



# Physical Education

**GCSE 2012**

## **Physical Education**

Guide to Controlled Assessment

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# 1 Introduction

## 1.1 What Is Controlled Assessment?

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High, medium or low control levels are set for each of the Controlled Assessment processes: 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 candidates.

Weighting of Controlled Assessments is defined in the subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

In response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment.

This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

## 1.2 What does 'control' actually mean?

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Within the *Glossary of terms for Controlled Assessment regulations*, the levels of controls are defined as follows:

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates 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 candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
- 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.

## 1.3 What is the purpose of this guide?

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This Guide provides detailed information for teachers about how to manage Controlled Assessment: some of the information applies to all GCSE subjects and some information provides subject specific guidance. It is important to make the point that this Guide plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Guide is offered as guidance but may be subject to modifications by the individual teacher.

## 2 Summary of Controlled Assessment unit(s)

### 2.1 Units B452 and B454: Practical Performances and Analysis 1 & 2

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#### Internal assessment

Full course – units B452 and B454 each represent 30% of the total assessment and each have a maximum of 60 marks.

Short course – unit B452 represents 60% of the total assessment and has a maximum of 60 marks.

Candidates are internally assessed through controlled assessment in two practical activities and one analysis task per unit.

#### Practical performances in B452 and B454

For the *Practical Performances – approved activities list* see Appendix A.

Candidates can be assessed in the roles of performer and/or coach/leader or official. Candidates are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions in each unit and assessment is carried out by the teacher using generic assessment criteria and activity-specific links to these criteria.

In unit **B452** candidates must be assessed in two activities from **two different** activity profiles.

In unit **B454** candidates can be assessed in **any two** activities but they cannot repeat an activity in the same role that was assessed in unit B452 – ie they cannot be a performer in football in B452 and a performer in football again in B454, but they could be a coach in football in B452 and a performer in football in B454 or vice versa.

**Candidates may only choose to be assessed in the role of either coach/leader or official once across both units B452 and B454.** Therefore, if a candidate is a coach or official in either unit B452 or B454, they must then be assessed in the other three activities undertaken in those units as a performer.

Candidates who are following these specifications as a full course GCSE **cannot** use the following combinations of activities:

Rugby Union and Rugby League

Life Saving and Personal Survival

Rounders and Softball

For example, a candidate cannot enter Rugby League as one of their two activities in unit B452 and then enter Rugby Union as one of their two activities in unit B454.

Any candidate(s) using a combination of activities within or across units B452 and B454 that is in breach of the specification requirements may have part or all of their practical marks discounted from their overall assessment.

## Analysis tasks in B452 and B454

In addition to practical performances, in each unit candidates will be assessed in an analysis task.

In unit **B452** candidates are required to complete a task **Analysing Lifestyle (AL)**.

In unit **B454** candidates are required to complete a task **Analysing Performance (AP)** in one of the activities permitted on the specification. This does not have to be an activity that the candidate has been assessed in.

## 2.2 Special activity submission

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Centres may apply to assess candidates in activities and/or roles which are not on the approved list of activities published in the specifications via a special activity submission.

Where an activity is approved by OCR this will be for the academic year of submission **only and** for the centre who submitted **only**. OCR reserves the right to make any approved criteria available to other centres upon request.

### When to make a special activity submission

Centres should make a special activity submission (using the form provided), when:

- they wish to assess candidates as a performer, coach/leader and/or official in activities not listed in the specification (this includes established disabled activities, such as Boccia). For each role a separate form must be completed;
- they wish to assess candidates in the role of official in an activity listed in the specification, but for which the role of official is not available in the specifications;
- they wish to assess candidates in an activity not listed in the specification, but for which they have previously been granted special activity permission for by OCR (this must be done every year the centre wish to assess the activity in);
- please note that as time goes on, it may be that criteria has already been approved for the activity which you wish to offer. It is therefore advisable to contact OCR in the first instance to check this before beginning to produce criteria of your own.

### How to make a special activity submission

Centres must complete (in full) the *Special activity submission form*. Centres must submit the completed form to the GCSE Physical Education Qualification Manager at OCR by no later than **October 15** of the academic year in which the activity will be assessed. Submissions have to meet a number of requirements in order to be approved. Using the form will assist centres in ensuring that they address all requirements of the procedure, and should be used when formulating the assessment criteria for the activity the centre wish to assess.

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

## Process for submissions

- 1) Centres review the Special activity submissions guidance above, Generic guidance for use with the Activity-specific links (section 3.2) and the General assessment criteria for practical performance (section 3.3). Centres establish which Activity Profile the proposed activity relates to
- 2) Centres the review the activity-specific links for activities in that profile
- 3) Centres complete the *Special activity submission form* (Appendix B) using 1 and 2 above and their knowledge of the proposed activity. Centres may wish to seek advice from external parties (coach, leader, trainer, centre or instructor) and external sources (National Governing Bodies)
- 4) Once completed, centres should email the form, including any supporting information, to OCR by no later than **October 15** of the academic year in which the activity will be assessed\*
- 5) OCR will review and provide feedback to the centre by no later than November 15 (unless the centre is notified of any delay in processing submissions in advance)
- 6) Where necessary, and permitted by OCR, centres will have until December 15 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 January 15.

\* Late submissions will not be accepted. Completed forms should be emailed to OCRs Customer Contact Centre marked for the attention of the GCSE Physical Education Qualifications Manager.

## Approval

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

- Role being assessed;
- Description of the activity;
- National Governing Body details, where applicable;
- OCR activity profile that the proposal relates to;
- Specific assessment criteria for the activity:
  - Skills
  - Knowledge
  - Assessment criteria
  - Assessment conditions
  - Filmed/other evidence
  - Safety considerations
  - Moderation activities
- Details of how the assessment of the activity will be standardised at the centre;
- Details of the conditioned competitive situations in which the activity will be assessed;
- Evidence of compliance with BAALPE/AfPE's Safety Recommendations;

## Non-approval

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

- The activity proposed does not offer the depth, breadth and/or complexity of skills, techniques or tactical/strategic/compositional elements to make it comparable to the other activities on the specification.
- The activity proposed does not require a physically active enough role to be viewed as in keeping with the subject criteria and aims.
- The activity proposed does not offer a competitive structure or scenario in which assessment can take place.
- The activity proposed does not have a physiological basis for training and improving.
- The activity proposed requires motorised equipment, such as Karting or Moto-cross.
- There is a legal or liability reason why the activity proposed should not be permitted, such as an age restriction that prohibits a GCSE candidate from participating.

## 2.3 Access arrangements for candidates

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Ensuring access to Physical Education for disabled candidates 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 candidate and the other is the competence standards being assessed by the qualification.

Reasonable adjustments aim to create a level playing field in which disabled candidates 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 candidates must be able to demonstrate practical skills.

Centres wishing to enter a disabled candidate who will require reasonable adjustments for Physical Education must instigate a dialogue with OCR before the start or at an early stage in the course. There are two options available:

1. Submitting for a special activity eg the centre could produce criteria for swimming which is relevant to the candidates' particular needs and disability category within the activity whilst demonstrating comparability with the existing swimming criteria. Alternatively criteria may be submitted for an established disability sport such as Boccia. Centres should refer to section 2.2 of this guide for further guidance on making a Special activity submission.
2. Writing to the Special Requirements Team Manager detailing what the candidate can do and how the activities will be customised in order to meet the Assessment Objectives. For example, a centre may request that the dynamic lunge be replaced with a single leg squat as part of the Circuit Training element. This would be acceptable as the candidate would be demonstrating their skills and supplementing the task which they cannot complete with an acceptable alternative.

In both cases a dialogue with OCR at an early stage should ensure that a positive outcome can be achieved. Special Activity Submissions need to be submitted to OCR no later than **October 15** of the academic year in question and centres should identify any access issues which may affect candidates at the beginning of the course. However, it is worth noting that in selecting courses centres must ensure they are guiding all candidates to making appropriate choices.

# 3 Assessment criteria, Generic guidance and Activity-specific links

## 3.1 General assessment criteria for practical performances, Generic guidance for use with the Activity-specific links and Activity-specific links

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When designing tasks for performers in an activity, and for the purpose of assessment, centres should refer to the General assessment criteria for practical performances (section 3.3) which should be used for **all** activities, except Coaching/Leading and Officiating alongside the activity-specific links to these criteria. In addition, centres should refer to the Generic guidance for use with Activity-specific links (section 3.2).

When designing tasks for Coaching/Leading and Officiating, and for the purpose of assessment, centres should refer to the Coaching/Leading in Physical Activity criteria and/or Officiating in Physical Activity criteria.

## 3.2 Activity-specific links

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Each activity-specific link will have a section relating to the following headings, where appropriate:

- Skills
- Knowledge
- Assessment criteria (mandatory for each Activity-specific link)
- Assessment conditions
- Filmed and other evidence
- Safety Considerations
- Moderation activities

In addition to the activity-specific link sections relating to the above headings, centres should refer to the Generic guidance for use with the Activity-specific links (section 3.2) when designing tasks for performers in an activity and for the purpose of assessment.

When designing tasks for performers in an activity, and for the purpose of assessment, centres should refer to **all** sections of the activity-specific link alongside the General assessment criteria for practical performances (section 3.3).

### 3.3 Generic guidance for use with the Activity-specific links

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Where relevant, Activity-specific links will include additional information relating to the areas listed below.

This Generic guidance for use with the Activity-specific links applies to **all** activities including Coaching/Leading and Officiating. However, if there is a difference between the Activity-specific link guidance and this generic guidance the Activity-specific link guidance should be used.

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

#### **Knowledge**

Candidates 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 candidates 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 activity-specific link.

This knowledge will only be assessed through the participation of the candidate **except** where safety is an integral part of the activity (eg Rock climbing) **or** where it is stated otherwise in the Activity-specific link (eg Cross Country Running).

#### **Assessment Criteria**

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions. In games activities these conditions may be full or small sided games. Where appropriate, further details will be listed in the activity-specific link.

Unless stated differently in the activity-specific link, knowledge of the activity should be assessed through a candidate's performance and not through oral questioning.

#### **Assessment Conditions**

Candidates should demonstrate skills in isolation, normal performance conditions and/or small sided and full games. Males and females should be assessed separately unless stated otherwise in the Activity-specific link (e.g. orienteering). Where appropriate, further details will be listed in the activity-specific link.

#### **Filmed/Other evidence**

Please use the order of merit sheet and guidance notes in this booklet. Please ensure that the filmed evidence allows the skills and ability of the candidates to be seen so that a fair assessment of the awarded mark can be achieved. Where appropriate, further details will be listed in the activity-specific link.

#### **Safety Considerations**

Candidates 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 activity-specific link.

## 3.4 General assessment criteria for practical performances

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Level/Mark	Descriptor
Level 1 21–25 marks	<p>Candidates will demonstrate the ability to perform the whole range of skills required for the activity in order to participate effectively at a high standard and advanced skills should be demonstrated in full performance conditions.</p> <p>Skills should be of a high standard in both isolation and whole/continuous/required performance.</p> <p>The candidate's performance should have a significant influence on the performance of others in activities requiring others to interact.</p> <p>Where applicable, candidates will be able to fulfil more than one role.</p> <p>Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will be evident in decision making and performance.</p> <p>All requirements in the level 1 activity-specific links have been met.</p>
Level 2 16–20 marks	<p>Candidates will demonstrate the ability to perform the whole range of skills required for the activity in order to participate effectively at a good standard and advanced skills may be being developed.</p> <p>Skills will be performed to a good level in isolation and only show a small decrease in effectiveness in the whole/continuous/required performance.</p> <p>Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will cover the whole activity.</p> <p>All requirements in the level 2 activity-specific links have been met.</p>
Level 3 11–15 marks	<p>Candidates will be able to perform skills that show a good level of ability in isolation. Skills will become less effective when more difficult conditions are imposed.</p> <p>Candidates will be able to have limited effectiveness in combining skills to produce a whole/continuous/game performance.</p> <p>Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will cover all the essential areas of the activity.</p> <p>All requirements in the level 3 activity-specific links have been met.</p>
Level 4 6–10 marks	<p>Candidates will demonstrate the ability to perform skills in isolation where preventative conditions do not exist.</p> <p>Without interference, candidates will have the limited ability to link some skills together but the level of skill will be basic.</p> <p>As soon as more difficult conditions are imposed, the ability to perform the skill will break down.</p> <p>Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will be evident but will only cover a limited area of the activity.</p> <p>All requirements in the level 4 activity-specific links have been met.</p>
Level 5 0–5 marks	<p>Candidates will demonstrate only a limited ability of the skills needed to be able to participate.</p> <p>Candidates will find it difficult to link skills together and will only be able to perform basic skills in isolation.</p> <p>Performance will become ineffective once progression to the whole skill/game/activity is attempted.</p> <p>Very little knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will be demonstrated.</p> <p>All requirements in the level 5 activity-specific links have been met.</p>

## 3.5 Coaching/Leadership assessment criteria

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Candidates can choose to demonstrate their ability to coach/lead others in developing physical ability in any of the approved activities for these specifications.

Centres may wish to assess candidates in Coaching/Leading in an activity which is not on the approved list of activities for use in these specifications. Further details of special activity submission can be found in section 2.2.

Candidates may only choose to be assessed in the role of **either coach/leader or official once** across both units B452 and B454.

This area enables candidates to achieve marks by demonstrating both their commitment and ability in developing skills in others.

Where candidates taking these GCSE specifications are not allowed to coach/lead independently because of age restrictions they may act as assistants working under the supervision of qualified teachers and coaches. This context should be able to provide opportunities for assessing the effectiveness of the candidates. Suitable situations could be generated by candidates working with primary school children, candidates within their own centre, or youth groups.

Candidates will need to demonstrate their ability in coaching/leading through a sustained commitment of time to coaching in a non-curricular activity as a volunteer assistant. It is envisaged that this will be for a minimum of ten weeks (one hour per week). In this time they should demonstrate the ability to coach/lead others to bring about an improvement in performance.

Some governing bodies of sport have 'junior' coaching awards. Candidates may achieve coaching awards and this may be an indicator of their achievement; however, the basis of any mark will be the teacher assessment using OCR-set criteria. The gaining of any award will not provide a minimum or maximum level of achievement for GCSE Physical Education.

Further guidance on the evidence that will need to be retained to support the assessment of candidates in coaching/leading activities can be found in section 3.10.

## Coaching/Leadership Assessment Criteria

Level/Mark	Descriptor
Level 1 21–25 marks	<p>Candidates will be able to confidently lead, organise and coach large groups (4–10) so that improvement in performance occurs within the group being coached/led.</p> <p>They will be able to demonstrate skills at a high standard appropriate to the group that they are working with.</p> <p>They will show a high standard of understanding of progressive skill learning. They will be able to recognise faults in performance and adapt their coaching/leading to address the issues. They may show the ability to apply differentiated tasks within the group.</p> <p>They will have a high standard of knowledge of safety issues and be able to recognise potential dangers and pre-empt problems by adapting their work.</p>
Level 2 16–20 marks	<p>Candidates will be able to confidently lead, organise and coach small groups (up to 4) so that improvement in performance occurs within the group being coached/led.</p> <p>They will be able to demonstrate skills at a good standard as appropriate to the group they are working with.</p> <p>They will show a good understanding of progressive skill learning. They will be able to recognise faults in performance and adapt their coaching/leading to address some of the issues.</p> <p>They will have good knowledge of safety issues and be able to recognise potential dangers and pre-empt problems by adapting their work.</p>
Level 3 11–15 marks	<p>Candidates will be able to confidently lead and organise small groups (up to 4) so that improvement in performance occurs within the group being coached/led.</p> <p>They will be able to demonstrate skills at a competent level as appropriate to the group they are working with.</p> <p>They will show a clear understanding of progressive skill learning and be able to apply this knowledge to produce structured learning opportunities.</p> <p>They will have sound knowledge of the risks in their activity and be able to apply a safe learning environment, recognising and resolving potential problems.</p>
Level 4 6–10 marks	<p>Candidates will be able to organise in a one-to-one situation and make some comments on how to improve the performance of those being coached/led.</p> <p>They will be able to demonstrate skills at a basic level.</p> <p>They will have some knowledge of practice conditions.</p> <p>They will have basic knowledge of Health and Safety considerations.</p>
Level 5 0–5 marks	<p>Candidates will be able to supervise in a one-to-one situation and make some comments on how to improve the performance of those being coached/led.</p> <p>They will be able to demonstrate skills at a basic level.</p> <p>They will have basic knowledge of practice conditions.</p> <p>They will have little knowledge of Health and Safety considerations.</p>

## 3.6 Officiating assessment criteria

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The demands of officiating and opportunities to officiate vary greatly from one activity to another and for these reasons OCR has limited the activities that can be assessed in this area, as indicated on the list of activities available in Appendix A.

Centres may apply for the role of official in other activities through the special activity submission procedure. Further details of special activity submission can be found in section 2.2.

Candidates may only choose to be assessed in the role of **either coach/leader or official once** across both units B452 and B454.

This area enables candidates to achieve marks by demonstrating both their knowledge and understanding of rules and regulations relevant to the activity and their ability to make accurate decisions and judgements and communicate them to participants in the activity.

Where candidates taking these GCSE specifications are not allowed to officiate independently because of age restrictions they may act as officials under the supervision of qualified teachers and coaches. This context should be able to provide opportunities for assessing the effectiveness of the candidates. Suitable situations could be generated by candidates working with primary school children, candidates within their own centre, or youth groups. The assessment conditions should be as indicated in the criteria, with games officiated by candidates in the top two levels being played in full game conditions. These may, however, be organised within the centre, for example inter-form or inter-house fixtures.

Some governing bodies of sport have 'junior' officiating awards. Candidates may achieve officiating awards and this may be an indicator of their achievement; however, the basis of any mark will be the teacher assessment using OCR-set criteria. The gaining of any award will not provide a minimum or maximum level of achievement for GCSE Physical Education.

Further guidance on the evidence that will need to be retained to support the assessment of candidates in officiating activities can be found in section 3.10.

## Officiating Assessment Criteria

Level/Mark	Descriptor
Level 1 21–25 marks	<p>Candidates will be able to act as the lead official in organised games played in full game conditions.</p> <p>They will demonstrate a high standard of knowledge of all the rules/laws of the game.</p> <p>They will be able to communicate with authority with participants.</p> <p>They will demonstrate a high standard of judgement when deciding issues that could be interpreted in different ways.</p> <p>They will have a high level of knowledge of Health and Safety issues that apply to their role and the roles of others.</p> <p>They will be able to make all decisions independently.</p>
Level 2 16–20 marks	<p>Candidates will be able to act as the lead official in organised games played in full game conditions.</p> <p>They will demonstrate good knowledge of the essential rules/laws of the game and have a good grasp of the more complex rules and laws.</p> <p>They will be able to communicate with good authority with participants.</p> <p>They will demonstrate good judgement when deciding issues that could be interpreted in different ways.</p> <p>They will have good knowledge of Health and Safety issues that apply to their role and the roles of others.</p>
Level 3 11–15 marks	<p>Candidates will be able to act as assistant officials in full game conditions.</p> <p>They will be able to act as the lead official in small-sided games or games played in practice conditions.</p> <p>They will demonstrate sound knowledge of the essential rules/laws of the game and have a reasonable grasp of the more complex rules and laws.</p> <p>They will be able to communicate with sound authority with participants.</p> <p>They will demonstrate sound judgement when deciding issues that could be interpreted in different ways.</p> <p>They will have sound knowledge of Health and Safety issues that apply to their role.</p>
Level 4 6–10 marks	<p>Candidates will be able to act as assistant officials in small-sided or games played in practice conditions.</p> <p>They will demonstrate sound knowledge of the essential rules/laws of the game.</p> <p>They will be able to communicate effectively with participants.</p> <p>They will have some knowledge of Health and Safety issues that apply to their role.</p>
Level 5 0–5 marks	<p>Candidates will be able to act as assistant officials in small-sided or games played in practice conditions.</p> <p>They will demonstrate basic knowledge of the essential rules/laws of the game.</p> <p>They will be able to communicate with basic effectiveness with participants.</p>

## 3.7 Analysis Tasks – General Guidance

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In each of the two practical units in this GCSE Physical Education specification, an analysis task needs to be completed; Analysing Lifestyle (AL) in unit B452 and Analysing Performance (AP) in unit B454.

The aim of controlled assessment is to ensure that the work produced by each candidate is authentic, in their own words, reflects what they can do in a fixed period of time, and is not too formulaic or predictable. For these reasons, the only templates which can be used in these tasks are the task research booklets provided by OCR; **no other templates or pro-formas for use in either the task research or task production should be provided by centres.**

### **Controls**

The main control elements in these tasks are **time control** and **resource control**. Full definitions of all of the controls can be found in section 4.2 of this guide.

### **Time control:**

The tasks are broken up into 3 stages: Task Induction; Task Research; and Task Production. The time limit available for the completion of each of the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in units B452 and B454 will be:

- **Task induction (1 hour)**
- **Task research (4 hours)**
- **Task production (2 hours)**

**Total duration** is therefore 7 hours for each of the two analysis tasks.

- Controlled assessment work should be completed within the time limit and supervised and marked by the teacher. Task research work may be undertaken outside the centre. This allows the candidates to make notes on performance or observations and conduct other related research with limited control and take those **notes** into the controlled task production environment. **Centres must ensure that these research notes are the candidates' findings from the research which they have undertaken and not a first draft of the final work, which is not allowed.** Centres are responsible for ensuring that each candidate has not exceeded the 4 hours allowed for the task research stage and must be satisfied that the research notes produced are consistent with what can be realistically produced within the time limit for this stage.

### **Resource control:**

Candidates are allowed to use ICT to research their task. Candidates should be made aware that they should keep records of their sources (such as website addresses) if they wish to refer to them in their task production. Candidates are allowed to word process their task research notes, however only hard copies of these may be taken into the task production session(s). **Word processed task research notes should be printed off and checked by the centre before being taken into the first 'task production' session.** Where a centre divides up the 2 hours allowed for task production into more than one session, the task research notes must be kept securely by the centre in between these sessions.

The task production session(s) will take place in controlled classroom conditions. As a centre you may wish to allow your candidates to word process their task using ICT; however, **access to task research notes in electronic format, your centre's network, email, the Internet and external files or memory sticks is not allowed during the task production session(s).**

Any item which forms part of the 'task production' final write up must be produced entirely in those two hours, or cross-references can be made to identified tables, charts, etc...in the task research notes. **It is not permitted for candidates to produce material in task research and then cut-and-paste it into their task production work.**

**Centres are responsible for authenticating the work of their candidates and must ensure that the use of computers in the 'task production' session(s) does not expose the controlled conditions to abuse.** If centres cannot ensure this, then computers should not be used in the 'task production' session(s).

### **Stages of the Tasks**

**Task Induction (1 hour)** – candidates are introduced to the task and at this stage should be familiar with the theory content of the specification that relates to the tasks. This will enable teachers to refer back to relevant lessons during the task induction session and enable candidates to consider what their aims and objectives are for the tasks.

The task induction should be completed under direct teacher supervision. To ensure that the time controls for the analysis tasks are adhered to, centres should perform the 'task induction' when they are ready for the candidates to undertake the analysis tasks and should cover the scheduling of tasks, reminding candidates of deadlines and controls which need to be met.

The content of sections 3.8 and 3.9 of this document, introducing the specific analysing lifestyle and analysing performance tasks, represent the content which the task induction should cover and these pages may be copied and used as briefing sheets for candidates and teachers. No other written information should be provided to candidates as part of the task induction other than the task research booklets produced by OCR.

**Task Research (4 hours)** – this will include the viewing of a performance or the observation of components of lifestyle upon which the analysis will be based and any other research that candidates may undertake to support their work.

