
Head carriage

Hill running

- Ascending
- Descending

Advanced skills, to include:

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

Leg action:

- Foot strike
- Cadence

Stride pattern
Pacing

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
- Adjusting for terrain and conditions
- Awareness of the rules and regulations of the event and their application (including officials commands / signals)

2e.6. Cycling (BMX/road/track) BMX racing only – not tricks/freestyle

Learners can complete this activity on the road **or** a relevant 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 of 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
 - 25 mile time trial
 - Road racing
- BMX – whole course race on recognised national track
 - Time trial
 - Race

Candidates must be assessed within full competitive situations.

Candidates log book must include name of track used and times achieved.

Core skills, to include:

- Starting
- Finishing
- Posture
- Leg action

- Hand/arm position
- Head carriage
- Pumping (jumps and rhythm sections in BMX)

Advanced skills to include:

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

Race starting, including the use of start gates/ramps (as applicable)

Race finishing

Speed management:

- Climbing and descending (road cycling only)
- During the bank (track cycling only)
- During cornering (road cycling/berms in BMX)

Overall efficiency

- Appropriate pedalling cadence (RPMs)
- Appropriate use of gears (where relevant)
- Use of and adjustment of speed and braking

Ability to slipstream (where relevant)

Decision making and tactical awareness, to include:

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

2e.7. 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

Candidates must be assessed within full competitive situations.

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.8. 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 equestrianism.

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

Dressage

Show jumping

Cross country

Horse racing

Candidates must be assessed within full competitive situations.

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

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.9. 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).

Candidates must be assessed within full competitive situations.

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 putt
- 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.10. 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.

Candidates must be assessed within full competitive situations.

Learners must include a written description of the routines, including details on moves performed and tariffs met.

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)

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2e.11. 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.

Candidates must be assessed within full competitive situations, which allows for the demonstration of advanced skills on grade 2 or above moving water.

Core skills, to include:

These skills should be demonstrated on still/calm water

Introduction:

- Launching and landing
- Stopping/emergency stop
- Capsize and recover with all equipment to the bank (10 metres)

Strokes:

- Forward paddling using forward strokes
- Moving backwards using reverse strokes
- Moving sideways using a draw stroke

Turns:

- Static turns using forward and reverse sweeps

Advanced skills, these should include

These skills should be demonstrated on still/calm water

Turns:

- Turning on the move using forward sweeps
- Stern rudder

Peer rescue in deep water

Capsize and re-entry or a roll

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

Strokes:

- Breaking in and out of the flow using forward paddling and forward sweeps
- Crossing a flow/jet using a stern rudder/squeeze

Turns:

- Turning using forward sweeps

Decision making and tactical awareness, to include:

- Selection of appropriate kayak and outfitting
- 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.12. Polybat

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

These can be found here: <https://www.ntu.ac.uk/c/adapted-sports/the-adapted-games/polybat>

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.

Candidates must be assessed within full competitive situations.

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
- Principles 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.13. 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.

Candidates must be assessed within full competitive situations.

Learners take part in competitions for either:

Lead climbing (the competitors start at the bottom of a route and must climb within a certain time frame, making sure to clip the rope into pre-placed quick draws along the route.)

Speed climbing (The person that can climb a route the fastest is the winner.)

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.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.

Candidates must be assessed within full competitive situations.

Learners should be assessed on both isolated movement skills and under a competitive environment. Competitive situations may include slalom, giant slalom, super-g or freestyle (skier-cross, moguls, park & pipe).

Core skills, to include:

These may be demonstrated on appropriate terrain

- 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 or grip 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
- Perform linked parallel turns leaving defined tracks when changing direction

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:

- Application of safety principles including knowledge of the ski way code
- Select appropriate competitions considering their own ability
- Selection and application of appropriate skills
- Choosing an appropriate line when skiing in a competition course, terrain park, or in moguls
- Modify speed and line as a response to more challenging terrain, conditions or course
- React to changing snow characteristics
- Awareness of hazards
- 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

Candidates must be assessed within full competitive situations.