Candidates are allowed a total of 4 hours to complete any research and observation for the task, whether done independently, within the centre in scheduled sessions, or a mixture of the two. Candidate evidence will be a set of research notes presented in the task research booklets produced by OCR, which will be the sole source of reference material when completing their task production. The task research notes may contain information such as:

- Data collected; tables; diagrams; photos;
- Notes summarising research undertaken;
- Analysing Lifestyle or Analysing Performance action plan ideas/outlines/diagrams;
- Reference details for quotes, sources and ideas which the candidate may wish to use in their task production.

**No part of the task research notes should be a first draft of the final work.**

As part of their task research candidates may find information in their class notes, text books or on the internet which they may wish to make a note of. In this instance candidates can summarise the information in their research notes for use in the task production session(s). **Candidates must be encouraged to be selective in their research and instructed not to cut and paste or print off huge volumes of material from the internet.** In many cases this ends up distracting candidates from the actual analysis which is the focus of the task and much of the material ends up not being used.

The only resource which candidates are allowed to use in their **task production** under direct supervision is a **hard copy of the task research notes** which they have produced. The research notes should represent a summary of any relevant research which the candidate has undertaken, summarising and referencing information from other sources, and recording any data based on tests or observations which have been carried out. **Candidates are not permitted to take their task research notes in electronic format, exercise books/class notes or text books into the task production session(s) nor can they access the internet, intranet, memory sticks or any external computer files during the task production session(s).** Candidates may use quotations in their notes, but these should be brief. Candidates should make a note of any quotation reference, in case they wish to use it in the task production.

The task research notes used to produce the final piece of work in the task production stage **must** be kept and submitted as part of the final work and there must be a clear distinction as to what are the research notes and what is the final task production work. **At moderation the moderator will expect to see not only the final task production work but also the task research notes.**

Candidates are permitted to undertake observation and research unsupervised. This would usually be relevant where a candidate wishes to analyse a lifestyle or performance not accessible within the centre, e.g. the lifestyle of a parent, a performance in an off-site activity, or access research material not available within the centre, e.g. books from the local library.

**Task Production (2 hours)** – candidates use this time to write up their task under controlled classroom conditions, using only their task research notes for reference.

**It is vital that candidates understand that it is the task production work which is being assessed.** While the task research notes will be referred to in order to see an overview of the work done by the candidate, and they need to have conducted effective and relevant research, it is what they do with the information which they have gathered which will determine the mark awarded.

#### **Key points to remember:**

- **Do** make sure that candidates understand the time and resource controls and what they can and cannot do;
- **Do** emphasise to candidates the importance of the research and data collection which they do themselves; they do not need to rely on gathering lots of information from the internet;
- **Do** tell candidates to consider the relevance of the data they are collecting to the person who they are analysing;
- **Do** ensure that the distinction between the work done during task research and that done in task production is clear in the presentation of the work;
- **Do** refer to the Joint Council for Qualifications (JCQ) guidelines regarding referencing of sources and ensure that your candidates are aware of the importance of doing this correctly;
- **Do not** provide any written information as part of the task induction other than sections 3.8 and 3.9 of this document;
- **Do not** provide any templates other than the OCR task research booklet;
- **Do not** allow candidates to use their task research time to do a first draft of any part of the work;
- **Do not** allow candidates to have access to an electronic version of their task research notes in the task production session;
- **Do not** allow candidates to have access to your centre's network, email, the Internet or external files or memory sticks during the task production session.

## 3.8 Unit B452 – Analysing Lifestyle

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### **Task induction (1 hour): briefing notes**

This section represents the core content for the task induction stage in which candidates are briefed as to what they need to do and this overview is repeated in the Analysing Lifestyle task research booklet provided by OCR.

Candidates should **not** be provided with any additional written information as part of the task induction, or any templates for their work beyond the Analysing Lifestyle task research booklet, which can be given out at the start of the task induction session.

Further guidance should be given to candidates verbally in the task induction session, and candidates can make notes during the task induction session. Teachers may refer back to relevant theory lessons which relate to the task content, and discuss different approaches to accomplishing the task, but **this should be in general rather than specific terms**. For example, you may refer to lessons where different types of fitness tests were taught and talk about options which are available but you should not prescribe which tests candidates should use, they should make this choice.

Candidates must be made aware that the work is to be their own and that they need to make decisions about the subject whose lifestyle is to be analysed, how to go about collecting relevant data and research and the structure and content of their final work to be written in the task production session(s).

The task induction should cover the scheduling of controlled assessment sessions for the task and any internal deadlines set for the completion of the work. It must also cover the time and resource controls in place for the task; the importance of the presentation of the work making a clear distinction between that completed in the task research and task production stages; and appropriate regulations and guidance around referencing work which has come from other sources. The 'General guidance' section about the analysis tasks should be used by the teacher delivering the induction as a guide to what to cover.

### **Aims of the Analysing Lifestyle task:**

Candidates are required to analyse a person's lifestyle in order to:

1. Demonstrate an understanding of the components of a healthy, balanced lifestyle and their importance and influence upon sustained involvement in physical activity;
2. Demonstrate knowledge of different measures of health and well-being and lifestyle indicators and methods of assessing and recording these;
3. Analyse data/research collected in order to make judgements about the lifestyle which they have analysed and justify what they are targeting for improvement;
4. Produce an action plan to improve the lifestyle area(s) targeted based upon their findings and any other research undertaken along with suggested criteria for measuring the effectiveness of the plan.

### **Task Research (4 hours total):**

Candidates should observe and record objectively and subjectively appropriate aspects of their own or another person's lifestyle and analyse the findings, producing an action plan to improve lifestyle based upon their findings. They may also conduct any other associated research about lifestyles which is relevant to their subject and analysis. **All data collection and research done in the 4 hours and which is intended for use in the task production must be collated in the Analysing Lifestyle task research booklet.**

Through the teaching of the practical activities and the theory content of the specification, candidates should be able to identify aspects of lifestyle that impact upon performance and participation in physical activity.

Candidates may gather evidence which **could** include, but is not restricted to:

- Levels of fitness;
- Diet;
- Exercise levels;
- Balance between work and leisure time;
- Use of leisure time.

**Task Production (2 hours total):**

Candidates use the task research notes (hard copy) which they have compiled to present their findings in written format under controlled conditions. This will include:

- Submission of the Analysing Lifestyle task research booklet;
- A profile of the person being analysed including what has been analysed and why;
- Analysis of the person's lifestyle based on the data collected and any research conducted;
- A judgement on the lifestyle analysed and what is to be targeted for improvement;
- An action plan to improve the targeted area(s);
- Criteria by which any improvement could be measured.

## Analysing Lifestyle Criteria (AL)

Level/Mark	Descriptor
Level 1 17–20 marks	<p>Candidates demonstrate a detailed understanding of a range of lifestyle components relevant to the person being analysed and of the impact which they have on a person's health and involvement in physical activity.</p> <p>Analysis of the data/research collected will be comprehensive, relevant and demonstrate a high level of knowledge of factors contributing to a healthy lifestyle. Candidates make an accurate judgement about the lifestyle analysed and justify what they would aim to improve about it and why.</p> <p>Candidates produce a detailed and appropriate action plan which would bring about the targeted improvement(s). Knowledge of how to measure the effectiveness of these strategies will be of a high standard and have been considered in the design of the action plan.</p>
Level 2 13–16 marks	<p>Candidates demonstrate a good understanding of a range of lifestyle components relevant to the person being analysed, and of the impact they can have on a person's health and involvement in physical activity.</p> <p>Analysis of the data/research collected will be relevant and demonstrate a good level of knowledge of the factors contributing to a healthy lifestyle.</p> <p>Candidates make an accurate judgement about the lifestyle analysed and give some justification of what they would aim to improve about it and why.</p> <p>Candidates produce an appropriate action plan which would bring about the targeted improvement(s). Knowledge of how to measure the effectiveness of these strategies will be of a good standard.</p>
Level 3 9–12 marks	<p>Candidates demonstrate a sound understanding of some lifestyle components, and of the impact which some of them can have on a person's health and involvement in physical activity.</p> <p>Analysis of the data/research collected will be of some relevance and demonstrate a sound level of understanding of the factors that contribute to a healthy lifestyle.</p> <p>Candidates make a judgement about the lifestyle analysed, though it may not relate closely to the data collected.</p> <p>Candidates produce an action plan which would bring about the targeted improvement(s). Some knowledge of how to measure the effectiveness of these strategies will be evident.</p>
Level 4 5–8 marks	<p>Candidates should demonstrate a basic understanding of some lifestyle components that contribute to a healthy, balanced lifestyle.</p> <p>Some analysis of the data/research collected will be attempted; a basic judgement on the lifestyle analysed should be made.</p> <p>Candidates should make basic suggestions about how to improve the area(s) targeted, but may struggle to produce a coherent action plan. At this level, there may be no suggestions as to how to measure the effectiveness of any action taken.</p>
Level 5 0–4 marks	<p>Candidates are able to identify some of the lifestyle components that contribute to a healthy, balanced lifestyle.</p> <p>At this level, there will be little or no analysis of the data collected; some limited statements about the lifestyle may be made, but a judgement may not be reached.</p> <p>Candidates may make limited suggestions about what to improve about the lifestyle, without addressing how this could be done or measured.</p>

## 3.9 Unit B454 – Analysing Performance

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### **Task induction (1 hour): briefing notes**

This section represents the core content for the task induction stage in which candidates are briefed as to what they need to do and this overview is repeated in the Analysing Performance task research booklet provided by OCR.

Candidates should **not** be provided with any additional written information as part of the task induction, or any templates for their work beyond the Analysing Performance task research booklet, which can be given out at the start of the task induction session.

Further guidance should be given to candidates verbally in the task induction session, and candidates can make notes during the task induction session. Teachers may refer back to relevant theory lessons which relate to the task content, and discuss different approaches to accomplishing the task, but **this should be in general rather than specific terms**.

Candidates must be made aware that the work is to be their own and that they need to make decisions about the subject whose performance is to be analysed, how to go about collecting relevant data and research and the structure and content of their final work to be written in the task production session(s).

The task induction should cover the scheduling of controlled assessment sessions for the task and any internal deadlines set for the completion of the work. It must also cover the time and resource controls in place for the task, the importance of the presentation of the work making a clear distinction between that completed in the task research and task production stages; and appropriate regulations and guidance around referencing work which has come from other sources. The 'General guidance' section about the analysis tasks should be used by the teacher delivering the induction as a guide to what to cover.

### **Aims of the Analysing Performance task:**

Candidates are required to analyse the performance of another candidate in order to:

- Demonstrate an understanding of the key skills which are relevant to the activity and performer and of the strengths and weaknesses observed in the performance;
- Make judgements about the performance which they have analysed and justify their choice of a skill or skills which will be targeted for improvement;
- Produce an action plan to develop and improve the quality and effectiveness of the targeted skill(s);
- Evaluate the action plan considering what effect it should have on performance; any results which have been generated if it has been implemented; and how it could be improved.

### **Task Research (4 hours total):**

Candidates should observe a performance by another candidate (a recording of their own performance may be used where there is no alternative, but this is not advised as best practice), in an activity chosen from among those permitted for this specification.

They should analyse the performance in terms of **skill and technique**, identifying key skills which are relevant to the activity and performer, the strengths and weaknesses of the performance, prioritise a weakness/weaknesses for improvement justifying their choice, and produce an action plan to address the targeted area(s). They may also conduct any other associated research about performance in the activity which is relevant to their subject and analysis. **All data collection and research done in the 4 hours and which is intended for use in the task production must be collated in the Analysing Performance task research booklet.** The action plan should demonstrate the candidates knowledge of the development of skills and relevant principles of training.

### **Task Production (2 hours total):**

Candidates use the task research notes (hard copy) which they have compiled to present their findings in written format under controlled conditions. This will include:

- Submission of the Analysing Performance task research booklet;
- A profile of the person being analysed including an identification of the key skills relevant to the activity and performer;
- Analysis of the persons performance based on the data collected and any research conducted;
- A judgement on the performance analysed and justification of what is to be targeted for improvement;
- An action plan to improve the targeted area(s);
- An evaluation of the action plan considering what effect it should have on performance; any results which have been generated if it has been implemented; and how it could be improved.

### **Planning the delivery of the Analysing Performance task**

Because candidates are going to base their action plan (and therefore much of their research) on the performance observed, the way in which the time is used and organised needs to be carefully considered.

There are a number of approaches, one of which could be:

- A Task induction – 1 hour: candidates introduced to task;
- B Task research – 2 hours: candidates research the key skills for the activity and performer to be observed and then observe a performance;
- C Task production – 1 hour: candidates produce the first part of their final work, covering the key skills for the activity, the strengths and weaknesses of the performance observed and the area(s) targeted for improvement;
- D Task research – 2 hours: candidates conduct any further research and devise an action plan for the subject; may implement it (though this is not a requirement), and evaluate it whether after implementation or from a theoretical point of view.
- E Task production – 1 hour: final hour to conclude their work, detailing and evaluating the action plan.

### **Action plan implementation?**

Candidates should be encouraged to consider how they use their time most effectively here. They **do not have to implement the action plan**; any evaluation can be based upon expected rather than actual results, and some limitations in the plan may be identifiable without having to have carried it out. However, it will be beneficial to candidates' overall understanding if they can implement part if not all of the plan and this would be recommended as best practice.

Time constraints do not necessarily mean that the action plan cannot be implemented. For example, candidates could ask the person doing it to record the outcomes and give them feedback so that they do not use all of their research time just observing. One approach may be to only watch the last session in order to help judge any improvement.

### **Focus on skill improvement**

The focus of the analysis in this task should be on skills and skill development, rather than fitness issues. In some circumstances, components of fitness and characteristics of skilful performance are intrinsically linked. In some activities (e.g. dance or gymnastics) it may be suitable to look at an aspect of fitness as part of the action plan, however for this to meet the criteria and be credit-worthy the following should be considered:

- there needs to be explanation/justification as to the specific relevance of the component of fitness (and the exercise(s)) being proposed and how they will impact on the skill targeted;
- the component of fitness cannot be the sole focus of an action plan, but it may be one part of the measures taken to improve the skill;
- as a rule, where there are clear skills which can be observed rather than components of fitness then these should be the focus of the analysis.

## Analysing Performance Criteria (AP)

Level/Mark	Descriptor
Level 1 17–20 marks	<p>Candidates demonstrate detailed understanding of most of the key skills which are relevant to the performer being analysed and accurately assess the strengths and weaknesses of the performance.</p> <p>Candidates make an accurate judgement about the performance analysed and justify which skill (or skills) will be targeted for improvement.</p> <p>Candidates produce a detailed and appropriate action plan to improve the targeted skill(s) which demonstrates a high level of understanding of training principles and the development of skills.</p> <p>Evaluation of the action plan is of a high standard, showing knowledge of how to measure the effectiveness of training and making relevant suggestions as to how it could be improved.</p>
Level 2 13–16 marks	<p>Candidates demonstrate a good understanding of a range of the key skills which are relevant to the performer being analysed and accurately assess the strengths and weaknesses of the performance.</p> <p>Candidates make an accurate judgement about the performance analysed and give some justification for the choice of skill (or skills) which will be targeted for improvement.</p> <p>Candidates produce an appropriate action plan to improve the targeted skill(s) which demonstrates a good understanding of training principles and the development of skills.</p> <p>Evaluation of the action plan is of a good standard, showing some knowledge of how to measure the effectiveness of training and making some suggestions as to how it could be improved.</p>
Level 3 9–12 marks	<p>Candidates demonstrate a sound understanding of some of the key skills in the activity being analysed and assess some of the strengths and weaknesses of the performance, though not always accurately.</p> <p>Candidates make a judgement about the performance analysed and give some justification for the choice of skill (or skills) which will be targeted for improvement, but this may not relate closely the performance observed.</p> <p>Candidates produce an action plan to improve the targeted skill(s) which demonstrates some understanding of training principles and the development of skills.</p> <p>Some evaluation of the action plan is attempted, making some suggestions as to how it could be improved.</p>
Level 4 5–8 marks	<p>Candidates demonstrate a basic understanding of some of the key skills in the activity being analysed and make some attempt to assess strengths and weaknesses of the performance, though often not accurately.</p> <p>Candidates make a basic judgement about the performance analysed and choose a skill (or skills) in the performance which will be targeted for improvement without justifying why; this may not relate closely the performance observed.</p> <p>Candidates produce a basic action plan to improve the targeted skill(s), but which demonstrates limited understanding of training principles and the development of skills.</p> <p>Basic statements are made about the action plan, which may include limited suggestions as to how it could be improved.</p>
Level 5 0–4 marks	<p>Candidates are able to identify some of the key skills which are relevant to the activity being analysed; little or no attempt to assess the strengths and weaknesses of the performance.</p> <p>Some limited statements about the performance may be made, but a judgement may not be reached.</p> <p>Candidates may make limited suggestions about what to improve about the performance without addressing how this could be done or measured.</p>

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# Invasion Games

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## Association Football

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### Skills

Ball control – using feet, chest, thigh, head, shielding the ball

Passing – short passing with both feet, long passing both lofted and along the ground, use of inside and outside of foot

Dribbling – use of both feet, close control, ability to beat opponents

Heading – defensive and attacking, power, distance, accuracy

Shooting – short and long range, power, accuracy, use of swerve, volleys and half-volleys

Tackling – block tackle, slide tackle

Defending – marking, jockeying, closing down opponent, intercepting passes

Goalkeeping – handling, positioning (including narrowing angles), command of area, distribution

Movement – defensive and attacking positioning, finding space, supporting teammates, change of pace

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game.

### Assessment Criteria

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a high standard showing the whole range of advanced skills
- a high standard of ability to control the ball when under pressure from an opponent
- the ability to defend to a high standard in a variety of situations showing excellent technique and understanding
- the ability to apply and change tactics to a high standard to overcome the opposition
- the ability to interact with the roles of other positions on the team to a high standard

## **Level 2**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a good standard showing the whole range of advanced skills
- a good standard of ability to control the ball when under pressure from an opponent
- the ability to defend to a good standard in a variety of situations showing good technique and understanding
- the ability to apply and change tactics to a good standard to overcome the opposition
- the ability to interact with the roles of other positions on the team to a good standard

## **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform effectively in a full performance situation showing a range of skills to a sound standard
- a sound ability to control the ball when under pressure from an opponent
- the ability to defend in a variety of situations showing sound technique and some understanding
- some ability to interact with the roles of other positions on the team

## **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform skills in practice situations
- a limited ability to perform skills in small sided games when under pressure from an opposing player
- a limited ability to control the ball when under limited pressure from an opponent
- a limited knowledge of the roles of other positions

## **Level 5**

Candidates will demonstrate:

- a limited ability to perform skills in practice situations
- limited, and at times, ineffective ability to perform skills in small sided games when under pressure from an opposing player
- will find it difficult to anticipate the actions of others
- very little knowledge of the basic rules of the game, such as throw-ins and corner kicks

## **Filmed/Other evidence**

Practices in pairs or small groups should have candidates of similar ability, and be filmed from in front and to the side. In dynamic practices filming should be done from the corner of the grid. In the game, filming should show an overview, but individual candidates should be tracked within the game.

# Basketball

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## Skills

Basic stance – triple threat position for passing, dribble or shoot, feet shoulder width apart, knees slightly bent

Shooting – lay up shot , set shot, hook shot, jump shot

Passing and ball control – accuracy, variation, dribbling

Footwork

Defence and attack (including pick and roll)

Individual and team skills

Principles of attack and defence

Two versus two – Know your ‘man’.

Types of defence

Different systems/formations of play, ploys/tactics

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game.

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules and regulations will be evident in decision making and performance and will be of a high standard
- the whole range of advanced skills in a competitive game showing good reactions and an element of disguise in play; skills to include left and right handed lay-up shots
- a high standard of ability to fulfil positional requirements with sufficient flexibility to change roles depending upon the situation
- an awareness of tactics and strategies necessary for successful team play including the ability to set a pick (screen) and roll situation

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules and regulations for successful team play will be of a good standard
- a good standard of ability playing in an individual position and make a good contribution in a game
- a good standard of ability in ball handling, retention and distribution skills with some minor faults
- the ability to shoot effectively from a distance and mark the basket using a variety of techniques and rebound effectively

- the ability to show good standard of balance and effectiveness in different forms of defensive play

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules and regulations for successful team play will be sound
- a sound understanding of positioning to support team-mates
- the ability to dribble the ball with either hand and choose the most appropriate pass effectively
- the ability to shoot, feint and drive to a lay-up shot in practice though less effectively in a game situation
- the ability to apply simple tactics

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules and regulations of the game will be limited
- a limited ability to perform in a practice game but finds it difficult to integrate a range of skills in a game situation
- a limited ability to apply strategies. Can pass the ball into a space ahead of colleagues but does not always support the receiver in offensive play
- Basic technique. A basic ability to shoot, dribble, pass and catch with limited effectiveness. The lay-up shot is likely to lack fluency and is frequently done off the wrong leg
- an awareness of simple tactics to overcome opponents' weaknesses at the basic level

### **Level 5**

Candidates will demonstrate:

- knowledge of applicable rules and regulations of the game will be basic
- a basic ability to shoot, dribble, pass and catch, which is ineffective
- limited application of the footwork rule, leading to frequent violation
- a basic ability to use space, showing little awareness of others on court

### **Filmed/Other evidence**

Passing and dribbling skills to be filmed from the front and side. Shooting should be filmed from behind showing the outcome. Defensive and attacking drills and game should concentrate on the individual. An overview of the game should be included, and filmed from the most advantageous position (eg balcony).

# Gaelic Football

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## Skills

Catching – different heights including overhead

Kicking – punt, drop kick, free kick

Passing – kick, hand, fist

Carrying – the pick-up, soloing, bouncing

Dispossessing opponent – knocking the ball, shoulder to shoulder, blocking the kick

Shooting – for point with both feet and hand; for goal with both feet and fist (where appropriate)

Goalkeeping

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of attack and defence roles within a game

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently and effectively perform the whole range of skills to a high standard
- the ability to move with the ball effectively to a high standard
- the ability to apply advanced skills of attack and defence play with sufficient flexibility to change tactics depending upon the situation in a full-sided game
- the ability to read the game, make decisions and influence others to a high standard
- knowledge of applicable rules and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently and effectively perform the whole range of skills to a good standard
- the ability to move with the ball effectively to a good standard
- the ability to apply skills of attack and defence play with sufficient flexibility to change tactics depending upon the situation in a full-sided game
- the ability to read the game and make decisions to a good standard
- knowledge of applicable rules and tactics for successful team play will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform effectively a range of skills to a sound standard
- the ability to move with the ball often effectively and to a sound standard
- the ability to apply skills of attack and defence play with limited flexibility to change tactics depending upon the situation in a full-sided game
- the ability to read the game and make some decisions to a sound standard
- knowledge of applicable rules and tactics for successful team play will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills with limited effectiveness
- the ability to move with the ball with limited effectiveness
- the ability to apply skills of attack or defence play in a full-sided game
- a limited ability to read the game with some effective decision making
- knowledge of applicable rules and tactics of the game will be limited

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform skills which will be often ineffective
- basic ability to move with the ball though is mostly ineffective
- basic ability to apply skills of attack or defence play
- a basic ability to read the game with ineffective decision making
- knowledge of applicable rules and tactics of the game will be basic

### **Filmed/Other evidence**

Practices in pairs or small groups should have candidates of similar ability, and be filmed from in front and to the side. In dynamic practices filming should be done from the corner of the grid. In the game, filming should show an overview, but individual candidates should be tracked within the game.

# Goalball

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## Skills

Orientation

Listening

The 'throw'

Passing – techniques

Attack/Defence – with principles

Catching/control of ball

Individual and team skills

## Assessment Criteria

Candidates should be able to adopt a variety of roles in attack and defence in the game.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a high level of awareness of strategies necessary for successful team play
- a high standard of orientation on court and in relation to other participants
- a high standard of effective listening for ball detection and for the actions of others
- a high standard of accurate and timely passing and throwing techniques which demonstrate appropriate speed in a competitive game and whilst under pressure
- the ability to attack and defend to a high standard using the whole range of techniques
- knowledge of applicable rules, regulations and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a good level of awareness of positional play and the ability to use it to advantage in the game
- a good standard of orientation on court and in relation to other participants
- a good standard of effective listening for ball detection and for the actions of others
- a good standard of accurate and timely passing and throwing techniques which demonstrate appropriate speed in a competitive game and whilst under pressure
- the ability to attack and defend to a good standard using the whole range of techniques
- knowledge of applicable rules, regulations and tactics for successful team play will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a sound level of awareness of positional play and the ability to use it to advantage in the game
- a sound standard of orientation on court and in relation to other participants
- a sound standard of listening for ball detection and for the actions of others which is often effective
- a sound standard of passing and throwing techniques which often demonstrates appropriate speed in a competitive game
- the ability to attack and defend to a sound standard using a range of techniques
- knowledge of applicable rules, regulations and tactics for successful team play will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- some awareness of positional play and the ability to use it to sometimes to advantage in the game
- limited standard of orientation in relation to others and on court
- listening for ball detection and for the actions of others is sometimes effective
- a limited standard of passing and throwing techniques which sometimes demonstrates appropriate speed in a competitive game
- a limited ability to attack and defend using basic techniques
- knowledge of rules and regulations of the game will be limited

### **Level 5**

Candidates will demonstrate:

- basic awareness of positional play
- basic standard of orientation in relation to others and on court
- listening for ball detection will be rarely effective
- a basic standard of passing and throwing techniques which rarely demonstrates appropriate speed in a competitive game
- a basic ability to attack and defend
- knowledge of rules and regulations of the game will be basic

### **Filmed/Other evidence**

Film from in front and to the side for passing, receiving and throwing. In the game have an overview from a balcony if available, but concentrate on specific candidates.

# Handball

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## Skills

Passing – shoulder pass, side pass, bounce pass

Catching/control – receiving a variety of passes, use of either hand

Shooting – standing shot, jumping shot, diving shot

Footwork – varying speed, changing direction, side-stepping

Dribbling – speed & accuracy, use of either hand

Defending – marking, blocking, positioning, intercepting

Goal-keeping – positioning, anticipation, blocking low, middle and high shots

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules, regulations and tactics will be evident in decision making and performance and will be of a high standard
- an awareness of strategies necessary for successful team play
- a high standard of accurate passing with speed in a competitive game, strike at goal effectively from 6 and 9 metres and score from the wing whilst under pressure
- the ability to outwit an advancing defender to a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules, regulations and tactics for successful team play will be of a good standard
- a good awareness of positions, roles and conditions of play and the knowledge to use them to advantage in the game
- a good standard of selecting and executing a variety of passes quickly over a medium range with effectiveness
- the ability to execute a fall shot in attack, when necessary
- the ability to effectively defend both on and off the 6 metre line
- the ability to outwit an advancing defender to a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of rules, regulations and tactics for successful team play will be sound
- a sound awareness of positions, roles and conditions of play and the knowledge to sometimes use them to advantage in the game
- the ability to perform sound attacking play
- the ability to select and execute a variety of passes over a short range with limited effectiveness
- the ability to execute a jump shot from 9 metres in attack
- some effectiveness in defensive movements

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of rules and regulations of the game will be limited
- the ability to throw the ball over an extended distance (8 metres) to a static target, catch the ball cleanly and pass again without violating the 3 step rule
- a limited ability to perform a jump shot with a reasonable effectiveness
- limited effectiveness in defensive movements

### **Level 5**

Candidates will demonstrate:

- knowledge of rules and regulations of the game will be limited
- a basic ability to throw the ball with one hand over a short distance with some accuracy, catch the ball, though not consistently and perform an effective shooting attempt from six metres
- a basic understanding of when to attack/defend but response is likely to be ineffective

### **Filmed/Other evidence**

Film from in front and to the side for passing, receiving and shooting. In the game have an overview from a balcony if available, but concentrate on specific candidates.

# Hockey

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## Skills

Grips

Passing – open, reverse, push, hit, flick

Receiving – open, reverse

Moving with the ball – dribbling, beating an opponent

Attacking skills – creating space.

Defending skills – tackling, blocking, marking

Set plays – penalty corner, penalties, 16 hit out

Goalkeeper – saving shots (open play and penalty corners), using pads/feet and stick

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game

## Assessment Criteria

Level 1 candidates are required to demonstrate the ability to play more than one position.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a high standard showing the whole range of advanced skills. High standard of reverse stick use
- the ability to attack and defend to a high standard to outwit an opponent in a variety of situations showing excellent technique and understanding
- a high standard of ability to control the ball when under pressure from an opponent
- the ability to apply and change tactics to a high standard to overcome an opponent
- the ability to interact with the roles of other positions on the team to a high standard
- knowledge of applicable rules, regulations and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a good standard showing the whole range of advanced skills. Good standard of reverse stick use
- the ability to attack and defend to a good standard to outwit an opponent in a variety of situations showing good technique and understanding
- a good standard of ability to control the ball when under pressure from an opponent
- the ability to apply and change tactics to a good standard to overcome an opponent

- the ability to interact with the roles of other positions on the team to a good standard
- knowledge of applicable rules, regulations and tactics for successful team play will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in full performance situation showing a range of skills to a sound standard. Use of reverse stick will be basic
- pushing, hitting and controlling will be effective in practice but will be of limited effectiveness in a game
- some use of skills to outwit an opponent when attacking/defending
- knowledge of applicable rules, regulations and tactics for successful team play will be sound

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform skills in practice situations
- a limited ability to perform pushing, hitting and controlling in practice but ineffective in a game
- limited use of skills to outwit an opponent when attacking/defending
- knowledge of applicable rules, regulations and tactics of the game will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform basic skills in practice situations
- a limited ability to perform pushing and hitting in practice, which will often be ineffective
- knowledge of applicable rules, regulations and tactics of the game will be basic

### **Filmed/Other evidence**

Passing, dribbling and receiving skills should be filmed from the front, side and behind. Attacking should be filmed from behind showing the outcome. Defensive and attacking drills and game should concentrate on the individual. Small competitive situations should be filmed from the corner of the grid.

# Hurling

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## Skills

Striking – stationary ball and whilst running

Catching – including roll, lift, overhead

Carrying – palming, raising into hand, running

Doubling forward, sideline cut

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a high standard in more than one position showing the whole range of skills in a full game
- the ability to maintain a high standard of performance and effectiveness under pressure from an opponent
- the ability to attack and defend to a high standard to outwit an opponent in a variety of situations
- the ability to interact with the roles of other positions on the team to a high standard
- knowledge of applicable rules, regulations and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a good standard showing the whole range of skills in a full game
- the ability to maintain a good standard of performance under pressure from an opponent with only a small decrease in effectiveness
- the ability to attack and defend to a good standard to outwit an opponent in a variety of situations
- the ability to interact with the roles of other positions on the team to a good standard
- knowledge of applicable rules, regulations and tactics for successful team play will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in full performance situation showing a range of skills to a sound standard
- some use of skills to outwit an opponent when attacking/defending
- the ability to interact with the roles of other positions on the team to a sound standard
- knowledge of applicable rules, regulations and tactics for successful team play will be sound

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform skills in practice situations
- a limited ability to perform skills in a small-sided game
- a limited ability to interact with the roles of other positions on the team
- limited use of skills to outwit an opponent when attacking/defending
- knowledge of applicable rules, regulations and tactics of the game will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform basic skills in practice situations, which will often be ineffective
- a basic ability to interact with the roles of other positions on the team
- basic use of skills to outwit an opponent when attacking/defending, which will often be ineffective
- knowledge of applicable rules, regulations and tactics of the game will be basic

### **Filmed/Other evidence**

Catching and carrying skills to be filmed from the front and side. Striking should be filmed from behind showing the outcome. Small competitive situations should be filmed from the corner of the grid.

# Ice Hockey

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## Skills

Passing – forehand, backhand, one touch

Receiving – forehand, backhand

Shooting – wrist shot, slap shot

Puck control – Stick-handling, Deke/Fakes

Attacking skills – 1-on-1, 2-on-1, 3-on-1, 3-on-2

Defending skills – tackling, blocking, marking

Set plays – D zone coverage, back checking

Goalkeeper – saving shots (long range and 1-on1), using pads, blocker, glove, skate and stick

Advanced skills – Stationary break out, Fore check, Powerplay, Penalty Kill

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game.

## Assessment Criteria

Level 1 candidates are required to demonstrate the ability to play more than one position.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a high standard showing the whole range of individual skills. High standard of puck control/passing and shooting
- the ability to attack and defend to a high standard to outwit an opponent in a variety of situations showing excellent technique and understanding
- the ability to apply and implement team tactics to a good standard, taking on offensive and defensive roles in synergy with team tactics
- the ability to interact with the roles of other positions on the team to a high standard
- knowledge of applicable rules, regulations and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a good standard showing the whole range of individual skills. Good standard of puck control/passing and shooting
- the ability to attack and defend to a good standard to outwit an opponent in a variety of situations showing good technique and understanding
- the ability to apply and implement team tactics to a sound standard, taking on offensive and defensive position in synergy with team tactics

- the ability to interact with the roles of other positions on the team to a good standard
- knowledge of applicable rules, regulations and tactics will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform to a sound standard showing a range of individual skills. Sound standard of puck control/passing and shooting
- the ability to attack and defend to a sound standard to sometimes outwit an opponent showing some technique and understanding
- the ability to apply and implement team tactics to a basic standard
- knowledge of applicable rules, regulations and tactics will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- limited ability to perform individual skills. Puck control/passing and shooting will be limited
- limited use of skills to outwit an opponent when attacking/defending
- basic technique and understanding when performing
- knowledge of applicable rules, regulations and tactics will be limited

### **Level 5**

Candidates will demonstrate:

- limited ability to perform basic skills in practice situations. Puck control/passing and shooting will be basic
- basic use of skills to outwit an opponent when attacking/defending will be ineffective
- knowledge of applicable rules, regulations and tactics of the game will be basic

### **Filmed/Other evidence**

Passing, receiving and shooting skills should be filmed from the front, side and behind. Attacking should be filmed from behind showing the outcome. Defensive and attacking drills and game should concentrate on the individual. Small competitive situations should be filmed from the corner of the grid.

# Lacrosse

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## Skills

Possession – cradling the stick, correct grip, carrying the ball on either side of the body

Ground balls – position and action for all possible angles for pick up

Receiving the ball – from the front/left/right/behind, cradle action, on the run from all angles

Passing the ball – change of grip for over-arm throw, appropriate action for situation, passing over different distances

Tackling and body checking – closing down, tackling in a safe way, positioning 'goal side', stick tackles within the rules of the game

Shooting – long bounce shots, short accurate shots, aiming for the corners of the goal

Dodging – moving to either side of the defence, protecting the stick, roll dodge

Goalkeeping – preparing to save, saving with the stick, with the hands and with the body, kicking.

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game.

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- understanding of positioning and specific role awareness which will be of a high standard
- the ability to consistently perform effectively to a high standard showing the whole range of skills in a full game
- the ability to catch on both sides of the body, throw both over-arm and under-arm with effectiveness when under pressure from an opponent
- the ability to apply tactics to a high standard to outwit an opponent in a variety of situations.
- knowledge of applicable rules, regulations and tactics which will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- understanding of positioning and specific role awareness which will be of a good standard
- the ability to consistently perform effectively to a good standard showing the whole range of skills in a full game
- the ability to catch on both sides of the body, throw both over-arm and under-arm when under pressure from an opponent with only a small decrease in effectiveness
- the ability to apply tactics to a good standard to outwit an opponent in a variety of situations
- knowledge of applicable rules, regulations and tactics for successful team play will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- understanding of positioning and specific role awareness which will be of a sound standard
- the ability to perform in a full game showing a range of skills to a sound standard
- the ability to catch on both sides of the body, throw both over-arm and under-arm from static position and whilst moving, but will be of limited effectiveness when under pressure from an opponent
- the ability to apply tactics to outwit an opponent in a some situations
- knowledge of applicable rules, regulations and tactics for successful team play will be sound

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform skills in practice situations
- a limited ability to perform skills in a small-sided game
- the ability to catch, pick up, carry and throw in practice, which will often be ineffective when under pressure from an opponent
- the ability to apply basic tactics to outwit an opponent in some situations, which will often be ineffective
- knowledge of applicable rules and regulations of the game will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform basic skills in practice situations, which will often be ineffective
- a limited ability to perform skills in a small-sided game, but which are ineffective
- a basic ability to catch, pick up, carry and pass in practice, but will be ineffective when under pressure from an opponent
- a limited ability to apply basic tactics to outwit an opponent in some, which will be ineffective
- knowledge of applicable rules and regulations of the game will be basic

### **Filmed/Other evidence**

Filming of skills/drills in a small group of similar ability should be done both from behind and from the front and side. Small competitive situations should be filmed from the corner of the grid. An overview of the game should be covered, but individuals need to be tracked within the game.

# Netball

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## Skills

Ball familiarisation – ball high in the air, at medium level, in contact with the ground, at floor level

Foot awareness– setting the body in motion, stopping, pivoting, running footwork

Ball handling, receiving and catching – eye on the ball, where to receive, positioning to receive, signalling, catching action

Distribution – preparation, point of release, flight, path of the ball, result, analysing throwing action

Passing – chest, overthrow, bounce, one-handed shoulder pass, taking the ball on the run

Shooting – base – support - focus – preparation – release – result, shooting on the run, step-up penalties, tactics – division, circle – shooting

Defending skills – footwork - body position – concentration, marking a moving and a static player, blocking, defending the pass and the shot

Attacking skills – assessing opponent, self assessment, timing the move, moving off the ball, footwork and speed of reaction, getting free - change of speed and direction

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules and regulations will be evident in decision making and performance and will be of a high standard
- the whole range of advanced skills in a competitive game showing high standard of reactions and footwork
- a high standard of ability to fulfil positional requirements with sufficient flexibility to change roles depending upon the situation
- a high standard of ability in ball handling, retention and distribution skills with few faults
- an awareness of tactics and strategies necessary for successful team play will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules and regulations for successful team play will be of a good standard
- a good standard of ability playing in an individual position and make a good contribution in a game

- a good standard of ability in ball handling, retention and distribution skills with some minor faults
- the ability to show good standard of balance and footwork in different forms of defensive play
- an awareness of tactics and strategies necessary for successful team play will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules and regulations for successful team play will be sound
- a sound understanding playing in a favoured position and of positioning to support team-mates
- the ability to catch, pass to a sound standard, but footwork may lack consistency
- the ability to apply simple tactics to lose his/her marker with a measure of success
- the ability to apply simple tactics to overcome opponent

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge of applicable rules and regulations of the game will be limited
- a limited ability to perform in a practice game but finds it difficult to integrate a range of skills in a game situation
- a limited ability to apply strategies. Can pass the ball to team-mate but does not always support the receiver for the return
- an awareness of simple tactics to overcome opponents' weaknesses at the basic level

### **Level 5**

Candidates will demonstrate:

- knowledge of applicable rules and regulations of the game will be basic
- a basic ability to throw and catch
- a basic ability to find space to receive a pass, which is often ineffective
- limited application of the footwork rule, leading to frequent violation

### **Filmed/Other evidence**

Passing practices should be filmed from the front and to the side concentrating on the candidate. Small practice game situations filmed from the corner of the playing area. In a 7v7 game an overview of the game should be included, but each candidate in turn should be followed in the game, showing their ball handling and their marking skills.

# Roller Hockey

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## Skills

Grips

Passing – forehand, backhand, one touch

Receiving – forehand, backhand

Shooting – wrist shot, slap shot

Ball control – Stick-handling, Deke/Fakes

Attacking skills – 1-on-1, 2-on-1, 3-on-1, 3-on-2

Defending skills – tackling, blocking, marking

Set plays – D zone coverage

Goalkeeper – saving shots (long range and 1-on1), using pads, blocker/glove, skate and stick

Advanced skills – Stationary break out, Fore check, Powerplay, Penalty Kill

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game.

## Assessment Criteria

Level 1 candidates are required to demonstrate the ability to play more than one position.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a high standard showing the whole range of individual skills. High standard of ball control/passing and shooting
- the ability to attack and defend to a high standard to outwit an opponent in a variety of situations showing excellent technique and understanding
- the ability to apply and implement team tactics to a good standard, taking on offensive and defensive roles in synergy with team tactics
- the ability to interact with the roles of other positions on the team to a high standard
- knowledge of applicable rules, regulations and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a good standard showing the whole range of individual skills. Good standard of ball control/passing and shooting
- the ability to attack and defend to a good standard to outwit an opponent in a variety of situations showing good technique and understanding

- the ability to apply and implement team tactics to a sound standard, taking on offensive and defensive position in synergy with team tactics
- the ability to interact with the roles of other positions on the team to a good standard
- knowledge of applicable rules, regulations and tactics will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform to a sound standard showing a range of individual skills. Sound standard of ball control/passing and shooting
- the ability to attack and defend to a sound standard to sometimes outwit an opponent showing some technique and understanding
- the ability to apply and implement team tactics to a basic standard
- knowledge of applicable rules, regulations and tactics will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- limited ability to perform individual skills. Ball control/passing and shooting will be limited
- limited use of skills to outwit an opponent when attacking/defending
- basic technique and understanding when performing
- knowledge of applicable rules, regulations and tactics will be limited

### **Level 5**

Candidates will demonstrate:

- limited ability to perform basic skills in practice situations. Ball control/passing and shooting will be basic
- basic use of skills to outwit an opponent when attacking/defending will be ineffective
- knowledge of applicable rules, regulations and tactics of the game will be basic

### **Filmed/Other evidence**

Passing, receiving and shooting skills should be filmed from the front, side and behind. Attacking should be filmed from behind showing the outcome. Defensive and attacking drills and game should concentrate on the individual. Small competitive situations should be filmed from the corner of the grid.

# Rugby League

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## Skills

Running with the ball – holding the ball, balanced running, change of direction, swerving, side stepping

Passing/receiving – use of both hands in either direction, timing of pass, catching on the move (lateral pass), high ball, retention

Playing the ball in contact

Tackling – from front, side and rear, and close contact tackling

Kicking – conversion, drop goal, tactical

Scrum – individual positions and roles involved, collective skills of pushing and holding, ball distribution, support play once ball away from scrum

Handling – advanced handling skills (scissors, catching a high ball), hand-offs, dummying, looping, switching

Tactics – overlapping, diagonal running, cross over plays, blind side running, defensive patterns, support play

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game.

## Assessment Criteria

Level 1 candidates are required to demonstrate the ability to play more than one position.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform a whole range of skills and defensive tactics showing high standard of technique and effectiveness
- the ability to pass and receive a ball effectively and show attacking strategies of a high standard
- the ability to read the game, make decisions and influence others to a high standard
- a high standard of ability and understanding to fulfil positional requirements with sufficient flexibility to change roles depending upon the situation
- knowledge of applicable rules and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform a whole range of skills and defensive tactics showing good levels of technique and effectiveness
- the ability to pass and receive a ball effectively and at a good standard

- the ability to read the game and make decisions to a good standard
- a good standard of ability and understanding to fulfil positional requirements with sufficient flexibility to change roles depending upon the situation
- knowledge of applicable rules and tactics for successful team play will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of tackling skills and defensive tactics showing sound levels of technique and effectiveness
- a sound ability to tackle with limited effectiveness when under pressure from an opponent
- a sound ability to pass and receive with limited effectiveness in full game
- a sound ability to fulfil and understanding positional requirements with limited flexibility to change roles depending upon the situation
- knowledge of applicable rules and tactics for successful team play will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform skills and defensive tactics with limited levels of technique and little effectiveness
- a limited ability to tackle with little effectiveness when under pressure from an opponent
- a limited ability to handle the ball displaying frequent errors
- the ability to anticipate the ball and to fulfil positional requirements but with limited effectiveness
- knowledge of applicable rules and tactics of the game will be limited

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform skills and defensive tactics displaying little technique and frequent errors
- a basic ability to handle the ball which will be ineffective when under pressure from an opponent
- an basic ability to anticipate the ball and to fulfil positional requirements which will be often ineffective knowledge of applicable rules and tactics of the game will be basic

### **Assessment Conditions**

Candidates should demonstrate skills in a drills practice situation, small sided and full sided games. Touch Rugby should also be used to demonstrate skills when necessary (dependant on facilities, ability levels, differentiation).

## **Filmed/Other evidence**

Practices in pairs or small groups should have candidates of similar ability, and be filmed from in front and to the side. In dynamic practices filming should be done from the corner of the grid. In the game, filming should show an overview, but individual candidates should be tracked within the game.

# Rugby Union

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## Skills

Generic Skills (applies to both forwards and backs alike):

Handling

Running with the ball –holding the ball, balanced running, change of direction, swerving, side stepping

Picking up a ball – both stationary and moving, falling on the ball

Passing – both hands in either direction, off loading in the tackle, timing of pass

Receiving - catching on the move (lateral pass), screen pass, high ball, retention

Try Scoring – grounding the ball with downward pressure, when and when not to use one/two hands

Contact Skills:

Tackling – from front, side and rear, close contact tackling

Ruck – going to ground, placing ball behind, support players over ball

Maul – staying on feet, body position in relation to opposition, support players roles

Position Specific Skills:

Forwards:

Scrum – individual positions and roles involved, collective skills of pushing and holding, ball distribution, support play once ball away from scrum.

Lineout – individual positions and roles involved, supporting the catcher, ball distribution, tactics of short lineouts, peels etc, support play once ball away from lineout, lineout into a forward drive

Backs:

Handling – advanced handling skills, hand-offs, dummying, looping, switching

Attack and defence – collective alignment, methods to cross the gain line, defensive ploys (rush defence, man to man marking, drift defence)

Kicking – tactical kicking, high ball, grubber kick, box kick, place kicking, positional kicking, drop outs both centre and 22 line

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform a whole range of skills and defensive tactics showing high standard of technique and effectiveness

- the ability to handle the ball effectively and show attacking strategies of a high standard
- the ability to apply advanced skills of Forward or Back play, where appropriate, in a full-sided game
- the ability to read the game, make decisions and influence others to a high standard
- a high standard of ability and understanding to fulfil positional requirements with sufficient flexibility to change roles depending upon the situation
- knowledge of applicable rules and tactics will be evident in decision making and performance and will be of a high standard

## **Level 2**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform a whole range of skills and defensive tactics showing good levels of technique and effectiveness
- the ability to handle the ball effectively and at a good standard
- the ability to apply skills of Forward or Back play, where appropriate, in a full-sided game.
- the ability to read the game and make decisions to a good standard
- a good standard of ability and understanding to fulfil positional requirements with sufficient flexibility to change roles depending upon the situation
- knowledge of applicable rules and tactics for successful team play will be of a good standard

## **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills showing sound levels of technique and effectiveness
- a sound ability to tackle with limited effectiveness when under pressure from an opponent
- the ability to apply some skills of Forward or Back play, where appropriate
- a sound ability to pass and receive with limited effectiveness in full game
- a sound ability to fulfil and understanding positional requirements with limited flexibility to change roles depending upon the situation
- knowledge of applicable rules and tactics for successful team play will be of a sound standard

## **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform skills with limited levels of technique and little effectiveness
- a limited ability to tackle with little effectiveness when under pressure from an opponent
- a limited ability to apply some skills of Forward or Back play , but with limited effectiveness
- a limited ability to handle the ball but displaying frequent errors
- knowledge of applicable rules and tactics of the game will be limited

## **Level 5**

Candidates will demonstrate:

- a basic ability to perform skills displaying little technique and frequent errors
- a basic ability to apply some skills of Forward or Back play , but will be ineffective
- a basic ability to handle the ball which will be ineffective when under pressure from an opponent
- a basic ability to anticipate the ball and to fulfil positional requirements which will be often ineffective
- knowledge of applicable rules and tactics of the game will be basic

### **Filmed/Other evidence**

Practices in pairs or small groups should have candidates of similar ability, and be filmed from in front and to the side. In dynamic practices filming should be done from the corner of the grid. In the game, filming should show an overview, but individual candidates should be tracked within the game.