Learners should be assessed on both isolated movement skills and under a competitive environment. Competitive situations may include slalom, giant slalom or freestyle (snowboard cross, park & pipe)

Core skills, to include:

These may be demonstrated on appropriate terrain

- 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 or grips as appropriate
- Modify tempo and intensity of turning to control speed of travel as appropriate, not expanded by/condensed by
- 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
- Ride a jump or roller
- Ride a terrain park

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:

- Application of safety principles including knowledge of the ski way code
- Select appropriate competitions considering their own ability
- Selection and application of appropriate skills
- Choosing an appropriate line when riding in a competition course or terrain park
- Modify speed and line as a response to more challenging terrain, conditions or course
- React to changing snow characteristics
- Awareness of hazards
- 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, 100m, 200m

Breaststroke; 50m, 100m, 200m

Butterfly; 50m, 100m, 200m

Candidates must be assessed within full competitive situations.

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.

Candidates must be assessed within full competitive situations.

Learners must include a written description of the routines, including details on moves performed and tariffs met.

Core skills, to include:

Shapes:

- Tuck
- Straddle
- Pike

Twists:

- Half
- Full

Seat Drop

Rotational movements:

- Front landing
- Back landing

Combined movements:

- Swivel hips
- Half 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)

2e.18. Windsurfing

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 windsurfing.

Candidates must be assessed in full competitive situations in either of the following Royal Yachting Association windsurfing classifications:

- Bic Techno 2930D
- iQ foil

Competitive situations may include:

- racing
- slalom
- speed

Core Skills, to include:

Introduction:

- Stopping/emergency stopping
- Capsize drill

Uphauling

Stance

Hand position/grip

Arm position

Sail position

Starting

Finishing

Landing

Upwind steering

Turning:

- Tack
- 180 degrees

Points of sail:

- Beam reach
- Board reach
- Running

Advanced skills, to include:

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

Downwind steering

Gybe turn

Planing

Points of sail:

- Close haul
- Close reach

Use of foot strap

Use of harness

Pumping

Overall efficiency:

- Use of and adjustment of speed
- Position in relation to mast
- Footwork
- Racing line

Decision making and tactical awareness, to include:

- Selection of appropriate board and sail 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 windsurfers
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

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

Team activities

Acrobatic gymnastics
Blind cricket
Figure skating
Goal ball
Ice hockey
Inline roller hockey
Powerchair football
Rowing
Sailing
Sculling
Table cricket
Water polo
Wheelchair basketball
Wheelchair rugby

Individual activities

Amateur boxing
Boccia
Canoeing
Cross country running
Cycling
Diving
Equestrian
Figure skating
Golf
Kayaking
Polybat
Rock climbing
Sailing
Sculling
Skiing
Snowboarding
Swimming
Windsurfing

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, 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, 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 component 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 component, 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 component 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.

In the **Analysing and Evaluating Performance component**, the 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

Practical Performances component, 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 listed in the specification, but requires assessment adjustments to be considered to make this activity accessible, centres may request an activity adjustment. 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 Performances component

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 component

Learners may conduct their research independently, where appropriate, but should produce their written work under direct teacher supervision. The

In the Analysing and Evaluating Performance

component, 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.

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 in the **Practical Performances component**, 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.

In the **Analysing and Evaluating Performance component**, 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 Performances component

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 component

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 component

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 Performances component

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 component

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 (AEP) task 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 (available from the [JCQ website](#)) from the Head of Centre detailing the circumstances, the learners concerned and any action taken.

Learners' Analysing and Evaluating Performance (AEP) task and any evidence of performance must be stored securely in line with your centre's GDPR policy 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

3

Practical Performances component

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. 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 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. A failure to arrange for all candidates to be filmed on the moderation day and send this footage to us will be considered maladministration.

Analysing and Evaluating Performance component

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 should be posted or submitted via the OCR Repository for moderation.

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 Performances component

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 component

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 Analysing and Evaluating Performance component

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, by completing a [candidate authentication form](#).

3

3b.3. Internal standardisation of the NEA marking

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 components, then the learner should be

indicated as being absent from those components when submitting marks to OCR via Interchange or EDI. If a learner completes any work at all for the internally assessed components, 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 for both NEA components must be submitted to OCR via Interchange or EDI and despatched to the moderator by 31 March. The PE

Mark Input Form and filmed evidence of all off-site activity practical performances must be despatched to the moderator by 31 March in the year they have entered for moderation in.

3b.6. Moderation of Practical Performances (J587/04)

The Practical Performances component is assessed by visiting moderation.

OCR operates a cluster group moderation model. This means that you will be with other schools for your moderation. Usually around 3 or 4 centres are in a cluster at GCSE.