# Water Polo

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## Skills

Basic body positions

Ball control

Passing

Dribbling

Swimming skills – treading water

Head up swimming,

Lifting out of water

Shooting

Defending

Counter attack

Goalkeeping

Saving

Distribution

Individual and team skills

Candidates should be able to show an understanding of positions and adopt a variety of roles in attack and defence in the game.

## Assessment Criteria

Level 1 and 2 candidates are required to demonstrate the ability to play more than one position.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform swimming skills effectively and to a high standard
- a high standard of ball control and passing skills, when under pressure from an opponent
- a high standard of ability to collect and throw using a variety of techniques, when under pressure from an opponent
- the ability to apply systems of defence and attack effectively and to a high standard
- knowledge of applicable rules and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform swimming skills effectively and to a good standard
- a good standard of ball control and passing skills, when under pressure from an opponent

- a good standard of ability to collect and throw using a variety of techniques, when under pressure from an opponent
- the ability to apply systems of defence and attack effectively and to a good standard
- knowledge of applicable rules and tactics for successful team play will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform swimming skills effectively and to a sound standard
- a sound standard of ball control and passing skills, which will be less effective when under pressure from an opponent
- a sound standard of ability to collect and throw using a variety of techniques, which will be less effective when under pressure from an opponent
- a limited ability to apply systems of defence and attack effectively
- knowledge of applicable rules and tactics for successful team play will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform swimming skills
- a limited ability to control and pass the ball, which will often be ineffective when under pressure from an opponent
- a limited ability to collect and throw, which will often be ineffective when under pressure from an opponent
- a basic ability to apply systems of defence and attack, but will be often ineffective
- knowledge of applicable rules and tactics of the game will be limited

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform swimming skills
- a basic ability to control and pass the ball, which will be ineffective when under pressure from an opponent
- a basic ability to collect and throw, which will be ineffective when under pressure from an opponent
- a basic ability to apply systems of defence and attack, but will be ineffective
- knowledge of applicable rules and tactics of the game will be basic

### **Filmed/Other evidence**

Where possible, filming should show individual skill performance and game performance. Candidate being filmed should wear a strong identifier to assist recognition (eg a swimming cap colour not worn by other performers in the game).

## **Safety Considerations**

All swimming pool or water based activities must be supervised by an appropriately qualified adult at all times.

# Striking Games

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## Cricket

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### Skills

Batting – select and play the correct shots to balls faced, including the grip and stance, footwork, defensive shots, drives, square cut, the pull/hook. Effective decision making for running between wickets

Bowling (one of the following) – variation in pace/flight and line and length of spin bowling, variation in pace and line and length fast/medium bowling. Setting fields to bowl to, with an explanation

Fielding – perform a number of roles in the field and in match situations, ability to make accurate and effective decisions about which end to throw the ball to, catching, slip catching, stopping, pick-up and throw

Wicket keeping – positioning (in relation to pitch and type of bowler), stance, judgement of bounce and pace, low, high, leg-side and off-side takes and catches, communication.

Individual and team skills

### Assessment Criteria

Candidates will be expected to perform as either batter or bowler and fielder or wicket keeper.

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a high standard most of the listed skills for batter or bowler **and** for fielder or wicket keeper
- the ability to consistently perform effectively to a good standard most of the listed skills for batter or bowler (this should be for the role they do not achieve above)
- the ability to consistently catch and throw a ball over at least a 30 metres distance
- a high level of ability to adapt their play to suit differing conditions and outwit their opponents
- knowledge of applicable rules, regulations and tactics will be evident in decision making and performance and will be of a high standard

#### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a good standard most of the listed skills for batter or bowler **and** for fielder or wicket keeper
- the ability to consistently perform effectively to a sound standard most of the listed skills for batter or bowler (this should be for the role they do not achieve above)
- the ability to consistently catch and throw a ball over at least a 25 metres distance
- a good level of ability to adapt their play to suit differing conditions and outwit their opponents

- knowledge of applicable rules, regulations and tactics for successful team play will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform to a sound standard most of the listed skills for batter or bowler
- the ability to perform to a sound standard most of the listed skills for field or wicket keeper
- the ability to catch and throw a ball over at least a 20 metres distance
- the ability to adapt their play to suit differing conditions and outwit their opponents with some consistency
- knowledge of applicable rules, regulations and tactics for successful team play will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform some of the listed skills for batter or bowler
- the ability to perform some of the listed skills for field or wicket keeper
- the ability to catch and throw over-arm a ball over at least a 10 metres distance
- knowledge of applicable rules and regulations of the game will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform some of the basic listed skills for batter or bowler
- a limited ability to perform some of the basic listed skills for field or wicket keeper
- the ability to catch and throw underarm or over-arm a ball over at least a 5 metres distance
- knowledge of applicable rules and regulations of the game will be basic

### **Assessment Conditions**

Candidates should be assessed in nets or game play. Assessment should be with a cricket ball.

### **Filmed and other evidence**

Bowler and batter - filmed in a nets environment with batters being filmed from the 'bowling' end and bowlers being filmed from behind and from the side. Fielders should be filmed in both static and dynamic practice, up-close and from afar.

### **Safety Considerations**

All candidates must wear helmets with a faceguard or grille, together with pads, gloves and, for males, an abdominal protector (box), when batting. When standing up to the stumps as wicket keeper all candidates must wear helmets with a faceguard or grille.

# Rounders

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## Skills

Batting – grips and their uses; stance; hitting in different directions; forehand and backhand

Bowling – basic action; stepping action; variation of speed, height, angle, spin

Fielding – under-arm throwing and catching; over-arm throwing and catching; stopping, chasing and returning

Backstop

Game play and tactics

Individual and team skills

## Assessment Criteria

All candidates will be expected to perform in **all three** roles.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a high standard all of the listed skills for batter and fielder **and** the ability to consistently perform to a good standard most of the listed skills for bowler. Ability to bat and field over a distance of 40 metres (male) and 30 metres (female).
- **or** the ability to consistently perform effectively to a high standard all of the listed skills for bowler and fielder **and** the ability to consistently perform to a good standard most of the listed skills for batter. Ability to field over a distance of 40 metres (male) and 30 metres (female) and bat over a distance of 35 metres (male) and 25 metres (female).
- a high ability to effectively set fields to deploy a certain tactic to outwit the opponent
- knowledge of applicable rules, regulations and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a good standard most of the listed skills for batter and fielder **and** the ability to consistently perform to a sound standard most of the listed skills for bowler. Ability to bat and field over a distance of 35 metres (male) and 25 metres (female)
- **or** the ability to consistently perform effectively to a good standard most of the listed skills for bowler and fielder **and** the ability to consistently perform to a sound standard most of the listed skills for batter. Ability to field over a distance of 35 metres (male) and 25 metres (female) and bat over a distance of 30 metres (male) and 20 metres (female)
- a good ability to effectively set fields to deploy a certain tactic to outwit the opponent
- knowledge of applicable rules, regulations and tactics for successful team play will be of a good standard

### Level 3

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform to a sound standard most of the listed skills for batter and fielder **and** the ability to perform some of the listed skills for bowler. Ability to bat and field over a distance of 30 metres (male) and 20 metres (female)
- **or** the ability to perform to a sound standard most of the listed skills for bowler and fielder **and** the ability to perform some of the listed skills for batter. Ability to field over a distance of 30 metres (male) and 20 metres (female) and bat over a distance of 25 metres (male) and 15 metres (female)
- the ability to set fields to deploy a certain tactic to outwit the opponent with some effectiveness
- knowledge of applicable rules, regulations and tactics for successful team play will be of a sound standard

### Level 4

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform some of the basic skills listed for batter and fielder **and** a basic ability to perform to some of the basic skills listed for bowler. Ability to bat and field over a distance of 25 metres (male) and 15 metres (female)
- **or** a limited ability to perform some of the basic skills listed for bowler and fielder **and** the ability to perform to some of the basic skills listed for batter. Ability to field over a distance of 25 metres (male) and 15 metres (female) and bat over a distance of 20 metres (male) and 10 metres (female)
- a limited ability to set fields to deploy a certain tactic to outwit the opponent, which will often be ineffective
- knowledge of applicable rules and regulations of the game will be limited

### Level 5

Candidates will demonstrate:

- a basic ability to perform some of the basic skills listed for batter and fielder. Will be able to perform very few of the basic skills listed for bowler. Ability to bat and field over a distance of 20 metres (male) and 10 metres (female)
- **or** a basic ability to perform some of the basic skills listed for bowler and fielder. Will be able to perform very few of basic skills listed for batter. Ability to field over a distance of 20 metres (male) and 10 metres (female) and bat over a distance of 15 metres (male) and 5 metres (female)
- setting of fields to deploy a certain tactic to outwit the opponent will be ineffective
- knowledge of applicable rules and regulations of the game will be basic

### Filmed/Other evidence

Filming should show the three roles and a game situation. Batsmen should be filmed from in front and to the side and outcomes verbally reported. Bowlers from behind and the side. Fielders should be filmed in both static and dynamic practice, up-close and from afar.

# Softball

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## Skills

Batting – grips and their uses, stance, follow through, bunting

Pitching – positioning and movements; step forward, weight shift, rotation, and shoulder/arm action; variation of speed, height, angle, spin.

Fielding – infield and outfield positions and stances (ready position/upright position), fielding ground balls, catching fly balls, throwing, backing up, force-outs, tag-outs

Running – base-running, stopping or turning at first base, leading off/stealing, retreat slide, bent leg slide

Backstop

Game play and tactics

Individual and team skills

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a high standard all of the listed skills for batter and fielder **and** the ability to consistently perform to a good standard most of the listed skills for pitcher. Ability to bat and field over a distance of 40 metres (male) and 30 metres (female).
- **or** the ability to consistently perform effectively to a high standard all of the listed skills for pitcher and fielder **and** the ability to consistently perform to a good standard most of the listed skills for batter. Ability to field over a distance of 40 metres (male) and 30 metres (female) and bat over a distance of 35 metres (male) and 25 metres (female).
- the ability to run tactically with a high standard of effectiveness using appropriate techniques
- knowledge of applicable rules, regulations and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively to a good standard most of the listed skills for batter and fielder **and** the ability to consistently perform to a sound standard most of the listed skills for pitcher. Ability to bat and field over a distance of 35 metres (male) and 25 metres (female)
- **or** the ability to consistently perform effectively to a good standard most of the listed skills for pitcher and fielder **and** the ability to consistently perform to a sound standard most of the listed skills for batter. Ability to field over a distance of 35 metres (male) and 25 metres (female) and bat over a distance of 30 metres (male) and 20 metres (female)
- the ability to run tactically with a good standard of effectiveness using appropriate techniques
- knowledge of applicable rules, regulations and tactics for successful team play will be of a good standard

### Level 3

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform to a sound standard most of the listed skills for batter and fielder **and** the ability to perform some of the listed skills for pitcher. Ability to bat and field over a distance of 30 metres (male) and 20 metres (female)
- **or** the ability to perform to a sound standard most of the listed skills for pitcher and fielder **and** the ability to perform some of the listed skills for batter. Ability to field over a distance of 30 metres (male) and 20 metres (female) and bat over a distance of 25 metres (male) and 15 metres (female)
- the ability to run tactically with some effectiveness using some appropriate techniques
- knowledge of applicable rules, regulations and tactics for successful team play will be of a sound standard

### Level 4

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform some of the basic skills listed for batter and fielder **and** a basic ability to perform to some of the basic skills listed for pitcher. Ability to bat and field over a distance of 25 metres (male) and 15 metres (female)
- **or** a limited ability to perform some of the basic skills listed for pitcher and fielder **and** the ability to perform to some of the basic skills listed for batter. Ability to field over a distance of 25 metres (male) and 15 metres (female) and bat over a distance of 20 metres (male) and 10 metres (female)
- the ability to run tactically with limited effectiveness using basic appropriate techniques
- knowledge of applicable rules and regulations of the game will be limited

### Level 5

Candidates will demonstrate:

- a basic ability to perform some of the basic skills listed for batter and fielder. Will be able to perform very few of the basic skills listed for pitcher. Ability to bat and field over a distance of 20 metres (male) and 10 metres (female)
- **or** a basic ability to perform some of the basic skills listed for pitcher and fielder. Will be able to perform very few of basic skills listed for batter. Ability to field over a distance of 20 metres (male) and 10 metres (female) and bat over a distance of 15 metres (male) and 5 metres (female)
- run using basic appropriate techniques, but will be ineffective
- knowledge of applicable rules and regulations of the game will be basic

### Filmed/Other evidence

Filming should take to show the three skills and a game situation. Batsmen should be filmed from in front and to the side and outcomes verbally reported. Pitchers from behind and the side. Fielders should be filmed in both static and dynamic practice, up-close and from afar.

# Net, Wall and Target Games

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## Archery

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### Skills

Safety considerations – safety rules and regulations, range area and safe barrier (behind the target or a minimum of 50 metres over shoot), safety zone (of at least 20 metres on either side of the target or in a secure hall), shooting line and waiting line (3 metres behind the shooting line)

Selection and use of equipment – type and strength of bow, a bracer or an arm guard, a finger tab, appropriate arrows and quiver

How to shoot in ends of three or six as appropriate to the 'round' being shot. (A National Round consists of 48 arrows shot at 50 metres, and 24 at 40 metres. A total scoring of 72. Six practice arrows are allowed before the 50 metres distance, none for the 40 metres)

Stance and shooting position – correct stance or shooting position. Hips and shoulders in line with aiming point on target

Warming up and setting up a bow – Correct procedures to be used

Shooting – Drawing the bow, using dominant eye, loose and follow through

Be able to recognise all the salient features of all the equipment necessary for a successful shoot, especially the features of different types of bows and arrows

### Assessment Criteria

Candidates should demonstrate skills either indoors **or** outdoors. Consistent performers should be able to shoot twelve arrows effectively and accurately in succession.

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively most of the listed skills to a high standard
- the ability to perform with a good understanding of the techniques required
- the ability to hit the target consistently and effectively over 50 metres (males), 40 metres (females), 18 metres (indoors)
- knowledge of applicable rules and regulations and the safety requirements will be evident in decision making and performance, and will be of a high standard

#### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively most of the listed skills to a good standard
- the ability to perform with a sound understanding of the techniques required
- the ability to hit the target consistently over a 50 metres (males), 40 metres (females), 18 metres (indoors)

- knowledge of applicable rules and regulations and the safety requirements for successful performance, and will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform effectively a range of skills to a sound standard
- the ability to perform with a limited understanding of the techniques required
- the ability to hit the target consistently over a 40 metres (males), 30 metres (females), 18 metres (indoors)
- knowledge of applicable rules and regulations and the safety requirements for successful performance, and will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform some of the skills
- a limited understanding of the techniques required
- the ability to hit the target over a 40 metres (males), 30 metres (females), 18 metres (indoors)
- knowledge of applicable rules and regulations and the safety requirements for the activity will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform some of the skills
- a basic understanding of the techniques required
- the ability to sometimes hit the target over a short distance
- knowledge of applicable rules and regulations and the safety requirements for the activity will be basic

### **Filmed/Other evidence**

Filming should be taken from the side and behind to show technique, and film or verbally report the target for the outcome.

# Badminton

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## Skills

Strokes/shots – serves, drives, clears (under- and over-arm), drop shots, net shots, smash.

Forehand and backhand

Singles play

Doubles play

Candidates should perform in the game situation and show an understanding of positions and roles in defence and attack in singles and doubles games; principals of attack; principals of defence; how to apply tactics and principles of play in different defensive and attacking situations, how to apply different systems/formations of play in different situations (eg in serving and receiving serve in singles and doubles to keep the opposition guessing), applying other ploys/tactics (may include disguising serves and shots, switching positions in singles and doubles to outwit opponents).

## Assessment Criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions. In games activities these conditions may be both in singles and doubles.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard when under pressure from an opponent
- the ability to select effective shots to play in practice and match situations and produce consistent and effective attacking strokes to a high standard
- knowledge of applicable rules and regulations, tactics, strategic planning will be evident in decision making and performance in both singles and doubles, and will be of a high standard.
- a high standard of understanding of positions, roles and conditions of play and the ability to use them to advantage in a game

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard when under pressure from an opponent
- the ability to select effective shots to play in practice and match situations and produce effective attacking strokes to a good standard
- knowledge of applicable rules and regulations, and tactics for successful performance in either singles or doubles will be of a good standard
- a good standard of understanding of positions, roles and conditions of play and the ability to use them to advantage in a game

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard
- the ability to perform a variety of shots effectively in practice, but will be often ineffective in full game
- ability to attempt to attack space
- knowledge of applicable rules and regulations for successful performance in either singles or doubles will be of a sound standard
- a sound standard of understanding of positioning and specific role awareness

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform some of the skills
- the ability to sometimes perform basic shots and returns in practice, but will be mostly ineffective in full game. Ineffective backhand will be evident
- knowledge of applicable rules and regulations of the game will be limited
- a limited understanding of where to stand when receiving the serve, and serving

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform some of the skills
- a limited ability to sometimes perform basic shots and returns in practice, but will be ineffective in full game
- knowledge of applicable rules and regulations of the game will be basic
- a limited understanding of where to stand when receiving the serve, and serving

### **Assessment Conditions**

Candidates should demonstrate skills in isolation and play in singles and/or doubles games.

### **Filmed/Other evidence**

An overview of the game is beneficial, but focus should be on individual candidate's shots and movement. Filming should be from either a back corner, or from the side of the net.

### Skills

Candidates should demonstrate the following advanced skills in a variety of game situations:

Strokes/shots – Serving. Cutting, types of cut, methods, returning cut. Underhand shots, ‘stronger’ and ‘weaker’ hand. Shots during rallies, including underhand, backspin, volleys (overhand, left and right, underhand, left and right)

Positioning – Under the following technical headings; preparation for the serve or shot, stance, body position, balance, hitting action including footwork and arm action, flight of ball, selection of shot, direction of shot, follow through, recovery

In play – Basic positioning, movement around the court, tactics during serves and rallies, serving strategies, receiving and returning the serve, shot selection, variety of shots in play, attacking space, attacking opponent’s weak side, holding position

### Assessment Criteria

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard when under pressure from an opponent
- the ability to select and execute effective shots to play in practice and match situations and produce consistent and effective attacking shots to a high standard. Shots should include left and right overhand volleys, left and right hand backspin underhand shots
- the ability to consistently perform effective cuts and return a high proportion of opponent's cuts
- knowledge of applicable rules and regulations will be evident in decision making and performance in all phases of the game, and will be of a high standard
- a high standard of understanding of positions, roles and conditions of play and the ability to use them to advantage in a game. Effective application of tactics and strategic planning to outwit the opponent

#### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard when under pressure from an opponent
- the ability to select and execute effective shots to play in practice and match situations and produce consistent and effective attacking shots to a good standard. Shots should include left and right overhand volleys
- the ability to consistently perform effective cuts and return a good proportion of opponent's cuts
- knowledge of applicable rules and regulations for successful team play will be of a good standard
- a good standard of understanding of positions, roles and conditions of play and the ability to use them to advantage in a game. Effective application of tactics to outwit the opponent

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard
- the ability to select and execute a variety of shots effectively in practice. Will maintain a short rally in full game
- knowledge of applicable rules and regulations for successful team play will be of a sound standard
- a sound standard of understanding of positioning and specific role awareness. Often effective application of basic tactics to outwit the opponent

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform some of the skills
- a limited to execute the basic shots in practice
- the ability to hit the ball consistently with the preferred hand and maintain a short rally in practice. . Will be mostly ineffective in full game
- knowledge of applicable rules and regulations of the game will be limited
- a limited understanding of positioning. Often ineffective application of basic tactics to outwit the opponent

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform some of the skills
- a limited ability to hit the ball consistently with the preferred hand, but will find execution of the basic shots difficult in practice. Will be ineffective in full game
- the ability to serve, but will find short rally difficult to maintain
- knowledge of applicable rules and regulations of the game will be basic

### **Filmed/Other evidence**

Filming should be taken from an angle at the back corner of the court, and concentrate on one candidate at a time.

# Golf

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## Skills

Putting

Chipping (including bunker-play)

Pitching

Mid-iron play

Long-iron play

Driving

Hitting a fade or a draw shot

Playing a high or a punch shot

Playing from different lies

## Assessment Criteria

Candidates should be able to adopt a variety of shots in their practice and game play. Level 1 candidates are required to demonstrate more than one type of shot.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a high standard of appropriate club selection and effective selection and execution of the type of shot for the situation, taking into account external and environmental factors (eg wind, ground conditions, ball placement)
- the ability to use effectively the whole range of clubs to a high standard in both practice and competitive play on a golf course
- the ability to play 18 holes of golf to a standard equating to a 12 handicap golfer or better
- knowledge of applicable rules and regulations, techniques and tactics will be evident in decision making and performance, and will be of a high standard.

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a good standard of appropriate club selection and selection of the type of shot for the situation, taking into account external and environmental factors. Execution of the shot will show only a small decrease in effectiveness
- the ability to use effectively the whole range of clubs to a high standard
- the ability to play 18 holes of golf to a standard equating to a range of 13-24 handicap
- knowledge of applicable rules and regulations, techniques and tactics will be evident in decision making and performance, and will be of a high standard.

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to select appropriate club and type of shot for the situation to a sound standard  
Execution of the shot will sometimes be effective
- the ability to use a range of clubs, though sometimes be effective
- the ability to complete 9 holes of golf to a standard equating to a player of between 25 and 36 handicap
- knowledge of applicable rules and scoring will be of a sound standard.

### **Level 4**

Candidate will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to select appropriate club in basic situations (sand-wedge or bunker), the shot will often be ineffective
- the ability to use a range of basic clubs showing limited technique and posture. Will often be ineffective
- the ability to make contact with the ball consistently but not efficiently or with controlled distance
- the ability to complete 9 holes of golf but with limited effectiveness and success, Will find difficulty in selecting correct response or being able to record under 60 shots in total
- a limited knowledge of applicable rules and scoring

### **Level 5**

Candidate will demonstrate:

- a limited ability to select appropriate clubs in basic situations (sand-wedge or bunker), the shot will mostly be ineffective
- a limited ability to use a range of basic clubs showing basic technique and posture. Will mostly be ineffective
- the ability to make contact with the ball sometimes but not efficiently
- a basic knowledge of applicable rules and scoring

### **Filmed/Other evidence**

Golf strokes should be filmed from directly behind or at the front side of the candidate where possible. Outcome of the shot should be verbally recorded.

### **Safety Considerations**

Candidates should be aware of where to stand when others are practising or playing golf in a group so as to avoid possible injury to themselves or others.

# Racketball

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## Skills

Serve

Return of serve

Straight and cross court drives

Drop shots

Boasts

Cross court lobs and straight lobs

Volleys and volley drops

Forehand

Backhand

## Assessment Criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions. In games activities these conditions may be both in singles and doubles.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard in full game conditions
- the ability to effectively select from the whole range of shots and perform them to a high standard
- the ability to effectively keep the ball away from the opponent
- knowledge of applicable rules and regulations, and techniques will be evident in decision making and performance, and will be of a high standard
- a high standard of understanding of situations and tactics and the ability to use to gain control of the 'T' when under pressure from the opponent

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard in full game conditions
- the ability to effectively select from the whole range of shots and perform them to a good standard
- the ability to effectively keep the ball close to the wall but will be less effective when under pressure from the opponent
- knowledge of applicable rules and regulations, and techniques for successful performance will be of a good standard. Will have a good understanding of let situations and of stroke
- a good standard of anticipation of the opponents shots on return of serve by moving to the 'T'

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard. Will have limited ability in volleying the ball, serving accurately, and the use of the boast
- the ability to perform a variety of forehand and backhand shots in practice. Some shot types on either forehand and backhand side will be less effective
- application of basic tactics for keeping the ball away from the opponent
- knowledge of applicable rules and scoring will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform some of the skills in short rallies. Effective serve and return in practice.
- a limited ability to execute the basic shots with some effective aiming of the ball
- the ability to play both backhand and forehand basic shots in practice. Some shot types on either forehand and backhand side will have limited effect
- the ability to keep a straight drive practice going, by playing the ball back to themselves or a feeder
- application of basic tactics for keeping the ball away from the opponent
- knowledge of applicable rules and scoring will be limited

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform some of the skills in practice but with limited effectiveness
- a basic ability to play either backhand or forehand basic shots in practice but often ineffective aiming of the ball
- limited anticipation on the length of the ball
- the ability to keep the ball moving in practice, by playing the ball back to themselves or to a feeder
- knowledge of applicable rules and scoring will be basic

### **Filmed/Other evidence**

Individual skills can be filmed from inside the court. The game situation is probably best filmed from the balcony viewing gallery

# Squash

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## Skills

Serve

Return of serve

Straight and cross court drives

Drop shots

Boasts

Cross court lobs and straight lobs

Volleys and volley drops

Forehand

Backhand

## Assessment Criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions. In games activities these conditions may be both in singles and doubles.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard in full game conditions
- the ability to effectively select from the whole range of shots and perform them to a high standard
- the ability to effectively keep the ball away from the opponent
- knowledge of applicable rules and regulations, and techniques will be evident in decision making and performance, and will be of a high standard
- a high standard of understanding of situations and tactics and the ability to use to gain control of the 'T' when under pressure from the opponent

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard in full game conditions
- the ability to effectively select from the whole range of shots and perform them to a good standard
- the ability to effectively keep the ball close to the wall but will be less effective when under pressure from the opponent
- knowledge of applicable rules and regulations, and techniques for successful performance will be of a good standard. Will have a good understanding of let situations and of stroke

- a good standard of anticipation of the opponents shots on return of serve by moving to the 'T'

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard. Will have limited ability in volleying the ball, serving accurately, and the use of the boast
- the ability to perform a variety of forehand and backhand shots in practice. Some shot types on either forehand and backhand side will be less effective
- application of basic tactics for keeping the ball away from the opponent
- knowledge of applicable rules and scoring will be of a sound standard.

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform some of the skills in short rallies. Effective serve and return in practice.
- a limited ability to execute the basic shots with some effective aiming of the ball
- the ability to play both backhand and forehand basic shots in practice. Some shot types on either forehand and backhand side will have limited effect
- the ability to keep a straight drive practice going, by playing the ball back to themselves or a feeder
- application of basic tactics for keeping the ball away from the opponent
- knowledge of applicable rules and scoring will be limited

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform some of the skills in practice but with limited effectiveness
- a basic ability to play either backhand or forehand basic shots in practice but often ineffective aiming of the ball
- limited anticipation on the length of the ball
- the ability to keep the ball moving in practice, by playing the ball back to themselves or to a feeder
- knowledge of applicable rules and scoring will be basic

### **Filmed/Other evidence**

Individual skills can be filmed from inside the court. The game situation is probably best filmed from the balcony viewing gallery

## Table Tennis

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### Skills

Grip & Racket angles

Serves – forehand, backhand, short & long (topspin & backspin)

Basic strokes – forehand and backhand drive, forehand and backhand push

Basic topspin – forehand and backhand against block

Sidestepping Footwork

Combining Strokes

### Advanced skills

Advanced serves – forehand and backhand sidespin serve (pendulum serve), introducing disguise/deception using spin

Advanced returns of serve – flick & short push

Advanced strokes – forehand and backhand block, forehand and backhand smash, forehand and backhand backspin, lob, float

Advanced topspin - forehand and backhand against topspin or backspin

In-to-Out Footwork

Linking all aspects together

### Knowledge

This knowledge can only be assessed through the participation of the candidate.

### Assessment Criteria

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard
- the ability to perform most of the advanced skills to a high standard
- reactions around the table are fast and effective and of a high standard
- the ability to attack and defend to a high standard to outwit an opponent in a variety of situations showing excellent technique and understanding
- knowledge of applicable rules and tactics will be evident in decision making and performance and will be of a high standard

#### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard; topspin shots will sometimes be effective

- the ability to perform a range of the advanced skills to a good standard
- reactions around the table are sometimes fast and effective and of a good standard
- the ability to return the ball on a serve and rally by selecting the correct response often effectively
- the ability to outwit an opponent in a variety of situations showing sound technique and understanding
- knowledge of applicable rules and tactics for successful performance and will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform the whole range of skills to a sound standard; some advanced skills may be used but with limited consistency and effectiveness
- the ability to consistently serve to a sound standard
- reactions around the table are rarely fast and effective but of a sound standard
- the ability to return the ball on a serve and rally sometimes selecting the correct backhand and forehand response
- the ability to outwit an opponent in some situations showing sound technique and understanding
- knowledge of applicable rules and tactics for successful performance and will be of a sound

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a limited standard
- a limited ability to serve, sometimes clearing the net/land on opposite side of the table
- reactions around the table are limited
- a limited ability to return the ball on a serve and rally backhand and forehand sometimes effectively in practice. May be ineffective in game situation
- a limited ability to outwit an opponent showing limited technique and understanding
- knowledge of applicable rules and tactics of the game will be limited

### **Level 5**

Candidates will demonstrate:

- the ability to perform basic skills in practice. Will be ineffective in full game conditions
- a basic ability to serve in practice. Will be ineffective in full game conditions
- knowledge of applicable rules and tactics of the game will be basic
- a basic ability to perform short rallies

## **Assessment Conditions**

Candidates should demonstrate skills in a drills practice situation, taking turns to serve and receive. Rallying with a partner should also be put into practice, then developed into a full game.

## **Filmed/Other evidence**

Filming should take place from behind and to the side of the table to view the player at the opposite end

# Tennis

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## Skills

Footwork and movement

Grips

Strokes - accuracy, variety, depth, speed, spin

Drives

Forehand and backhand

Volley

Lob and smash

Serve – accuracy, variety, speed

## Assessment criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions. In games activities these conditions may be both in singles and doubles.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard
- the ability to perform consistent drive rallies using a variety of techniques to a high standard
- the ability to perform effective serves and ground strokes displaying high standard of technique
- a high standard of effective volley, lob and smash
- a high standard of shot selection and execution to outwit an opponent in a variety of situations showing excellent technique and understanding .
- knowledge of applicable rules and tactics will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard
- the ability to perform consistent drive rallies using a variety of techniques to a good standard
- the ability to perform effective serves and ground strokes displaying good standard of technique
- a good standard of effective volley, lob and smash
- a good standard of shot selection and execution to outwit an opponent in a variety of situations showing good technique and understanding .
- knowledge of applicable rules and tactics for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard
- the ability to perform consistent drive rallies using a variety of techniques to a sound standard
- the ability to perform sometimes effectively serves and ground strokes displaying sound standard of technique
- a sound standard of volley
- a sound standard of shot selection and execution to outwit an opponent showing some technique and understanding .
- knowledge of applicable rules and tactics for successful performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform some skills
- a limited ability to perform consistent drive rallies
- the ability to perform basic serves with limited technique and ground strokes, which will often be ineffective
- standard of shot selection and execution will be limited showing limited technique and understanding
- knowledge of applicable rules and tactics will be limited

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform some skills
- standard of shot selection and execution will be basic with little technique and understanding
- knowledge of applicable rules and tactics will be basic

### **Filmed/Other evidence**

If the game can be filmed from a high point for some of the time it gives a good overview. Alternatively film from the back corner of the court. Skills should be filmed from in front (and to the side) of the candidate where possible.

# Volleyball

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## Skills

The volley

Dig

The serve

The smash

The block

Advanced tactics, strategies and team skills – three touch rallies, dig, set, smash

Patterns of play

Defence – use of the block, double block and positioning

Individual and team skills

## Assessment Criteria

All candidates should be able to adopt a variety of roles in the game. Level 1 candidates will be expected to adopt and perform in a variety of roles in game conditions.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard
- the ability to perform three touch rallies consistently in a full-sided game showing high levels of technique and effectiveness
- the ability to effectively and consistently dig, set, smash and block, selecting the correct response
- the ability to serve over-arm, showing variation in height, depth and pace
- the ability to read the game and influence others
- the ability to apply systems of play in attack and defence
- the ability to apply excellent knowledge of the rules and tactics

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard
- the ability to perform three touch rallies in practice conditions (eg 3 v 3) consistently and in a full-sided game often so that others can participate
- the ability to set and dig effectively and consistently
- the ability to smash and block with some effectiveness
- the ability to serve over-arm but not with consistency

- the ability to anticipate the ball and usually select the correct response with effective outcomes
- some understanding of systems of play
- a sound knowledge of rules during game play

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard
- the ability to perform three touch rallies in practice conditions (eg with a partner and with no net) consistently and in a game often so that others can participate
- the ability to set effectively; however, digging will be inconsistent
- the ability to smash and block with limited ability in isolation
- the ability to anticipate the ball and sometimes select the correct response
- the ability to serve underarm consistently
- some knowledge of tactics when performing
- the ability to understand through performance most rules and to be able to score

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform some skills
- the ability to link more than one volley in a rally with a partner without a net but rarely in a game situation
- the ability to serve will be limited and will often not clear the net
- the ability to be able to anticipate the ball but will rarely select the correct response
- an understanding of three touch rules and basic scoring

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform some skills
- the ability to only perform the volley and dig in isolation and without a net. Only occasionally will it allow others to continue a rally
- the serve and dig will not be effective
- poor anticipation when the ball approaches
- some understanding through performance of three touch rules only

### **Filmed and other evidence**

Performances should be filmed from the back corner of the court and where possible, from a balcony for some of the time. Skills should be filmed from both in front and to the side of the candidate to best present the skill and from behind the candidate to see the outcome of the performance of the skill.

# Gymnastic Activities

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## Figure Skating

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### Skills

Technique, aesthetics, control, balance, co-ordination and rotation.

Performance of edges, footwork, spirals, jumps and spins

Choreography – composition, artistic interpretation, musicality, performance, form and content

Knowledge and understanding of the fundamentals of edge control and elements

Equipment – knowledge of equipment including ice skating blades

### Assessment Criteria

Candidates should be assessed for both the technical aspect of their performance, by grading the complexity/difficulty of the attempted skill/routine in conjunction with the accuracy of its execution (skills/routines performed without accuracy may not allow access to the full range of marks) and for the choreography, musical interpretation and components executed within routine(s). Level 1 and 2 candidates should perform two different routines.

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform two solo programmes to music to a high standard in either an ice dance format – showing high level usage of edges and footwork (without jumps) or in a free skating format - including three single jumps (one jump must be of a full rotation)
- the ability to effectively and aesthetically perform spins, spirals, edge control, footwork and jumps (where appropriate) to a high standard
- the ability to select responses/interpretation to music to a high standard
- high levels of edges including entry and exits of turns and Mohawks
- high standard of ice coverage, flow, speed and spatial awareness
- balance, control, style and carriage to a high standard
- choreographic principles and understanding of choreographic form will be evident in decision making and performance and will be of a high standard

#### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform two solo programmes to music to a good standard in either an ice dance format – showing good use of edges and footwork (without jumps) or in a free skating format - including two single jumps
- the ability to effectively and aesthetically perform spins, spirals, edge control, footwork and jumps (where appropriate) to a good standard
- the ability to select responses/interpretation to music to a good standard

- good levels of edges including entry and exits of turns and Mohawks
- good standard of ice coverage, flow, speed and spatial awareness
- balance, control, style and carriage to a good standard
- choreographic principles and understanding of choreographic form for successful performance and will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a solo programmes to music to a sound standard in either an ice dance format – showing sound use of edges and footwork (without jumps) or in a free skating format - including a single jump
- the ability to sometimes perform effective spins, spirals, edge control, footwork and jumps (where appropriate)
- the ability to select responses/interpretation to music to a sound standard
- some use of edges including entry and exits of turns and Mohawks
- sound standard of ice coverage, flow, speed and spatial awareness
- balance, control, style and carriage to a sound standard
- choreographic principles and understanding of choreographic form for performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- limited ability to perform a solo programmes to music in either an ice dance format – showing basic use of edges and footwork (without jumps) or in a free skating format
- limited ability to perform basic spin, spiral, edge control, footwork and jumps (where appropriate)
- limited ability to select responses/interpretation to music
- limited ice coverage, flow, speed and spatial awareness
- balance, control, style and carriage will be of a basic standard and rarely maintained
- choreographic principles and understanding of choreographic form will be limited

### **Level 5**

Candidates will demonstrate:

- basic ability to perform a solo programme to music in either an ice dance format – showing basic use of edges and footwork (without jumps) or in a free skating format
- ability to select responses/interpretation to music will be basic
- ice coverage, flow, speed and spatial awareness will be basic
- balance, control, style and carriage will not be maintained
- choreographic principles and understanding of choreographic form will be basic

### **Assessment Conditions**

Candidates should demonstrate skills in isolation and as part of a routine. Candidates assessed in levels 1 and 2 should choreograph their own performances.

### **Filmed/Other evidence**

Filming from by the side of the barrier and include footage from in front of and from behind of the candidate to show full movement. Where applicable, sound should be available to allow the music to be heard.

### **Safety Considerations**

Candidates should use appropriate safeguards (protective equipment). Appropriate supervision is necessary.

# Gymnastics

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## Skills

Technique, aesthetics, rotation, flight, balance, control body shape

Compositional concepts and principles

Pieces involving music – responses and interpretation

Male – floor, vault, bar, pommel horse, rings

Female – floor, vault, asymmetric/uneven bar, beam

## Assessment Criteria

Gymnastic assessment is divided into two aspects. Difficulty of the skill/routine and the accuracy of its execution should be assessed. Accuracy will be judged by the tension, neatness, flow and link of the skill/routine. Difficult skills performed without accuracy may not allow access to the full range of marks. In levels 1 and 2 candidates should perform in two disciplines.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in different ways in two discipline areas showing high levels of technique and effectiveness
- the ability to effectively and aesthetically perform rotational, flight and balance skills both in isolation and when appropriate in linked movements to a high standard
- balance, control and body shape will be of a high standard
- the ability to select responses/interpretation to music to a high standard where appropriate
- the ability to apply excellent knowledge of the rules tariffs and regulations

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in different ways in two discipline areas showing good levels of technique and effectiveness
- the ability to effectively and aesthetically perform rotational, flight and balance skills both in isolation and when appropriate in linked movements to a good standard
- balance, control, body shape will be of a good standard
- the ability to select where appropriate good responses/interpretation to music
- the ability to apply good knowledge of the rules tariffs and regulations

### Level 3

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in different ways in one discipline area showing sound levels of technique and effectiveness

- the ability to effectively and aesthetically perform rotational, flight and balance skills both in isolation and when appropriate in linked movements to a sound standard
- balance, control, body shape will be of a sound standard
- the ability to select where appropriate sound responses/interpretation to music
- the ability to apply some knowledge of the rules tariffs and regulations

#### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in one discipline areas showing basic levels of technique and effectiveness
- the ability to effectively and aesthetically perform rotational, flight and balance skills in isolation. When appropriate linked movements are performed but with difficulty
- balance, control, body shape will be of a basic standard
- the ability to select basic responses/interpretation to music where appropriate
- the ability to apply basic knowledge of the rules tariffs and regulations

#### **Level 5**

Candidates will demonstrate:

- the ability to perform in one discipline areas showing basic levels of technique and effectiveness
- the ability to perform flight and balance skills only in isolation
- balance, control, body shape will not be maintained

#### **Assessment Conditions**

Candidates should demonstrate skills in isolation and as part of a routine (except the vault).

#### **Filmed/Other evidence**

Filming from the corner of the mat/room, either in front of or behind the candidate will show full movement. Filming should allow the full movements of the candidate to be demonstrated. Where applicable, sound should be available to allow the music to be heard.

#### **Safety Considerations**

Where candidates are unsure of their ability to safely perform the use of spotters is allowed.

# Rhythmic Gymnastics

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## Skills

Technique, aesthetics, rotation, flight, balance, control body shape

Compositional concepts and principles

Pieces involving music – responses and interpretation

Body movement skills – steps, jumps/leaps, pivots, balances, waves, bends, rolls and splits

Apparatus skills

Hoops – skipping, swinging, throwing, trapping, ball

Rope – skipping, swinging, throwing, rolling, rotating

Ball – bouncing, swinging, throwing, rolling

Ribbon – snaking, swinging, throwing, spiralling

## Assessment Criteria

Rhythmic gymnastic assessment is divided into two aspects. Difficulty of the skill/routine and the accuracy of its execution should be assessed. Accuracy will be judged by the tension, neatness, flow and link of the skill/routine. Difficult skills performed without accuracy may not allow access to the full range of marks. In levels 1 and 2 candidates should perform in two disciplines.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in different ways in two discipline areas showing high levels of technique and effectiveness
- the ability to effectively and aesthetically perform rotational, flight and balance skills both in isolation and when appropriate in linked movements to a high standard
- balance, control and body shape will be of a high standard
- the ability to select responses/interpretation to music to a high standard where appropriate
- the ability to apply excellent knowledge of the rules tariffs and regulations

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in different ways in two discipline areas showing good levels of technique and effectiveness
- the ability to effectively and aesthetically perform rotational, flight and balance skills both in isolation and when appropriate in linked movements to a good standard
- balance, control, body shape will be of a good standard
- the ability to select where appropriate good responses/interpretation to music
- the ability to apply good knowledge of the rules tariffs and regulations

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in different ways in one discipline area showing sound levels of technique and effectiveness
- the ability to effectively and aesthetically perform rotational, flight and balance skills both in isolation and when appropriate in linked movements to a sound standard
- balance, control, body shape will be of a sound standard
- the ability to select where appropriate sound responses/interpretation to music
- the ability to apply some knowledge of the rules tariffs and regulations

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in one discipline areas showing basic levels of technique and effectiveness
- the ability to effectively and aesthetically perform rotational, flight and balance skills in isolation. When appropriate linked movements are performed but with difficulty
- balance, control, body shape will be of a basic standard
- the ability to select basic responses/interpretation to music where appropriate
- the ability to apply basic knowledge of the rules tariffs and regulations

### **Level 5**

Candidates will demonstrate:

- the ability to perform in one discipline areas showing basic levels of technique and effectiveness
- the ability to perform flight and balance skills only in isolation
- balance, control, body shape will not be maintained

### **Assessment Conditions**

Candidates should demonstrate skills in isolation and routines.

### **Filmed/Other evidence**

Filming from the corner of the mat/room, either in front of or behind the candidate will show full movement. Filming should allow the full movements of the candidate to be demonstrated. Where applicable, sound should be available to allow the music to be heard.

### **Safety Considerations**

Where candidates are unsure of their ability to safely perform the use of spotters is allowed.

# Trampolining

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## Skills

Shapes – tuck, straddle, pike

Twists – half, full

Seat drop

Rotational movements – front landing, back landing

Combined movements – swivel hips, half/full twist in/out of front and back landing, seat to front, front to seat, back to front, front to back, half turntable, roller

Advanced skills – cradle, front somersault (tucked and piked), back somersault (tucked, piked and straight)

Difficulty of the movement/routine and the execution/presentation of skills.

## Knowledge

Knowledge should be assessed through performance and oral questioning.

## Assessment Criteria

Candidates should be assessed on how well they perform the skills and routines and not just the completion of a particular skill. The quality of shape and execution including height, travel and phasing is an essential part of the activity. Difficult skills performed without accuracy may not allow access to the full range of marks. Level 1 candidates should perform two different routines.

Candidates should demonstrate skills in isolation and in a 10 contact routine.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of shape, twist and combined skills and most of the advanced skills in both isolation and routines showing technique to a high standard
- the ability to consistently maintain height and body shape effectively showing technique to a high standard
- the ability to effectively perform two routines showing balance, control and fluency to a high standard. Travel on the bed will be minimal. Skills can be repeated but the combination should be different
- knowledge of applicable rules and regulations, and safety will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of shape, twist and combined skills and most of the advanced skills in both isolation and routines showing technique to a good standard
- the ability to consistently maintain height and body shape effectively showing technique to a good standard

- the ability to effectively perform a routine showing balance, control and fluency to a good standard. Travel on the bed will be minimal
- knowledge of applicable rules and regulations, and safety for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of shape and twist skills and some of the combined skills in both isolation and routines showing technique to a sound standard
- the ability to often maintain height and body shape showing technique to a sound standard
- the ability to effectively perform a routine showing balance and control to a sound standard
- knowledge of applicable rules and regulations, and safety for successful performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of shape and twist skills in both isolation and routines and some of the combined skills in isolation
- the ability to often maintain height and body shape will be limited
- the ability to perform a routine showing some balance and control
- knowledge of applicable rules and regulations, and safety of performance will be limited

### **Level 5**

Candidates will demonstrate:

- the ability to perform bounces
- the ability to often maintain height and body shape will be basic
- the ability to perform a routine showing limited control
- knowledge of applicable rules and regulations, and safety of performance will be basic

### **Assessment Conditions**

Candidates should demonstrate skills in isolation and in a 10 bounce routine.

### **Filmed/Other evidence**

Routines should be filmed from in front and then from the side.

# Combat Activities

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## Boxing

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### Skills

Single punching – jab, cross, hook, uppercut

Combination punching including hooks and uppercuts

The use of feet, arms and trunk to defend (slip, bob and weave, move away, block/parry, cover up)

Stance and guard in attack and defence

Footwork and balance in attack and defence

Weight distribution

Tactics – switching attack areas between head and body, use of the ring

### Assessment Criteria

Candidates should be assessed to demonstrate skills both in isolation, and in both shadow and competitive conditions. Candidates performing in combat situations should be similarly matched opponent in terms of weight and ability

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the full range of skills to a high standard
- the ability to consistently perform effectively under competitive situations, maintaining fluency and control in technique
- the ability to effectively use the ring area
- knowledge of applicable tactics and strategies for attack and defence will be evident in decision making and performance and will be of a high standard
- a high standard of knowledge of applicable rules and regulations

#### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform consistently often effectively the full range of skills to a good standard
- the ability to perform consistently often effectively under competitive situations, maintaining fluency and control in technique
- the ability to often effectively use the ring area
- knowledge of applicable tactics and strategies for attack and defence for successful performance will be of a good standard
- a good standard of knowledge of applicable rules and regulations

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard
- the ability to perform consistently under competitive situations, maintaining control
- the ability to sometimes effectively use the ring area
- knowledge of some tactics and strategies for attack and defence for successful performance will be of a sound standard
- a sound standard of knowledge of applicable rules and regulations

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform some of skills
- the limited ability to perform consistently in non-competitive situations
- the ability to use the ring area with limited effectiveness
- knowledge of tactics and strategies for attack and defence will be limited
- knowledge of applicable rules and regulations will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform some of the skills
- a basic ability to perform in non-competitive situations
- a limited ability to use the ring area, but will be ineffective
- knowledge of tactics and strategies for attack and defence will be basic
- knowledge of applicable rules and regulations will be basic

### **Assessment Conditions**

Candidates should demonstrate skills in isolation and in both non-competitive (bag work) and competitive (sparring) situations, where appropriate to the level.