Please complete and return visit arrangement forms (VAF) to the address given on the forms by 14 January. These can be downloaded from our forms page.

Your allocated moderator will contact you between the beginning of February and the 20 March to make arrangements for your moderation visit.

Once the arrangements have been made, the moderator will confirm the activities and candidates to be moderated.

Requirement to film the moderation day

Centres must arrange for the filming of all learners involved in moderation, on the day of moderation. A failure to film the moderation day and send this footage to us will be considered maladministration.

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.

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

This evidence will be retained by OCR until the deadline has passed for centres to submit a review of results (RoR).

Once this deadline has passed and centres have not requested a RoR, this evidence will be destroyed.

If your moderation takes place as part of a cluster group, as a group of centres you have the choice either to film your own students and each send an individual video, or to film everything as a cluster and send in one video showing all students.

The moderation day filmed evidence cover sheet can be downloaded from the forms section of the OCR webpage for GCSE PE. All centres complete section one of their own cover sheet. Centres submitting filmed evidence also complete section two.

We strongly recommend that you record in a format that is efficient on memory capacity.

You are welcome to password protect your footage and email us the password separately to NEApasswords@ocr.org.uk.

Please send to:
OCR, Entries and Results
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

3b.7. Moderation of Analysing and Evaluating Performance (J587/05)

The purpose of moderation is to bring the marking of internally-assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learners' work.

Following internal standardisation, centres submit Analysing and Evaluating Performance marks to OCR via Interchange or EDI and Practical Performance marks to OCR in the same way, but also to the moderator via the *PE mark input form*. Once marks have been submitted, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work. Samples should be submitted within 3 working days of receiving your request

There are two ways to submit a sample of work for Component 05, *Analysis and Evaluation of Performance*:

Moderation via the OCR Repository – Where you upload electronic copies of the work to the OCR Repository and your moderator accesses the work from there.

Postal moderation – Where you post the sample of work to the moderator.

The method that will be used to submit the moderation sample must be specified when making entries. The relevant entry codes are given in Section 4a of the J587 specification.

All learners' work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series. Where possible we encourage centres to use the OCR Repository.

4. Appendices

Appendix A: Key dates

First year of learners' study	
Date	Centre actions
First half term	<p>Understanding the assessment process</p> <p>We advise centres sign into My Cambridge and click OCR Train to familiarise themselves with the NEA standards and requirements.</p> <p>Submission of filmed evidence is required as part of this qualification. Please refer to you guidance on filming for more information.</p> <p>Activity adjustment process for learners with disabilities</p> <p>Read guidance on submitting an activity adjustment form (section 1e of the Guide to Non-Exam Assessment (NEA)) and then contact subject advisors at pe@ocr.org to discuss required activity adjustments for any learners with disabilities who are in their first year of study.</p>
By 1 December	<p>Submit activity adjustment forms</p> <p>Submit activity adjustment forms to the special requirements team via email to srteam@ocr.org.uk. OCR will review and provide feedback to the centre by no later than 31 January (unless the centre is notified of any delay in processing submissions in advance).</p> <p>Late submissions will not be accepted unless there are exceptional circumstances.</p>
By 31 January	<p>Activity adjustment forms returned to centre</p> <p>All submitted activity adjustment forms will be returned to centres. They will either be approved or returned to centres requesting further information/details if required.</p> <p>Where necessary, and permitted by OCR, centres will have until 1 March to revise their criteria in line with feedback from OCR and re-submit.</p> <p>This will be the final submission allowed unless there are exceptional circumstances.</p>
By 1 March	<p>Centres resubmit activity adjustment forms</p> <p>Centres to resubmit any activity adjustment forms to the special requirements team via email to srteam@ocr.org.uk for second review if further amendments/additions were required following the first review.</p> <p>OCR will review and provide feedback to the centre by no later than 1 April (unless the centre is notified of any delay in processing submissions in advance).</p> <p>Late submission will not be accepted unless there are exceptional circumstances.</p>
By 1 April	<p>Second submissions of activity adjustment forms returned to centres</p> <p>All resubmitted activity adjustment forms will be returned to centres by this date.</p> <p>They will either be approved or declined. If they are declined centres will be expected to assess learners against the full criteria listed in the Guide to NEA.</p>