### **Filmed/Other evidence**

Filming from both in front and to the side for the individual skills, and from a corner for both shadow and competitive situations.

### **Safety Considerations**

Candidates should use appropriate safeguards (protective equipment). Appropriate supervision is necessary.

# Fencing

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## Skills

On-guard stance – Sixte, Quarte, Octave, Septime

Positioning and balance

Movement – advance and retire; footwork

Attack – simple and compound

Defence – parries and ripostes

Equipment – use

## Assessment Criteria

Candidates should be assessed to demonstrate skills both in isolation and competitive conditions. Candidates performing in competitive situations should be similarly matched opponent in terms of ability.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the full range of on-guard positions to a high standard
- the ability to consistently perform effectively advance and retire movements maintaining fluency, balance and control in technique
- knowledge of applicable tactics and strategies for simple and compound attacks will be evident in decision making and performance, and will be of a high standard
- the ability to consistently perform effectively a range of defence skills including parries and counter ripostes
- a high standard of knowledge of applicable rules, regulations and equipment

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform consistently effectively the full range of on-guard positions to a good standard
- the ability to perform consistently and often effectively advance and retire movements maintaining fluency, balance and control in technique
- knowledge of applicable tactics and strategies for simple and compound attacks for successful performance will be of a good standard
- the ability to consistently perform often effectively a range of defence skills including parries and counter ripostes
- a good standard of knowledge of applicable rules, regulations and equipment

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of on-guard positions to a sound standard
- the ability to perform consistently advance and retire movements often maintaining fluency, balance and control in technique
- knowledge of applicable tactics and strategies for simple and compound attacks for successful performance will be of a sound standard
- the ability to consistently perform sometimes effectively a range of defence skills including parries and counter ripostes
- a sound standard of knowledge of applicable rules, regulations and equipment

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform some on-guard positions
- the ability to perform some advance and retire movements but with limited fluency, balance and control in technique
- knowledge of applicable tactics and strategies for simple and compound attacks will be limited
- a limited ability to perform defence skills including parries and counter ripostes, which are rarely effective
- knowledge of applicable rules and regulations will be limited

### **Level 5**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform an on-guard position
- a basic ability to perform some advance and retire movements with little fluency, balance or control in technique
- knowledge of applicable tactics and strategies for simple and compound attacks will be basic and often ineffective
- a basic ability to perform defence skills including parries, which are ineffective
- knowledge of applicable rules and regulations will be basic

### **Safety Considerations**

Candidates should use appropriate safeguards (protective guards). Appropriate supervision is necessary.

### **Filmed/Other evidence**

Filming from both in front and to the side for the individual skills and from the side and behind for competitive situations.

# Judo

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## Skills

Breakfall – Forward roll breakfall, Side breakfall, left and right.

Throws:

Major hip throw (o-goshi).

One arm shoulder throw (ippon-seoi-nage).

Two hand shoulder throw (morote-seoi-nage).

Minor inner reaping (ko-uchi gari [gake]).

Major inner reaping (o-uchi-gari).

Body drop (tai-oloshi).

Minor outer reaping (ko-soto-gari [gaki]).

Shoulder drop (seoi-otashi).

Major outer reaping (osoto-gari).

Sweeping loin (harai-goshi).

Stomach throw (tomoe-nage).

Propping-drawing ankle (sasae-tsuri koni-ashi).

Inner thigh throw (uchi-mata).

Both arms reap (morote-gari).

Attack and counters - Front and both sides.

Holds and locks:

Basic scarf hold (non-kesa-gatame).

Broken scarf hold (kuzure-kesa-gatame).

Reverse scarf hold (ushiro-kesa-gatame).

Shoulder hold (kata-gatame).

Basic vertical four quarter hold (hon-tate-shiho-gatame).

Escaping from holds - bridging, rolling.

## Assessment Criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions. Candidates performing in combat situations should be similarly matched opponent in terms of weight and ability

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the full range of throws and other skills to a high standard

- the ability to consistently select and perform effectively a range of throws and floor techniques to outwit the opponent in combat situation, combining a series of skills in an attack sequence
- knowledge of applicable tactics and strategies for attack and defence will be evident in decision making and performance and will be of a high standard
- a high standard of knowledge of applicable rules and regulations.

## **Level 2**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform often effectively the full range of throws and other skills to a good standard in practice
- the ability to select and perform often effectively a range of throws and floor techniques to outwit the opponent in combat situation
- knowledge of applicable tactics and strategies for attack and defence for successful performance will be of a good standard
- a good standard of knowledge of applicable rules and regulations.

## **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to sometimes effectively perform a range of throws and other skills to a sound standard in practice
- the ability to select and perform sometimes effectively a range of throws and floor techniques to in combat situation
- knowledge of applicable tactics and strategies for attack and defence for successful performance will be of a sound standard
- a sound standard of knowledge of applicable rules and regulations.

## **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of basic throws and other skills in practice with limited effectiveness
- the ability to select and perform often ineffectively a range of basic throws and floor techniques in combat situation
- knowledge of applicable tactics and strategies for attack and defence for performance will be limited
- knowledge of applicable rules and regulations will be limited

## **Level 5**

Candidates will demonstrate:

- a limited ability to perform some of the basic throws and other skills in practice, but will be ineffective
- knowledge of applicable tactics and strategies for attack and defence for performance will be basic
- knowledge of applicable rules and regulations will be basic

### **Assessment Conditions**

Candidates should be assessed in isolation and in combat, where relevant to the level.

### **Filmed/Other evidence**

Filming is best completed from a corner of the mat. It should include individual skill performance and combat situation (where appropriate to the level).

### **Safety Considerations**

Candidates should use appropriate safeguards (protective guards). Appropriate supervision is necessary.

# Karate

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The following criteria are based on Shotokan; other styles of karate may be used but assessment must be supported with written notes which detail the equivalent techniques/sequences/sparring where they differ from those listed.

## Skills

### Kihon (basic techniques)

Dachi (Stances) – Heiko (natural), Zenkutsu (front), Kokutsu (back), Kiba (straddle)

Uke (Blocks) – Gedan Barai (downward), Age Uke (rising), Soto Uke (outside), Uchi Uke (inside)  
Shuto uke (knife hand)

Tsuke (Punches) - Kara/Choku (straight), Oi (stepping), Kizami (front hand) Gyaku (reverse)

Uchi (Strikes) - Age empi uchi (rising elbow), Yoko empi uchi (side elbow), Uraken uchi (back fist)

Geru (Kicks) - Mae (front), Yoko keage (side snap), Yoko kekomi (side thrust),

Mawashi (roundhouse)

### Kata (formal exercises)

Taikyoku ('Kihon' Kata), Heian shodan, Heian nidan, Heian sandan, Heian yondan

### Kumite (sparring)

Kihon Ippon (basic one-step sparring), Sanbon Kumite (three-step), Gohon Kumite (five-step)

### Assessment Criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions. Candidates performing in sparring situations should be similarly matched opponent in terms of weight and ability. Assessment should consider: body position, tension, breathing, balance, flexibility, focus, speed and power of individual techniques.

## Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively a wide range of Katas to a high standard
- the ability to perform to a good standard of speed and power on pads
- the ability to consistently perform effectively the whole range of skills in Kumite, showing improvisation of basic self defence techniques
- body position, tension, breathing, balance, flexibility and focus to a high standard
- knowledge of applicable rules, regulations and techniques will be evident in decision making and performance and will be of a high standard

## Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform often effectively a wide range of Katas to a good standard
- the ability to perform to a sound standard of speed and power on pads

- the ability to perform a range of skills in Kumite, showing confidence in attempts at most techniques
- body position, tension, breathing, balance, flexibility and focus to a good standard
- a good standard of knowledge of applicable rules, regulations and techniques

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of Katas to a sound standard
- the ability to perform with speed and power on pads will be limited
- the ability to perform some skills in Kumite, showing confidence in attempts at some techniques
- body position, tension, breathing, balance, flexibility and focus to a sound standard
- a sound standard of knowledge of applicable rules and regulations

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of basic blocks, kicks and punches
- the ability to perform a limited range of Katas
- some body position, flexibility and focus
- knowledge of applicable rules and regulations will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform basic blocks, kicks and punches
- limited body position, flexibility and focus
- knowledge of applicable rules and regulations will be basic

### **Assessment Conditions**

Candidates should be assessed in isolation and in Kumite, where relevant to the level.

### **Filmed/ Other evidence**

Filming is best completed from a corner of the mat. It should include individual skill performance and combat situation (where appropriate to the level).

### **Safety Considerations**

Candidates should use appropriate safeguards (protective hand and foot mitts, shin pads, groin guards (males) and chest guards (females), large dense pads used when partner striking pads). Touch control used with speed but minimum power to ensure safety when sparring. Appropriate qualified supervision is necessary.

# Tae Kwon Do

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## Skills

Line work – speed, focus, power, accuracy of application

Patterns – speed, focus, power, accuracy of application

Sparring – timing, distance, safe control of techniques

## Assessment Criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions. Candidates performing in combat situations should be similarly matched opponent in terms of weight and ability.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard
- the ability to consistently perform movements effectively with precision to a high standard
- knowledge of applicable rules and regulations will be evident in decision making and performance and will be of a high standard
- the ability to have been graded on numerous occasions

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard
- the ability to consistently perform movements effectively with precision to a good standard
- knowledge of applicable rules and regulations for successful performance and will be of a good standard
- the ability to have been graded on occasions

### Level 3

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform effectively a range of skills to a sound standard
- the ability to perform movements with precision to a sound standard
- knowledge of applicable rules and regulations for successful performance and will be of a sound standard
- the ability to have been graded

#### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform basic skills
- the ability to perform movements with some precision
- knowledge of applicable rules and regulations of performance will be limited
- the ability to have been graded

#### **Level 5**

Candidates will demonstrate:

- a limited ability to perform basic skills
- a limited ability to perform movements with precision
- knowledge of applicable rules and regulations of performance will be basic
- Candidates will be ungraded

#### **Assessment Conditions**

Candidates should be assessed in isolation and in sparring, where relevant to the level.

#### **Filmed/Other evidence**

Filming should be done from the front for skills in isolation, and from the corner for sparring and competition.

#### **Safety Considerations**

Candidates should use appropriate safeguards (protective guards). Appropriate supervision is necessary.

## Dance Activities

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Two genres of dance are available as activities; required response dance and contemporary dance. Candidates may be assessed in both types as separate activities, although as both fall within the same activity category a candidate cannot be assessed in both in unit B452.

### Required Response Dance

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Any dance which uses a pre-determined set of dance moves and/or step-patterns responding to certain stimuli, usually music. Any dance can be included in this category where there are elements of dance that should be demonstrated in order for it to be recognised. Include dances which use traditional and established responses and sequences such as Ballet, Tap, Ballroom, Historical or Cultural (eg Irish or Folk).

### Contemporary Dance

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Forms of dance which explore different responses to stimuli, usually music, but do not follow set sequence routines and are not judged by expected pre-determined moves. Dances that do not fall into the Required Response category can be included. This allows for new types of dance to be included but also allows current new dances (street dance, educational, social) to be included.

**The skills and criteria listed below are for use in the assessment of both dance genres**

#### Skills

The principles – posture/placement, alignment, co-ordination, balance, tension, control and mobility. Shaping and projecting the body

The body – the use of different parts of the body in isolation and combination

Dynamics – speed, energy, continuity, rhythm. Use of space, levels, flight

Choreography – composition, interpretation, flow links

#### Assessment Criteria

Dances should be of sufficient length (minimum duration 1 minute per dance) to show the skills and to demonstrate appreciation and interpretation of the stimulus, usually music, being used.

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively two dances (may be from same genre) showing technique to a high standard
- the ability to distinguish, compose and apply a full range of advanced skills and techniques consistently
- high levels of precision, control, fluency, originality and interpretation of the accompaniment
- advanced choreographic principles and a very good understanding of choreographic form
- excellent levels of flow, link, spatial awareness, flair and originality
- very effective communication of ideas, concepts and emotions through performance

- the ability to develop and refine more advanced agilities, skills and actions through carefully planned and executed dances
- at least one solo dance from the two performances assessed (where the genre allows this)

## **Level 2**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively two dances (may be from same genre) showing technique to a good standard
- the ability to compose and perform a wide range of skills and techniques with good consistency
- good levels of precision, control, fluency, originality and interpretation of the accompaniment
- good understanding of choreographic form and principles
- good levels of flow, link, spatial awareness, flair and originality
- effective communication of ideas, concepts and emotions through performance
- the ability to develop some agilities, skills and actions through the planned and executed dance
- at least one solo dance from the two performances assessed (where the genre allows this)

## **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively a dance showing technique to a sound standard
- the ability to compose with assistance and perform essential skills and techniques with some consistency
- some understanding of choreographic form and principles
- the ability to perform with some evidence of flow, link and spatial awareness
- some communication of ideas, concepts and emotions through performance
- the ability to develop some basic agilities, skills or actions through the planned and executed dance
- the performance may be a group or solo dance

## **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform basic skills and techniques with some consistency
- a basic understanding of choreography
- the ability with assistance to compose performances which show some link with the accompaniment
- basic communication of ideas, concepts or emotions through performance
- the performance may be a group or solo dance

## **Level 5**

Candidates will demonstrate:

- the limited ability to perform a dance showing basic technique
- the ability to perform some basic skills and techniques, but inconsistently
- the ability to use simple choreography with assistance
- difficulty in showing any link between performance and accompaniment
- difficulty communicating ideas, concepts or emotions through performance
- the performance may be a group or solo dance

### **Assessment Conditions**

Candidates assessed in levels 1 and 2 should choreograph their own dances. Level 1 and 2 candidates should demonstrate at least one dance on their own. Where level 1 and 2 candidates perform their second dance as part of a group production they should have significant input into the devising and production of the group performance.

### **Filmed/Other evidence**

Filming from the corner of the room, either in front of or behind the candidate will show full movement. Filming should allow the full movements of the candidate to be demonstrated. Sound must be available to allow the music to be heard.

# Aerobics

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## Skills

Routine components – warm up, aerobic routine, muscular strength/endurance, cool down

Movement skills - floor work pulse-raisers (march, step tap/touch, grapevine); joint mobilisation (knee lifts, hamstring/heel curls, squats, arm rotations); combinations (smooth transition of one move straight into another, repeaters); linked sequences (linking moves together, with progressions/increased pace); muscular strength and endurance (press ups, crunches, back extensions, tricep dips)

Leading (Levels 1 and 2) – lead group in terms of motivation and timing of routines/pacing of session; demonstrate aspects of routine, as necessary

## Assessment criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform two different routines effectively, incorporating the whole range of movements in combination to produce performances of a high standard
- the ability to lead one of the routines performed to a high standard
- movement, control, precision, posture will be of a high standard and consistent throughout performance
- the ability to consistently perform effective timing correctly phrased with music. BPM will increase as routine builds
- knowledge of applicable safety considerations, stretching practices, warm up and cool down will be evident in decision making and performance as both leader and participant and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform two different routines effectively, incorporating the whole range of movements in combination to produce performances of a good standard
- the ability to lead one of the routines performed to a good standard
- movement, control, precision, posture will be of a good standard and consistent throughout performance
- the ability to consistently perform effective timing correctly phrased with music. Correct BPM for each activity
- knowledge of applicable safety considerations, stretching practices, warm up and cool down for successful performance as both leader and participant will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform two different routines effectively, incorporating a range of movements linked or in combination to produce performances of a sound standard showing technique
- movement, control, precision, posture will be of a sound standard, though may not be consistent throughout performance
- the ability to perform, to a sound standard, movements which regularly match the phrase and are in time with beat
- knowledge of applicable safety considerations, stretching practices, warm up and cool down of performance, which will require reinforcement of posture and teaching points

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform each component in isolation and a limited ability to perform a range of movements linked or in combination as part of a routine
- the ability to perform movements which sometimes reach full extension or range
- knowledge of applicable stretching practices, warm up and cool down of performance will be limited and will require guidance

### **Level 5**

Candidates will demonstrate:

- the ability to perform each component in isolation and with breaks
- the ability to perform movements in isolation, which rarely reach full extension or range
- knowledge of applicable stretching practices, warm up and cool down of performance will be basic and mostly ineffective

### **Assessment Conditions**

Candidates assessed in levels 1, 2 and 3 must be assessed in two different routines. In order to achieve levels 1 and 2, candidates must lead a routine as one of their two assessed performances. Routines should be a minimum of 20 minutes each in duration.

### **Filmed/other evidence**

Filming from the corner of the room, either in front of or behind the candidate will show full movement. Filming should allow the full movements of the candidate to be demonstrated. Sound must be available to allow the music to be heard.

# Athletic Activities

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## Cross Country Running

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### Skills

Mental preparation

Running phases

Start and finish

Strategies for distance running (eg group tactics, target setting)

Adapting running style for different terrain and gradients

### Knowledge

Knowledge should be assessed through performance and oral questioning.

### Assessment Criteria

Runs should be completed over authentic cross country conditions of mixed terrain.

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to run continuously and effectively over 4000 metres (male) or 3500 (female) to a high standard
- the ability to maintain an efficient technique over the full distance of the course
- a whole range of styles of running to suit the terrain and phase of the race
- knowledge of applicable strategies will be evident in performance

#### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to run continuously and effectively over 3600 (male) or 3100 (female) to a good standard
- the ability to maintain an efficient technique with only a small decrease in effectiveness over the full distance of the course
- a whole range of styles of running to suit the terrain and phase of the race
- Knowledge of applicable strategies will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to run continuously over 3200 (male) or 2700 (female) to a sound standard
- the ability to maintain technique with limited effectiveness over the full distance of the course
- a limited range of styles of running to suit the terrain and phase of the race
- knowledge of essential tactics

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to run 2800 (male) or 2300 (female). Candidates may not complete the full course continuously
- the ability to maintain basic technique over the distance completed
- a basic style of running which may not be adapted to suit the terrain and phase of the race
- knowledge of essential tactics will be limited

### **Level 5**

Candidates will demonstrate:

- a basic ability to run 2500 (male) or 2000 (female). Candidates will rarely complete the full course continuously
- a limited ability to maintain basic technique over the distance completed
- style of running will rarely be adapted to suit the terrain and phase of the race
- very little knowledge of essential tactics

### **Filmed/Other evidence**

In addition to filmed evidence submission of other evidence is encouraged. This can be official score cards, representative levels and results.

# Cycling

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## Skills

Candidates may be assessed in **either** road cycling or track cycling. This should be in a competitive context, rather than recreational cycling.

Peddalling – efficiency of pedal stroke, cadence (revolutions of pedals per minute)

Use of gears – appropriate gear(s) for gradient, anticipating gear changes

Cornering – ‘racing’ line through corners, on flat and on gradients, leaning into corners at higher speeds

Balance – use of body position and weight

Tactics – track/race position, slipstreaming

Endurance and maintenance of pace

## Knowledge

Knowledge should be assessed through performance and oral questioning. Candidates should be able to demonstrate their knowledge of how to check and amend the set-up of the bike, carry out appropriate safety checks and the use of safety equipment such as a helmet.

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform the whole range of skills effectively to a high standard
- the ability to maintain an efficient technique at a high pace over distances of 10 miles on the road or 30 minutes on a circuit
- knowledge of applicable rules and regulations, strategies will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform the whole range of skills effectively to a good standard
- the ability to maintain an efficient technique at a good pace over distances of 10 miles on the road or 30 minutes on a circuit
- knowledge of applicable rules and regulations, strategies for successful performance will be of a good standard

### Level 3

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard

- the ability to maintain an efficient technique to a sound pace over distances of 10 miles on the road or 30 minutes on a circuit
- knowledge of applicable rules and regulations, strategies for successful performance will be of a sound standard

#### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform some of the basic skills
- the ability to maintain technique during a road or circuit race
- knowledge of applicable rules and regulations, strategies for successful performance will be limited

#### **Level 5**

Candidates will demonstrate:

- a limited ability to apply to perform some of the basic skills
- the limited ability to maintain technique during a road or circuit race
- knowledge of applicable rules and regulations, strategies for successful performance will be basic

#### **Assessment Conditions**

Candidates should demonstrate skills in an official, organised event in levels 1, 2 and 3; in levels 4 and 5 candidate may only be performing in practice/training conditions.

#### **Filmed/Other evidence**

Filming at the start, during and at the finish of the road race or track race is necessary. Documentary evidence of participation and results in competitions would be useful supporting evidence where available.

## Resistance Training

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Candidates can be assessed in Weight training (fixed/free weights) **or** Circuit training.

### Skills

Training programme targeting appropriate/specific purposes

Preparation – warm up, equipment checks, assessment

Health and safety aspects

Assessment, monitoring and evaluation of performance levels

Range of exercise skills and techniques (e.g. bench-presses, total-body exercises)

Exercise knowledge

### Knowledge

Knowledge should be assessed through performance and a training programme/log book. The log book should contain the purpose of the programme, the design of the programme (i.e. what is being done in each week/session) and a record of results from each week/session plus any other comments regarding the performance of the programme and amendments which might be made during its implementation.

Candidates may be asked questions relating to the design of the programme, use of equipment and health & safety at moderation.

### Assessment criteria

Candidates must design a training programme for a minimum duration of **ten** weeks. The training programme must include at least **eight** exercises from at least **three** of the areas listed below. A minimum of **two** activities per area visited must be included.

<b>Upper-body</b>	Circuit training – Press ups, Bench press, Medicine ball chest pass, Seated dips, Shoulder press, Straight arms pullover, Bicep curls, Dumbbell lateral raise  Weight training – Bench press, Bicep curls, Tricep press, Lateral pull down, Seated rows, Overhead dumbbell press
<b>Core</b>	Circuit training – Sit ups (lower abdominals), Stomach crunch (upper abdominals), Low-back stabilisers, Back hyperextensions, Low-back stabilisers, Plank  Weight training – Sit-ups, Lateral pulley extensions, Total abdominal crunches
<b>Lower-body</b>	Circuit training – Star jumps, Squat jumps, Compass jumps, Astride jumps, Step ups, Shuttle runs, Hopping shuttles, High knee sprints, Leg lift, Lunges, Obliques, Bench squat  Weight training – Leg press, Leg curls, Leg extensions, Barbell/dumbbell squats, one-leg bench squats, Calf raises, Heel raises, Standard cable pull
<b>Total-body</b>	Circuit training only – Burpees, Treadmills, Squat thrusts, Skipping, Cossacks, Crossovers, Lizards

## **Level 1**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform the set programme to a high standard showing appropriate progression
- the ability to devise an appropriate and effective training programme will be of a high standard
- a high standard of effective technique which will be evident through the performance of their training programme
- knowledge of testing, measuring and evaluation will be of a high standard
- continuous and effective assessment of training programme which may result in appropriate modification
- high standard of awareness and application of health and safety procedures including warm up and cool down activities, safe use of equipment and working environment

## **Level 2**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform the set programme to a good standard showing appropriate progression
- the ability to devise an appropriate and effective training programme will be of a good standard
- a good standard of effective technique which will be evident through the performance of their training programme
- knowledge of testing, measuring and evaluation of training programme will be of a good standard
- some effective assessment of training programme which may result in appropriate modification
- good standard of awareness and application of health and safety procedures including warm up and cool down activities, safe use of equipment and working environment

## **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform the set programme to a sound standard showing appropriate progression
- the ability to devise an appropriate and effective training programme will be of a sound standard, although it may require some guidance
- a sound standard of mostly effective technique which will be evident through the performance of their training programme
- knowledge of testing, measuring and evaluation of training programme will be of a sound standard
- limited assessment of training programme which may result in some appropriate modification
- sound standard of awareness and application of health and safety procedures including warm up and cool down activities, safe use of equipment and working environment

## **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform the set programme will be limited and may show appropriate progression
- the ability to devise an appropriate and effective training programme will be limited and may require guidance
- limited technique which will be evident through the performance of their training programme
- knowledge of testing and measuring of training programme will be limited. There may be some basic evaluation
- awareness and application of health and safety procedures including warm up and cool down activities and safe use of equipment will be limited and may require guidance

## **Level 5**

Candidates will demonstrate:

- the ability to perform the set programme will be basic and will rarely show appropriate progression
- the ability to devise an appropriate and effective training programme will be basic and will require guidance
- basic technique which will be evident through the performance of their training programme
- knowledge of testing and measuring of training programme will be basic
- awareness and application of health and safety procedures including warm up and cool down activities and safe use of equipment will be basic and will require guidance

## **Assessment Conditions**

Candidates assessed in levels 1 and 2 should devise and evaluate their own training programmes. Candidates in levels 3, 4 and 5 may require varying amounts of guidance from their teacher in the design and implementation of the training programme, as indicated in the criteria.

A 'best fit' approach needs to be taken in assessing candidates; those who are able to perform the programme well and also work independently in its design would be in levels 1 and 2, while a candidate who is a strong performer but needed assistance in devising the programme may be level 3, and so on.

## **Filmed/other evidence**

Filming should include individual exercises and sequence work, where applicable. Safe practice should be evidenced. Other evidence (risk assessment, training programme, training log) must be provided in support of assessment.

# Rowing

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## Skills

Candidates may be assessed in **either** sweep rowing (single oar) or sculling (two oars); in sweep rowing candidates may be assessed as one of a pair, but crews of four or eight are not permitted. For sculling, candidates should be assessed in singles or as one of a pair, but crews of four or more are not permitted.

Sweep rowing – catch, draw, finish, recovery, balance

Sculling – catch, draw, finish, recovery, balance, steering

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently catch, draw, finish and recover effectively with high standard of power and correct angle of blade
- the ability to continuously sit the boat level
- the ability to row continuously and effectively over 3000 metres
- knowledge of applicable strategies, commands, terminology and safety requirements will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently catch, draw, finish and recover effectively with a good standard of power and correct angle of blade
- the ability to continuously sit the boat level
- the ability to row continuously and effectively over 2500 metres
- knowledge of applicable strategies, commands, terminology and safety requirements for successful performance will be of a good standard

### Level 3

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently catch and draw effectively to a sound standard. Finishes may 'wash out'
- the ability to mostly sit the boat level
- the ability to row continuously and effectively over 2000 metres
- knowledge of applicable commands, terminology and safety requirements for successful performance will be of a sound standard

## **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to link catches, draws, finishes and recovery to allow a series of strokes
- a limited ability to sit the boat level
- the ability to row continuously over a short distance
- knowledge of applicable commands, terminology and safety requirements of performance will be limited

## **Level 5**

Candidates will demonstrate:

- the ability to link catches, draws, finishes and recovery to allow a series of strokes
- the beginnings of techniques in a bank or training boat
- knowledge of applicable commands, terminology and safety requirements of performance will be basic

## **Filmed/Other evidence**

Where possible, filming should be from behind and to the side and move with the boat. Alternatively, various shots of the boat approaching and passing the camera should be filmed.

## **Safety Considerations**

Candidates should demonstrate that they can participate safely. Candidates should be able to explain the dangers of participation in open water activities and appropriate safeguards and emergency action. Appropriate supervision is necessary.

# Track and Field Athletics

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## Skills

Technical phases for the different disciplines are:

Running – start phase, acceleration phase, maintenance phase, finish phase.

Throwing – preparation phase, approach phase, release phase, flight phase.

Jumping – approach phase, take-off phase, flight phase, landing phase.

## Events

Running – 100m, 200m, 300 or 400m, 800m, 1500m, 3000m, 80, 100 or 110m hurdles, 300 or 400m hurdles, 1500 or 2000m steeple chase

Throwing – Shot, Discus, Javelin, Hammer

Jumping – Long Jump, Triple Jump, High Jump, Pole Vault

## Assessment Criteria

Candidates do not have to be assessed in the context of a competition but must comply with UK Athletics' appropriate age-related regulations. The effectiveness of a performance will be judged based upon the skill level and the outcome.

Candidates should be assessed in three events from any listed above. Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions.

Candidates must comply with the National Governing Body regulations in terms of availability of events according to age or sex. Weights and distances must also comply with these regulations.

Athletics can be judged on both the outcome and the skill of the performer. Appropriate consideration of the performer must be applied when awarding marks. Knowledge of the activity should be assessed from their performance

## Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in three chosen events to a high standard
- the ability to perform and link together the technical requirements to produce a very effective whole performance
- a high level of ability in all of the technical phases of the chosen events and very good consistency in linking the phases together
- excellent knowledge of the rules and tactics
- very good knowledge of safety where appropriate

## Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in three chosen events to a good standard
- the ability to perform and link together the technical requirements to produce an effective whole performance

- a good level of ability in all of the technical phases of the chosen events and good consistency in linking the phases together;
- good knowledge of the rules and tactics
- good knowledge of safety where appropriate

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in three chosen events to a sound standard
- the ability to perform and link together most of the technical requirements to produce an effective performance
- a sound level of ability in all of the technical phases of the chosen events but some inconsistency in linking the phases together
- sound knowledge of the rules and tactics
- sound knowledge of safety where appropriate

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform in three chosen events to a basic standard
- the ability to perform and link together some of the essential technical requirements to produce a performance
- some of the technical phases of the chosen events and some difficulty in linking phases together
- some knowledge of the rules and tactics
- some knowledge of safety where appropriate

### **Level 5**

Candidates will demonstrate:

- the ability to perform in three chosen events to a basic standard but with little skill
- a very basic knowledge of the rules and tactics
- a very basic knowledge of safety where appropriate

### **Filmed/Other evidence**

Please use the order of merit sheet and 'filmed evidence guidance notes' in this booklet. Please ensure that the filmed evidence allows the skills and ability of the candidates to be seen so that a fair assessment of the awarded mark can be achieved.

### **Safety Considerations**

Candidates 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

# Outdoor and Adventurous Activities

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## Canoeing/Kayaking

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### Skills

Launching a canoe/kayak

Getting into and out of a canoe/kayak

Forward and backward paddling – kayak/canoe

Emergency stop

Strokes – sweep strokes, draw stroke, J stroke (kayak)/C stroke (canoe), stern rudder

Turns – low brace turn, high brace turn, bow rudder turn

Sculling for support – kayak/canoe

Sculling draw, T draw

Ferry glide

Cutting in and out of moving water

Capsize drill

Rescue – bow rescue (kayak), deep water rescue (canoe)

Deep water re-entry

### Knowledge

Knowledge should be assessed through performance and oral questioning. Knowledge of safety aspects should be assessed through oral questioning.

### Assessment Criteria

The skills identified below will be seen and assessed in the context of a variety of canoeing/kayaking activity situations. Candidates performing in levels 1 and 2 should perform skills on grade 2 water. Candidates performing in levels 3, 4 and 5 may perform skills on still water.

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a high standard of knowledge of a range of equipment and the ability to prepare themselves and others
- the ability to paddle to a high standard and to control the canoe/kayak well in a variety of moving water conditions applying the full range of appropriate skills to produce a very effective performance
- very good knowledge of safety
- the ability to rescue an able bodied person who had capsized and put them back into their boat

- the ability to assess situations and after consideration take a very effective and appropriate course of action
- the ability to apply moving water skills, including up stream ferry glide, down stream ferry glide, break out of and into fast water to a high standard

## **Level 2**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a good knowledge of equipment and preparation
- the ability to paddle to a good standard on moving water applying a full range of appropriate basic skills performed to a good standard, with some advanced skills also being developed
- a good knowledge of safety
- the ability to capsize and with the assistance of a more able person re enter the boat in deep water;
- the ability to assess possible dangers and produce solutions
- the ability to apply moving water skills, including up stream ferry glide, down stream ferry glide, break out of and into fast water to a good standard
- the ability to launch in shallow and deep water and perform a range of strokes effectively on still and moving water, including bow rudder, sculling draw stokes and effective support strokes

## **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a sound knowledge of equipment and preparation
- the ability to accurately paddle on still/placid water applying appropriate basic skills to a good standard
- a sound knowledge of safety
- the ability to capsize effectively and recover to dry land
- the ability to assess a minor difficulty and make a sensible solution.
- the ability to perform draw strokes, emergency stops, stern rudder and low brace turns effectively
- the ability to launch in shallow and deep water (jetty) and perform a range of skills to move effectively on still or easy moving water. Will consistently display paddling motion efficient over a long distance in a straight line

## **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a basic knowledge of equipment and preparation
- the ability to paddle on still water applying appropriate basic skills to a satisfactory standard
- some knowledge of safety
- an ability to be able to take part in a group trip for a short distance

- the ability to launch in shallow water, paddle forwards and backwards in a straight line
- the ability to perform the beginnings of draw strokes and emergency stops

### **Level 5**

Candidates will demonstrate:

- a basic knowledge of some essential equipment
- the ability to launch a canoe/kayak from shallow water
- the ability to paddle on still water demonstrating some basic skills. Will find it difficult to maintain balance, establish a paddling rhythm and keep a straight line.
- a very basic knowledge of safety
- the ability to perform the beginnings of draw strokes and emergency stops

### **Assessment Conditions**

Candidates assessed in levels 1 and 2 should be on outside, moving water at grade two or above. Candidates assessed in levels 3, 4 and 5 may be assessed on still/calm water – this may be in an indoor environment.

### **Safety Considerations**

Candidates should demonstrate that they can participate safely. Candidates should be able to explain the dangers of participation in open water activities and appropriate safeguards and emergency action. Appropriate supervision is necessary.

# Hill Walking and Campcraft

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## Skills

Route planning

Equipment selection and use, including logical packing of rucksacks

Navigation using maps and compass

Campcraft – location, equipment, hygiene, food preparation and cooking (nutrition)

Risk assessment, health and safety, first aid and emergency procedures

Country, highway and other environmental codes

Team work and leadership

Fitness for the activity

## Knowledge

Knowledge should be assessed through performance and oral questioning.

## Assessment Criteria

Candidates should be assessed to demonstrate their knowledge of the activity and their ability to complete an expedition. An assessed expedition of at least 2 days and 1 night or 3 days and 2 nights should be undertaken. 6 to 7 hours of activity should be undertaken each day – this may include erecting tents and cooking meals. Assessment should take place in locations, which candidates are unfamiliar with and are suitably remote. Candidates assessed at levels 1 and 2 should perform on more difficult/exposed terrain.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard
- the ability to effectively contribute to a group expedition and influence others
- the ability to consistently use a compass, map and set a bearing effectively and to a high standard
- knowledge of route planning, risk awareness and safety precautions will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard
- the ability to effectively contribute to a group expedition
- the ability to consistently use a compass, map and set a bearing effectively and to a good standard
- knowledge of route planning, risk awareness and safety precautions for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively a range of skills to a sound standard
- the ability to contribute to a group expedition
- the ability to consistently use a compass and map to a sound standard
- knowledge of route planning, risk awareness and safety precautions for successful performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform effectively a range of basic skills
- the ability to participate effectively in a group expedition
- a limited ability to use a compass and map
- knowledge of route planning, risk awareness and safety precautions of performance will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform a range of basic skills
- the ability to participate in a group expedition sometimes effectively
- a limited ability to recognise symbols on a map
- knowledge of risk awareness and safety precautions of performance will be basic

### **Assessment Conditions**

Assessment should take place in locations, which candidates are unfamiliar with and are suitably remote. Candidates assessed at levels 1 and 2 should perform on more difficult/exposed terrain.

### **Filmed/Other evidence**

Filmed evidence should include footage of packing a rucksack, erecting a tent, and navigational skills using a compass and map.

Other evidence (digital photos and completed route cards) should be provided in support of assessment.

### **Safety Considerations**

Candidates should demonstrate that they can participate safely. Appropriate supervision is necessary on expedition.

# Horse Riding

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## Skills

Preparation of Horse, rider and equipment – Horse and tack care, safety equipment

Horse handling – safe handling, leading the horse

Mounting and Dismounting – Preparation for mounting and dismounting, safe mounting and dismounting

Rider Position and rein hold

Use of Aids – Natural (legs inside and outside, hands (inside and outside), body and seat, voice), Artificial (whips and where permitted, spurs)

Ride - balance, rhythm, tempo and impulsion

Opening and closing a gate whilst mounted

Pace work – working at different paces; flatwork drills in Walk, Trot and Canter (with and without stirrups, showing individual paces and movement between). Leg yielding to move the horse.

Advanced pace work – flatwork drills in and the transitions between Free/Medium/Collected/Extended Walk; Medium/Working/Collected/Extended Trot; Medium/Working/Collected/Extended Canter

Halt and rein-back

Jumping – show jumping or cross-country. Drills. Long and short jump series. Variety

## Knowledge

Rules/regulations with regards to competitive situations, the Highway and Country Codes, tactics and strategies and safety. It is expected that candidates will know and be able to show appropriate warm up/cool down procedures for both Horse and Rider. Candidates should know how to assess injury and apply appropriate first aid to themselves/other riders and the Horse.

Knowledge should be assessed through performance and oral questioning.

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard
- high standards of posture, balance, rhythm, tempo and impulsion whilst riding. Correction is consistently effective
- the ability to consistently control the change of pace effectively for flatwork and over a long series of a variety of jumps
- the ability to consistently use advanced paces effectively and to a high standard
- high standard of knowledge of the care, preparation and handling of the horse, rider position and use of both natural and artificial aids
- knowledge of applicable theory, equipment and safety will be evident in decision making and performance and will be of a high standard

## **Level 2**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard
- good standards of posture, balance, rhythm, tempo and impulsion whilst riding. Correction is mostly effective
- the ability to control the change of pace effectively for flatwork and over a long-medium series of a variety of jumps
- the ability to use advanced paces effectively and to a good standard
- good standard of knowledge of the care, preparation and handling of the horse, rider position and use of both natural and artificial aids
- knowledge of applicable theory, equipment and safety for successful performance and will be of a good standard

## **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard
- sound standards of posture, balance, rhythm, tempo and impulsion whilst riding. Correction is often effective
- the ability to control the change of pace often effectively for flatwork and over a medium series of a variety of jumps
- sound standard of knowledge of the care, preparation and handling of the horse, rider position and use of natural aids. Knowledge of artificial aids may be limited
- knowledge of applicable theory, equipment and safety for successful performance and will sound

## **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform some of the basic skills
- standards of posture, balance, rhythm, tempo and impulsion whilst riding will be limited and riding will be of limited effectiveness. Correction is often ineffective
- the ability to control the change of pace sometimes effectively in isolation, and showing some transition between pace for flatwork
- the ability to jump a variety of jumps though rarely in a series
- a limited knowledge of the care, preparation and handling of the horse, rider position and use of natural aids. Knowledge of artificial aids may be basic
- knowledge of applicable theory, equipment and safety for successful performance will be limited

## **Level 5**

Candidates will demonstrate:

- a limited ability to perform some of the basic skills
- standards of posture, balance, rhythm, tempo and impulsion whilst riding will be basic and riding will often be ineffective. Correction is mostly ineffective
- a limited ability to control the change of pace in isolation
- the ability to jump one type of fence in isolation
- a basic knowledge of the care, preparation and handling of the horse, rider position and use of natural aids
- knowledge of applicable theory, equipment and safety for successful performance will be basic

### **Filmed/Other evidence**

Filming should be done from the middle and corner of the arena/field. When jumping, filming should be done from the front and side of jumps. Outcome should be recorded verbally if not seen.

### **Safety Considerations**

Candidates should demonstrate that they can participate safely. All areas to be used for riding must be checked for hazards before the horse enters the area. Take-off and landing areas of each jump and the jump itself must be safety checked before they are used. All competition rules and regulations must be adhered to in order to demonstrate knowledge of safety considerations by the candidate.

It is the responsibility of centre staff to ensure that any changes to safety legislation issued by the National Governing Bodies throughout the life of this specification are adhered to by the riders. This may include changes to requirements with regards to safety clothing to be used by the rider.

# Mountain Biking

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## Skills

Peddalling – efficiency of pedal stroke

Use of gears – appropriate gear(s) for gradient/terrain, anticipating gear changes

Cornering – ‘racing’ line through corners, on flat and on gradients, leaning into corners at higher speeds

Balance – use of body position and weight, unweighting,

Control of machine –climbing, descending, stopping

Pace

Braking – use of front and rear brakes, progressive braking, adapting braking to different surfaces

Negotiating obstacles

## Knowledge

Knowledge should be assessed through performance and oral questioning. Candidates should be able to demonstrate their knowledge of how to check and amend the set-up of the bike (e.g. the positioning of brake levers), carry out appropriate safety checks and the use of safety equipment such as a helmet and gloves.

## Assessment Criteria

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently apply skills and technique effectively to a high standard
- the ability to ride a course of rough terrain with steep inclines, displaying a high standard of skill and selection of line, at appropriately fast speeds
- the ability to negotiate difficult obstacles maintaining a high standard of skill, balance and control over differing terrain
- the ability to stop from a moderate speed within 4 metres without skidding
- knowledge of applicable techniques will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently apply skills and technique effectively to a good standard
- the ability to ride a course of rough terrain with steep inclines, displaying a good standard of skill, at appropriately fast speeds
- the ability to negotiate obstacles maintaining a good standard of skill, balance and control over differing terrain
- the ability to stop from a moderate speed within 6 metres without skidding
- knowledge of applicable techniques for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to apply skills and technique effectively to a sound standard
- the ability to ride a short course of rough terrain with moderate inclines, displaying a sound standard of skill, at appropriate speeds
- the ability to negotiate obstacles maintaining a sound standard of skill, balance and control over differing terrain. Will sometimes have to stop and restart
- the ability to stop from a moderate speed within 6 metres with limited skidding
- knowledge of applicable techniques for successful performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to apply basic skills and technique effectively will be limited
- the ability to ride a short course of rough terrain with gentle inclines
- the limited ability to negotiate obstacles maintaining balance and control. Will often have to stop and restart
- the ability to stop from a gentle speed, though will often skid
- the ability to select gears with some effectiveness
- knowledge of applicable techniques of performance will be limited

### **Level 5**

Candidates will demonstrate:

- the limited ability to apply basic skills and technique effectively
- the limited ability to ride a short course of rough terrain with gentle inclines
- the limited ability to maintain balance and control, though will often have to stop and restart
- a limited ability to stop from a gentle speed, skidding will be highly evident
- a limited ability to select gears with limited effectiveness
- knowledge of applicable techniques of performance will be basic

### **Assessment Conditions**

Candidates should perform skills in isolation and over a course of 'off-road terrain'. Evidence will have to be filmed. Candidates performing at levels 1 and 2 should be assessed on natural, outdoor terrain.

### **Filmed/Other evidence**

Filming at the start, during and at the finish of the course is necessary.

### **Safety Considerations**

Candidates should demonstrate that they can participate safely (see 'knowledge' above). Appropriate supervision may be necessary over a course.

# Orienteering

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## Skills

Preparation – personal equipment, country code, safety

Map reading – scale, legend, contours, orientate map to terrain

Compass use and pace

Calculate bearings

Recognise and relate features to aid map reading/orientation, measure distances, sense of scale to estimate distance, develop feel for contours.

Route choice. navigate through different types of terrain.

Participating – thumbing, handrails, attack points, aiming off

Competitive techniques

## Knowledge

Knowledge should be assessed through performance and oral questioning.

## Assessment Criteria

Candidates achieving levels 1 and 2 should be assessed on recognised orienteering courses. Candidates achieving level 3 should be assessed on unfamiliar ground (eg local park or woodland). Candidates achieving levels 4 and 5 may be assessed 'on-site' in school grounds.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard
- the ability to orientate a map using compass and calculate bearings effectively and to a high standard
- the ability to consistently read a map run on bearings and recognise land features and other symbols to complete orange graded course to a good standard of accuracy and timing
- knowledge of incline, map contours, and the effects on routes and timings of these will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard
- the ability to orientate a map using compass and calculate bearings effectively and to a good standard
- the ability to consistently read a map and recognise land features and other symbols to complete a yellow graded course to a good standard of accuracy and timing
- knowledge of incline, map contours, and the effects on routes and timings for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform effectively a range of skills to a sound standard
- the ability to orientate a map using compass to a sound standard
- the ability to complete a course in unfamiliar terrain with a choice of routes requiring decision making
- the ability to read a map and recognise land features and other symbols to complete a course to a sound standard of accuracy and timing
- knowledge of incline, map contours, and the effects on routes and timings of performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform effectively some basic skills
- the ability to orientate a map using features and to calculate bearings
- the ability to complete a short course usually with a single define route
- a limited ability to read a map and recognise land features and other symbols to complete a course on familiar ground
- knowledge of incline and the effects on routes and timings will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform effectively some basic skills
- the ability to orientate a map using features and to calculate bearings
- the ability to complete a short course with assistance
- a basic ability to read a map and recognise land features to complete a course on familiar ground
- knowledge of incline will be limited

### **Assessment Conditions**

There is no requirement for males and females to be assessed separately.

### **Filmed/Other evidence**

Filmed evidence should include footage of use of compass and map.

Other evidence (score cards and representative levels) should be provided in support of assessment.

### **Safety Considerations**

Candidates should demonstrate that they can participate safely. Appropriate supervision is necessary on expedition.

# Sailing

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## Skills

Equipment – knowledge of board, rig, personal equipment

Weather and sailing conditions – assessment of wind direction and strength and adaption of equipment

Rigging the boat and sailing theory

Launching

Coming alongside

Crewing

Helming

'Five essentials' sail set, balance, trim, centreboard and course

Steering, Close Haul, Reaching, Running, Tacking, Gybing, Sailing a three point course

Knowledge of sailing, eg port and starboard

Capsize and man overboard procedure

## Knowledge

Knowledge should be assessed through performance and oral questioning.

## Assessment Criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard, selecting the appropriate sail set, techniques and course to maximise speed
- the ability to consistently and effectively helm over a three point course showing a high standard of execution of the five essentials and port/starboard sailing in demanding water and/or wind conditions
- the ability to sail on all points of sailing taking appropriate consideration of wind and water conditions in terms of planning, safety and equipment selection
- the ability to perform a rescue in a man overboard situation
- knowledge of applicable theory and equipment will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard, selecting the appropriate sail set, techniques and course to maximise speed

- the ability to consistently and effectively helm over a three point course showing a good standard of execution of the five essentials and port/starboard sailing in moderate water and/or wind conditions
- the ability to complete a course taking appropriate consideration of wind and water conditions in terms of planning, safety and equipment selection
- the ability to perform a rescue with limited assistance in a man overboard situation
- knowledge of applicable theory and equipment for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform effectively a range of skills to a sound standard, selecting the appropriate sail set, techniques and course to maximise speed
- the ability to helm over a three point course showing a sound standard of execution of the five essentials and port/starboard sailing in light water and/or wind conditions
- the ability to crew in stronger winds and moderate water conditions
- the ability to perform a rescue with assistance in a man overboard situation
- knowledge of applicable theory and equipment for successful performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform some of the basic skills
- the ability to crew in light wind and water conditions, showing understanding of procedures /positioning to sail a three point course
- the ability to assist in a rescue of a man overboard situation, will be sometimes effective
- knowledge of applicable theory and equipment of performance will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform some of the basic skills
- a limited ability to crew in light wind and water conditions
- a limited ability to assist in a rescue of a man overboard situation, will be mostly ineffective
- knowledge of applicable theory and equipment of performance will be basic

### **Assessment Conditions**

Candidates should demonstrate skills in isolation and by sailing a predetermined course. Assessment should be made under appropriate wind and water conditions which allow the candidate to demonstrate their best ability.