Second year of learners' study

Date	Centre actions
By 14 January	<p>Submit visit arrangement form</p> <p>By 14 January – centre to complete Visit Arrangement Form (VAF) and submit to OCR.</p> <p>If you wish to act as a host centre please indicate this on the form.</p>
By 20 March	<p>Moderator arranges visit</p> <p>Moderators contact centres to arrange date and location for moderation. Centres then communicate with moderator to confirm arrangements/make amendments. Moderator contacts centres to confirm:</p> <ul style="list-style-type: none"> • The visit arrangements • Activities to be moderated.
Before marks are entered	<p>Assessment of learners</p> <p>Ensure that the ongoing assessments are completed for the NEA and finalise marks through internal standardisation.</p> <p>Provide learners with marks and opportunity to appeal.</p> <p>Learners' complete candidate declarations which are to be retained at centre.</p> <p>Centres complete centre authentication form which is to be retained at centre.</p>
10 to 31 March	<p>Submit marks to OCR</p> <p>Centre submits marks for both NEA components - Practical Performance and Analysing and evaluating performance (AEP) - to OCR via Interchange or EDI.</p>
By 31 March	<p>Submit Practical Performance marks and evidence to moderator</p> <ul style="list-style-type: none"> • The PE mark input form • Filmed evidence of all off-site activities and associated logbooks. <p>If centres require an early moderation between the 15 and 31 March, then they must submit marks and evidence at least 5 days before the planned moderation visit.</p>
Once moderators have your marks	<p>Moderator contact</p> <p>Moderators will contact centres to inform them which learners will need to be available on the day of moderation.</p> <p>OCR Contact – AEP sampling</p> <p>Within 48 hours of a centre submitting their marks to OCR, a sample request email will be generated and sent to the centre. A centre then has 3 working days to send their sample, either by post or via the OCR repository.</p>
15 March to 15 May	<p>Live Moderation</p> <p>Centres attend moderation. All learners performances included in the moderation sample must be filmed.</p> <p>Centres should make sure that logbooks for learners being sampled are available for the moderator throughout the visit.</p>

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Second year of learners' study

25 March to 25 May	Submission of filmed evidence from live moderation Centres should submit the following within 10 working days of the moderation visit to the address on the moderation day filmed evidence cover sheet: <ul style="list-style-type: none">• Filmed evidence of all practical performances of learners included in sample on the moderation day.• Moderation day filmed evidence cover sheet The filming, and submission to OCR, of all moderated performances from the moderation day is an Ofqual requirement. If we do not receive the filmed evidence this will be considered maladministration.
August	Results issued Results are issued and reports are released to centres. Centres can access results reports on interchange and results analysis on Active Results .
Post release of results	Post Results Service If a centre disagrees with their results, they may request a review of results using the Post Results service .

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 upon request. The filmed evidence should be sent to the moderator before the NEA deadline date for the series. (31 March) The moderator will review this evidence either immediately prior to or after the day of moderation.

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

Acrobatic gymnastics
Blind cricket
Dance
Figure skating
Goal ball
Ice hockey
Inline roller hockey
Powerchair football
Rowing
Sailing
Sculling
Table cricket
Water polo
Wheelchair basketball
Wheelchair rugby

Individual activities

Amateur boxing
Boccia
Canoeing
Cross country running
Cycling
Diving
Equestrian
Figure skating
Golf
Kayaking
Polybat
Rock climbing
Sailing
Sculling
Skiing
Snowboarding
Swimming
Windsurfing

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. Dance is only required to be filmed if you will be unable to show this live on the day of moderation.

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. It is recommended that you film the core skills and advanced skills in isolation as well as then providing film of a number of competitive situations
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. A failure to film the moderation day and send this footage to us will be considered maladministration.

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. Failure to do this will be considered maladministration as this is an Ofqual requirement.

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

Please note that in accordance with Cambridge University Press & Assessment candidate privacy, materials submitted may be used for training and standardisation purposes; <https://www.ocr.org.uk/about/our-policies/website-policies/privacy-policy/candidate-privacy-policy/>

Summary of updates

Date	Version	Section	Title of section	Change
September 2018	1.1	1b.2.	Restrictions within the NEA	Update to recommendations for filmed activities.
		2b.2.	Assessment criteria for practical activities	Updates to physical attributes column for Levels 4 and 5.
		2c.1.	Analysing and Evaluating Performance (AEP)	Clarification of the use of templates or writing frames.
		2c.2.	Assessment criteria Analysing and Evaluating Performance (AEP)	Updated wording for assessment column.
		2d.1.–2e.17.	Skills criteria for practical activities	Clarification of the competitive requirement for each practical activity.
		2d.10.	Handball	Clarification of the competitive requirements for handball.
		2d.16.	Rowing	Clarification of the competitive requirements for rowing.
		2e.5.	Cycling	Update to road cycling time trials.
		2e.12.	Rock climbing	Clarification of the competitive requirements for lead climbing and speed climbing.
		2e.13.	Sculling	Clarification of the competitive requirements for sculling.
		2e.14.	Skiing	Clarification of the competitive requirements for skiing.
		2e.15.	Snowboarding	Clarification of the competitive requirements for snowboarding.
		3d.6.	Requirement to film the moderation day	Updated guidance on filmed evidence.
		Appendix A	The moderation	Clarified process flow chart.
		Multiple		Reference to 'bands' changed to 'levels' throughout the NEA guide.
August 2019	1.2	2d.1.	Association football	Updated skills criteria.
		2d.7.	Dance	Clarification of performance and filming.
		2d.11.	Hockey	Updated skills criteria.
		2d.13.	Lacrosse	Updated skills criteria.

Date	Version	Section	Title of section	Change
August 2019		2d.24.– 24.25	Wheelchair Basketball Wheelchair rugby	Updated links to classification criteria.
		2e.2.	Athletics	Updated skills criteria.
		2e.3.	Boccia	Updated link to classification criteria.
		2e.10.	Kayaking	Updated skills criteria.
		2e.11.	Polybat	Updated link to classification criteria.
		2e.13.	Sailing	Updated skills criteria.
		3b.6.	Requirement to film the moderation day	Replaced EAR with ROR and added address.
		Appendix B	Additional guidance for filmed evidence.	Addition of requirements for dance.
March 2020	1.3	2d.1.	Acrobatic gymnastics	Addition of skills criteria for activities which have been added to the approved list for first teach in September 2020, with first assessment in Summer 2022.
		2d.9.	Figure skating	
		2d.10.	Futsal	
		2d.16.	Ice hockey	
		2d.17.	Inline roller hockey	
		2d.24.	Sailing	
		2d.31.	Water polo	
		2e.5.	Cross country running	
		2d.18.	Windsurfing	
		2d.2.	Association football	Updated guidance regarding heading.
		2d.25.	Sculling	Addition of skills criteria related to sculling as a team activity.
		2e.2.	Athletics	Addition of 5000m.
		2e.6.	Cycling (BMX/road/ track)	Addition of skills criteria related to BMX racing.
		2e.10. 2e.17.	Gymnastics Trampolining	Addition of requirement to include a written description of the routines.
2d.14. 2d.18. 2e.4. 2e.11.	Hockey Lacrosse Canoeing Kayaking	Updated skills criteria.		
2f	'Off-site' activities for which all learners being assessed must be filmed	Updated list of off-site activities.		
Appendix B	Additional guidance for filmed evidence			

Date	Version	Section	Title of section	Change
		3a.7 3b.6 Appendix B	Presentation of work Requirement to film the moderation day Additional guidance for filmed evidence	Addition of statement that a failure to film the moderation day will be considered maladministration.
July 2020	1.4	1a 1b 1c 2a-2c 3a-3b 3b.6 3b.7 Appendix A	What is non-exam assessment (NEA)? Summary of the NEA components Controls and restrictions placed on the NEA Assessment criteria Teacher guidance on planning the NEA Moderation of Practical Performances (J587/04) Moderation of Analysing and Evaluating Performance (J587/05) Key dates	Changes related to splitting the NEA into two separate components
		1d 1e	Access arrangements for learners Submitting a special activity request for learners with disabilities	Changes to improve clarity
September 2021	1.5	2d 2d.2 2d.12 2d.24	Skills criteria for practical activities - Team Association football Goalball Sailing	Hyperlink replaced with additional information regarding sailing boat classifications Guide to heading hyperlink updated Updated skills criteria Hyperlink replaced with additional information regarding sailing boat classifications

Date	Version	Section	Title of section	Change
September 2021	1.5	2d.33	Wheelchair rugby	Classification hyperlink updated
		2e	Skills criteria for practical activities - Individual	Hyperlink replaced with additional information regarding sailing boat and windsurfing classifications
		2e.4	Canoeing	Updated skills criteria
		2e.11	Kayaking	Updated skills criteria
		2e.18	Windsurfing	Hyperlink replaced with additional information regarding windsurfing classifications
		3b.7	Moderation of Analysing and Evaluating Performance (J587/05)	Updated information regarding submission of marks and sample requests.
November 2021	2	2e	Skills criteria for practical activities – ‘Individual’	Update to Windsurfing Restrictions and allowances
		2e.18	Windsurfing	Amend to classification
December 2021	3	Contents	1. Introduction 2. Assessment criteria	Update of titles to align with section titles
		Disclaimer	Disclaimer	Update to include Guide to NEA as an extension of the specification.
		1c.2	Restrictions within Practical Performances (J587/04)	Removal of sentence ‘The only exception to this is detailed in sections 1d and 1e from the third paragraph about individual and team lists’
		1d	Access arrangements for learners	Change to a form name – the ‘Special Activity Submissions form’ is now called the ‘Activity adjustment request form’
		1e	Requesting an activity adjustment for learners with disabilities	Change to section name and changes to improve clarity on the process

Date	Version	Section	Title of section	Change
December 2021	3	2d.1	Acrobatic gymnastics	Removed the 'NEW' tag and reference to the fact this activity cannot be assessed in 2021.
		2d.9	Figure skating	
		2d.10	Futsal	
		2d.16	Ice hockey	
		2d.17	Inline roller hockey	
		2d.24	Sailing	
		2d.25	Sculling	
		2d.31	Water polo	
		2e.5	Cross country running	
		2e.6	Cycling (BMX racing)	
		2e.18	Windsurfing	
		2d.27	Table cricket	Updated weblink
		2d.32	Wheelchair basketball	Updated weblink
		2d.33	Wheelchair rugby	Updated weblink
		2e	Skills criteria for practical activities – 'individual'	Clarified skiing and snowboarding restrictions and allowances.
		2e.8	Equestrian	Change of skill name from horse riding to equestrianism
		3a.3	When and how to give out the NEA tasks	Clarification on activity adjustments for learners with disabilities
3a.6	Task security	Addition of hyperlink to JCQ website and change to improve clarity		
3a.7	Presentation of work	Clarifications on arrangements for moderation day filmed evidence		
3b.2	Authentication of the Analysing and Evaluating Performance component	Inserted hyperlink to sample candidate authentication form		
3b.4	Minimum requirements for the NEA	Clarification on marks submission method		
3b.5	Submission dates for the NEA	Clarification on marks submission method		
3b.6	Moderation of Practical Performance (J587/04)	Clarification on when moderators will contact centres to make visit arrangements, and also the requirement by all centres to submit a moderation day filming cover sheet		
3b.7	Moderation of Analysing and Evaluating Performance (J587/05)	Clarification on marks and evidence submission method		
	4	Appendix A: Key dates	Changes to improve clarity and links to forms added.	

Date	Version	Section	Title of section	Change
December 2021	3	4	Appendix B: Additional guidance for filmed evidence	Clarification on the requirements for sending off-site filmed evidence to the moderator, and update on privacy notice of submitted evidence.
		Various	Various	Minor changes to text formatting for consistency e.g. upper and lower case, and use of bold and underlining, updates to page numbers. Given the type of change, we have not marked these up with a line in the margin.
April 2022	4	4	Appendix A: Key dates	Clarification that marks for both NEA components need submitting by 31 March and that all off-site evidence and logbooks should be submitted with the PE marks input form to the moderator by 31 March. Instructions to submit forms and submission email address changed to srteam@ocr.org.uk
			Appendix B: Additional guidance for filmed evidence	Clarification that all filmed evidence of 'off-site' activities should be sent to the moderator with the marks, by the 31 March
		1e	Requesting an activity adjustment for learners with disabilities	Instructions to submit forms and submission email address changed to srteam@ocr.org.uk
		3b.7	Moderation of Analysing and Evaluating Performance	Removed reference to the practical component in this AEP section to avoid confusion
October 2022	4.1	2c.2	Assessment criteria for Analysing and Evaluating Performance (J587/05)	Minor typographical amend
		3b.5	Submission dates for the NEA	Updated advice regarding the PE Mark Input Form



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