**Filmed/Other evidence**

Filming should be completed with a camera capable of giving sufficient detail over the whole of a course. Filming should allow assessment of the 'five essentials'.

Other evidence (regatta results, representative level) can be provided in support of assessment.

**Safety Considerations**

Candidates should demonstrate that they can participate safely. Candidates should be able to explain the dangers of participation in open water activities and appropriate safeguards and emergency action. Sailing can be a high risk activity and appropriate supervision is necessary.

# Skiing

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## Skills

Walking with skis (including up slope)

Ability to fall safely and get up smoothly afterwards

Technique – control, style, balance, pace

Skiing and stopping

Side slipping and edging

Traversing

Methods of turning

Use of lifts and tows

Mountain skiing safety, etiquette and signs

Candidates should have the necessary knowledge to prepare for, plan and participate in the activity. This knowledge will include safety aspects, the environment, the equipment, the mountain code and other slope users. They will have knowledge of competitive skiing categories and different equipment.

Knowledge should be assessed through performance and oral questioning.

## Assessment criteria

Skiing may be performed either on real snow outdoors, or on an indoor artificial snow slope or outdoor artificial snow slope. However, candidates performing at levels 1 and 2 should be assessed on natural, outdoor terrain.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently descend open piste on a red run effectively performing the whole range of skills to a high standard (the steepest part of that run should be used for the assessment)
- traversing across the slope, turning using sound carving techniques in both directions to a high standard
- traversing with a high standard of posture
- the ability to consistently perform with a high standard of technique and at some speed; performing a controlled stop at the end
- a high standard of anticipation and awareness of other participants within the performance area
- knowledge of applicable theory, safety and a variety of equipment will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below

- the ability to consistently descend open piste on a blue run effectively performing the whole range of skills to a good standard
- traversing across the slope, turning using sound carving techniques in both directions to a good standard
- traversing with a good standard of posture
- the ability to slide slip in both directions showing weight on the lower leg
- the ability to consistently perform with a good standard of technique and at some speed; performing a controlled stop at the end
- a good standard of anticipation and awareness of other participants within the performance area
- knowledge of applicable theory, safety and a variety of equipment for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to descend a gradual slope performing a range of skills to a sound standard
- traversing across the slope, using snowplough techniques in both directions to a sound standard
- traversing with a sound standard of posture
- the ability to climb up a slope using good herring bone technique
- the ability to come to a controlled stop uphill between two designated points
- a sound standard of anticipation and awareness of other participants within the performance area
- knowledge of applicable theory, safety and a variety of equipment for successful performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to descend a gradual slope performing basic skills without falling
- the ability to link a schuss into a snowplough, back into a schuss again
- the ability to perform snowplough to come to a controlled stop uphill between two designated points
- the ability to perform a standing turn with or without the use of poles through 180 degrees
- the ability to make a number of controlled snowplough turns
- a limited anticipation and awareness of other participants within the performance area
- knowledge of basic theory, safety and equipment will be limited

## **Level 5**

Candidates will demonstrate:

- the ability to make a straight descent (schuss) on a gradual slope with limited skill
- the ability to side step up a slope and turn on the slope
- the ability to perform basic snowplough, though turns will be ineffective
- the ability to perform snowplough to come to a controlled stop
- the ability to stand again after falling over without assistance
- a basic anticipation and awareness of other participants within the performance area
- knowledge of basic theory, safety and equipment will be basic

### **Assessment conditions**

Evidence will have to be filmed. Where possible, it is preferable to use real snow on mountain conditions. Candidates performing at levels 1 and 2 should be assessed on natural, outdoor terrain.

### **Filmed/Other evidence**

All areas of assessment required should be filmed. This may include verbal questioning regarding planning and preparation and verbal demonstration of equipment set-up and usage. The candidate may be filmed at best from in front, as they perform the skills required. It is expected that the camera remains static in order to see the technical performance at best. Weather conditions, snow quality and slope gradient should be recorded verbally.

### **Safety considerations**

Candidates should be aware of the importance of appropriate behaviour whilst in hazardous environments. Candidates should know the mountain code and use it with confidence, allowing space for other mountain users around.

# Snowboarding

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## Skills

Basic stance – ‘regular’ (left foot forward) or ‘goofy’ (right foot forward)

Ability to fall safely and get up smoothly afterwards

Technique – control, style, balance, pace

Side slip on toe edge and heel edge

Falling leaf

Heel and toe traverse

Descend in the ‘fall line’

Turn on both the toe and heel edge

Linked turns, carving and narrow

Heel edge stop or skid to stop

Scoot with front foot in binding

Snowboard switch/fake for highest levels of attainment

Use of lifts and tows

Mountain snowboarding safety, etiquette and signs

## Knowledge

Candidates should have the necessary knowledge to prepare for, plan and participate in the activity. This knowledge will include safety aspects, the environment, the equipment, the mountain code and other slope users. They will have knowledge of competitive snowboarding categories and how to ride all mountain, powder and freestyle and different equipment or equipment set-up for this.

Knowledge should be assessed through performance and oral questioning.

## Assessment criteria

Snowboarding may be performed either on real snow outdoors, or on an indoor artificial snow slope or outdoor artificial snow slope. However, candidates performing at levels 1 and 2 should be assessed on natural, outdoor terrain.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently ride black runs effectively performing the whole range of skills to a high standard
- the ability to effectively descend smoothly and efficiently on the toe and heel edge, traversing with a high standard of posture and efficient weight balanced
- the ability to snowboard for a short distance switch/fake

- the ability to consistently snowboard in the fall line for a distance of 300 metres comfortably and with a high standard of technique at some speed; performing effective avoidance of obstacles and tight, narrow turns using the lower body; performing a controlled skid/stop at the end
- a high standard of anticipation and awareness of other participants within the performance area
- knowledge of applicable theory, safety and a variety of equipment will be evident in decision making and performance and will be of a high standard

## **Level 2**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently ride red runs effectively performing the whole range of skills to a good standard
- the ability to snowboard effectively with good standard of technique performing linking carved turns
- the ability to effectively descend on the toe and heel edge with a good standard of balance
- the ability to consistently snowboard in the fall line for a distance of 100 metres performing effective avoidance of obstacles and tight, narrow turns using the lower body; performing a controlled skid/stop at the end
- a good standard of anticipation and awareness of other participants within the performance area
- knowledge of applicable theory, safety and a variety of equipment for successful performance will be of a good standard

## **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently ride blue runs effectively performing a range of skills to a sound standard
- the ability to snowboard effectively with a sound standard of technique performing linking carves
- the ability to effectively descend on the toe and heel edge with a sound standard of balance
- the ability to snowboard in the fall line for a distance of 40 metres performing effective avoidance of obstacles and narrow turns; performing a controlled skid/stop at the end
- the ability to scoot along flat terrain with only the front foot in binding
- a sound standard of anticipation and awareness of other participants within the performance area
- knowledge of applicable theory, safety and a variety of equipment for successful performance will be of a sound standard

## **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below

- A limited ability to snowboard on a gentle gradient performing some of the skills and technique; performing a turn on either the heel or toe edge, and a carve to stop
- the ability to descend on the toe and heel edge, linking at least once at the end of a traverse
- the ability to snowboard in the fall line for a distance of 30 metres; performing a skid/stop at the end
- a limited anticipation and awareness of other participants within the performance area
- knowledge of basic theory, safety and equipment will be limited

### **Level 5**

Candidates will demonstrate:

- the ability to perform a basic stance and to get up from a fall
- a limited ability to snowboard on a gentle gradient performing some of the basic skills and technique; performing descends on the toe and heel edge
- the ability to snowboard in the fall line for a distance of 20 metres; performing a skid/stop at the end
- a basic anticipation and awareness of other participants within the performance area
- knowledge of basic theory, safety and equipment will be basic

### **Assessment conditions**

Evidence will have to be filmed. Where possible, it is preferable to use real snow on mountain conditions. Candidates performing at levels 1 and 2 should be assessed on natural, outdoor terrain.

### **Filmed/other evidence**

All areas of assessment required should be filmed. This may include verbal questioning regarding planning and preparation and verbal demonstration of equipment set-up and usage. The candidate may be filmed at best from in front, as they perform the skills required. It is expected that the camera remains static in order to see the technical performance at best. Weather conditions, snow quality and slope gradient should be recorded verbally.

### **Safety considerations**

Candidates should be aware of the importance of appropriate behaviour whilst in hazardous environments. Candidates should know the mountain code and use it with confidence, allowing space for other mountain users around.

# Surfing

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## Skills

Swim/paddle/duck out through surf waves

Selection of appropriate waves

Judge when to catch broken and unbroken waves

Ride in with body on board, ride in standing on board

Control board on the backhand and forehand

Traverse along a wave, choose to kick out of a wave

Show advanced moves and manoeuvres including 'Bottom Turn', 'off the lip', 'Cut Back', 'S Turn'

## Knowledge

Candidates should demonstrate knowledge about open water safety and other considerations, particularly related to sea and surf conditions

Knowledge should be assessed through performance and oral questioning.

## Assessment Criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently swim/paddle out and ride in on waves of over 1 metre, showing effective control, balance and fluency to a high standard
- the ability to stand on a wave and produce two different moves to a high standard, one each hand
- the ability to consistently select appropriate waves, accurately judge the catching of broken and unbroken waves, and to choose effectively when to kick out of a wave
- knowledge of applicable safety aspects and practice will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently swim/paddle out and ride in on waves of over 1 metre
- the ability to stand on a wave showing good control and balance
- the ability to select appropriate waves, accurately judge the catching of broken and unbroken waves, and to choose effectively when to kick out of a wave
- knowledge of applicable safety aspects and practice for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to swim/paddle out and ride in prone showing good control on waves of over 0.75 metres
- beginnings of the ability to stand on a wave
- the ability to sometimes select appropriate waves, judge the catching of broken and unbroken waves, and to choose sometimes effectively when to kick out of a wave
- knowledge of applicable safety aspects and practice for performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to swim/paddle and surf in on waves of over 0.75 metres
- the ability to pick up a wave and body surf over a reasonable distance
- a limited ability to select appropriate waves and judge the catching of broken and unbroken waves
- knowledge of applicable safety aspects and practice will be limited

### **Level 5**

Candidates will demonstrate:

- the ability to swim/paddle and surf in on waves of over 0.5 metres
- the ability to pick up a wave and body surf over a short distance
- a basic ability to select appropriate waves and judge the catching of broken and unbroken waves
- knowledge of applicable safety aspects and practice will be basic

### **Assessment Conditions**

Candidates should demonstrate skills in isolation and as linked movements during surf runs. Assessment should be made under appropriate water conditions which allow the candidate to demonstrate their best ability.

### **Filmed/Other evidence**

Filming should be completed with a camera capable of giving sufficient detail over the whole of a performance. Candidates should demonstrate their knowledge orally and through performance.

Other evidence (competitive results, representative level) can be provided in support of assessment.

### **Safety Considerations**

Candidates should demonstrate that they can participate safely. Candidates should be able to explain the dangers of participation in open water activities and appropriate safeguards and emergency action. Surfing is a high risk activity and appropriate supervision is necessary.

# Rock Climbing

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## Skills

Belaying – single point and multiple belay

Rope work – attaching rope to harness/belt, tying knots (figure of eight and bowline)

Climbing and descending methods – bridge, traverse, jam, lay-back, mantel-shelve, handhold and foothold

Equipment – knowledge and use of

Weather conditions – assessment

Safety precautions, health and safety and emergency procedures

Use of correct climbing calls and communication

Country and other environmental codes

## Knowledge

Knowledge should be assessed through performance and oral questioning.

## Assessment Conditions

Candidates should be assessed over four different routes over at least two different faces. Candidates performing at levels 3, 4 and 5 may be assessed on indoor climbing walls. However, candidates performing at levels 1 and 2 should be assessed on natural, outdoor terrain.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard including ascending mantle shelf/over hang and performing a short layback and belaying
- the ability to attach ropes and tie knots to a high standard including attaching rope to belt/harness and tying a retied figure of eight knot with stopper
- a high standard of knowledge of a range of equipment and the ability to prepare themselves and others
- knowledge and assessment of the impact of weather conditions on climbing will be of a high standard and will be evident in performance, decision making and adaptation to ensure safe and effective climbing
- knowledge of safety precautions, health and safety and emergency procedures will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard including ascending mantle shelf/over hang and performing a short layback and belaying
- the ability to attach ropes and tie knots to a good standard including attaching rope to belt/harness and tying a retied figure of eight knot with stopper

- a good standard of knowledge of a range of equipment and the ability to prepare themselves
- knowledge and assessment of the impact of weather conditions on climbing will be of a good standard and will be evident in performance, decision making and adaptation to ensure safe and effective climbing
- knowledge of safety precautions, health and safety and emergency procedures for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform a range of skills to a sound standard including jamming
- the ability to attach ropes and tie knots to a sound standard including attaching rope to belt/harness and tying a retied figure of eight knot with stopper
- a sound standard of knowledge of a range of equipment and the ability to prepare themselves with limited guidance
- knowledge of safety precautions, health and safety and emergency procedures for successful performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of basic skills
- a limited ability to attach ropes and tie knots
- knowledge of basic equipment and the ability to prepare themselves will be limited and will require some guidance
- knowledge of safety precautions, health and safety and emergency procedures will be limited

### **Level 5**

Candidates will demonstrate:

- a limited ability to perform a range of basic skills
- a basic ability to attach ropes and tie knots
- knowledge of basic equipment and the ability to prepare themselves will be basic and will require full guidance
- knowledge of safety precautions, health and safety and emergency procedures will be basic

### **Filmed/Other evidence**

Filmed evidence should include footage from below the climber and from above, where possible. Filming should focus on particular skills. Candidates should demonstrate their knowledge orally and through performance.

### **Safety Considerations**

Candidates should demonstrate that they can participate safely. Rock climbing is a high risk activity and appropriate supervision is necessary.

# Wind Surfing

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## Skills

Equipment – knowledge of board, rig, personal equipment

Weather and sailing conditions – assessment of wind direction and strength and adaption of equipment, devising a course

Rigging the board and sailing theory

Steering, Close Haul, Reaching, Running, Tacking, Gybing, Sailing different points, Planing

Use of footstrap and harness

Starts – up haul, beach start, water start

Landing

Self rescue

## Knowledge

Knowledge should be assessed through performance and oral questioning.

## Assessment Criteria

Candidates should be assessed to demonstrate both isolated skills and in normal performance conditions. Level 1 candidates should demonstrate skills in planning conditions.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a high standard, selecting the appropriate sail set, techniques and course to maximise speed
- the ability to use a harness and footstraps and sail in planing conditions
- the ability to beach start show the beginnings of water starts
- the ability to sail on all points of sailing taking appropriate consideration of wind and water conditions in terms of planning, safety and equipment selection
- the ability to perform gybing in lower wind conditions
- knowledge of applicable theory and equipment will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the whole range of skills to a good standard, selecting the appropriate sail set, techniques and course to maximise speed
- some ability to use a harness and footstraps and plane the board
- the ability to beach start
- the ability to complete a course taking appropriate consideration of wind and water conditions in terms of planning, safety and equipment selection

- the ability to tack and gybe in moderate conditions
- knowledge of applicable theory and equipment for successful performance and will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard, selecting the appropriate sail set, techniques and course to outwit opponents and maximise speed in low wind conditions
- the ability to use a harness
- a good ability to up haul start
- some ability to complete a route that sails on all points of sailing taking appropriate consideration of wind and water conditions in terms of planning, safety and equipment selection
- knowledge of applicable theory and equipment will be evident in performance and will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform some of the basic skills in practice conditions in low wind conditions
- the ability to up haul start in low wind conditions
- a limited ability to tack in low wind conditions inconsistent balance and effect
- knowledge of applicable theory and equipment will be limited

### **Level 5**

Candidates will demonstrate:

- a basic ability to perform some of the basic skills in practice conditions in low wind conditions
- a limited ability to up haul start in low wind conditions
- a limited ability to move around the mast
- knowledge of applicable theory and equipment will be basic

### **Assessment Conditions**

Candidates should demonstrate skills in isolation and by sailing a predetermined course. Assessment should be made under appropriate wind and water conditions which allow the candidate to demonstrate their best ability. Wind speed needs to match ability and weight.

### **Filmed/Other evidence**

Filming should be completed with a camera capable of giving sufficient detail over the whole of a course. Filming should allow assessment of the 'five essentials'. Candidates should demonstrate their knowledge orally and through performance.

Other evidence (regatta results, representative level) can be provided in support of assessment.

## **Safety Considerations**

Candidates should demonstrate that they can participate safely. Candidates should be able to explain the dangers of participation in open water activities and appropriate safeguards and emergency action. Wind surfing can be a high risk activity and appropriate supervision is necessary.

# Swimming Activities

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## Life Saving

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### Skills

Entry and exit

Rescues – land and swim

Defensive techniques – escape techniques

Recovery and landing a casualty

Supporting a casualty

Resuscitation and emergency aftercare

### Knowledge

Candidates should be taught the necessary knowledge to participate in this activity. This knowledge will include strategies and safety. Tactics and strategies will apply to different defensive techniques and rescues. Knowledge of aftercare should be shown.

Knowledge should be assessed through performance and oral questioning.

### Assessment Criteria

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the full range of land and swimming rescues using the relevant skills, tows and techniques to a high standard
- the ability to consistently swim 50 metres and tow 50 metres, showing efficient movement through the water
- the ability to effectively assess situations and apply appropriate responses which are executed to a high standard
- ability to show high standards in the recovery and support of a casualty
- knowledge of applicable lifesaving and emergency aftercare will be evident in decision **making and performance and will be of a high standard**

#### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the full range of land and swimming rescues using the relevant skills, tows and techniques to a good standard
- the ability to consistently swim 50 metres and tow 50 metres, showing efficient movement through the water
- the ability to effectively assess situations and apply appropriate responses which are executed to a good standard

- ability to show good standards in the recovery and support of a casualty
- knowledge of applicable lifesaving and emergency aftercare for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of land and swimming rescues using the relevant skills, tows and techniques to a good standard
- the ability to swim 50 metres and tow 50 metres with limited effectiveness
- the ability to sometimes effectively assess situations and sometimes apply appropriate responses which are executed to a sound standard
- the ability to perform the recovery and support of a casualty with limited assistance from others
- knowledge of lifesaving and emergency aftercare for successful performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a limited range of land and swimming rescues using the relevant basic skills
- the ability to swim and tow though not over extended distance
- the ability to sometimes effectively assess situations and sometimes apply appropriate responses which are executed to a sound standard
- the ability to assist others in the recovery and support of a casualty
- knowledge of lifesaving and emergency aftercare will be limited

### **Level 5**

Candidates will demonstrate:

- the ability to perform a land or swim rescue
- the ability to swim and tow over a short distance
- the ability to sometimes effectively assess situations and sometimes apply appropriate responses which are executed to a sound standard
- the ability to assist others in the recovery and support of a casualty, but with limited effectiveness
- knowledge of lifesaving and emergency aftercare will be basic

### **Assessment Conditions**

Candidates should demonstrate skills in isolation and in a lifesaving situation.

### **Safety Considerations**

All swimming pool or water based activities must be supervised by an appropriately qualified adult at all times.

## Personal Survival

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### Skills

Entry, exit

Swim with clothes, clothing removal

Creating Floats

Treading water

Extended swim

Surface dive and underwater swimming

Retrieve an object from pool bottom

HELP/HUDDLE position

### Knowledge

Knowledge should be assessed through performance and oral questioning.

### Assessment Criteria

Knowledge of the activity should be assessed from candidate performance but may be supported by oral questioning

#### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the full range of skills to a high standard
- the ability to consistently swim 100 metres in clothes, showing effective progress through the water
- the ability to effectively tread water with one arm out of the water for one minute and five for minutes in total executed to a high standard
- the ability to create effective floats from clothing
- the ability to swim 800 metres including six 5 metre underwater swims to a high standard
- knowledge of personal survival situations will be evident in decision making and performance and will be of a high standard

#### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively the full range of skills to a good standard
- the ability to consistently swim 100 metres in clothes, showing efficient technique/effective progress through the water
- the ability to effectively tread water with one arm out of the water for 20 seconds and for five minutes in total executed to a good standard
- the ability to create effective floats from clothing

- the ability to swim 800 metres including four 5 metre underwater swims to a good standard
- knowledge of personal survival situations for successful performance will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform a range of skills to a sound standard
- the ability to swim 50 metres in clothes, showing efficient technique/effective progress through the water
- the ability to effectively tread water with one arm out of the water for 20 seconds and for three minutes in total executed to a sound standard
- the ability to create floats from clothing, which will be of limited effectiveness
- the ability to swim 400 metres including two 5 metre underwater swims to a sound standard
- knowledge of personal survival situations for successful performance will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- a limited ability to perform some of the skills, including entering the water and surface dive with effective
- the ability to swim 50 metres in clothes with limited effectiveness
- the ability to effectively tread water for 1 minute using basic technique
- the ability to create floats from clothing, which will be of limited effectiveness
- the ability to swim 400 metres including two 5 metre underwater swims to a sound standard
- the ability to perform the HELP and HUDDLE position
- knowledge of personal survival situations will be limited

### **Level 5**

Candidates will demonstrate:

- the ability to perform a basic entry into the water
- a limited ability to swim in clothes
- the ability to effectively tread water for a brief period of time using basic technique
- the ability to swim 100 metres including two 5 metre underwater swims to a sound standard
- the ability to perform the HELP and HUDDLE position, which will be of limited effectiveness
- knowledge of personal survival situations will be basic

### **Safety Considerations**

All swimming pool or water based activities must be supervised by an appropriately qualified adult at all times.

# Swimming

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## Skills

Starts, turns

Strokes – front crawl, back crawl, breaststroke, butterfly

Treading water

Extended swim

## Knowledge

Tactics, rules (eg touching to turn, distance covered under water after entry) and strategies will apply to longer distance swims.

Knowledge should be assessed through performance and oral questioning.

## Assessment Criteria

Candidates should demonstrate skills for each stroke they are required to perform in continuously.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively and without fatigue a minimum of three strokes to a high standard each over 100 metres
- the ability to swim consistently and effectively over 150 – 200 metres in preferred stroke to a high standard
- the ability to perform the beginnings of the fourth stroke
- the ability to perform effective starts and turns to a high standard
- knowledge of rules will be evident in decision making and performance and will be of a high standard

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to consistently perform effectively and without fatigue three strokes to a good standard each over 100 metres
- the ability to swim consistently and effectively over 150 – 200 metres in preferred stroke to a good standard
- the ability to perform effective starts and some turns to a good standard
- knowledge of rules will be evident through performance and will be of a good standard

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform three strokes to a sound standard each over 50 metres
- the ability to swim consistently and effectively over 75 – 100 metres in preferred stroke to a sound standard
- the ability to perform starts with some effectiveness
- knowledge of rules will be evident through performance and will be of a sound standard

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- the ability to perform two strokes both over 50 metres. Breathing technique will break down over the length of the swim
- the ability to swim consistently and effectively over 75 – 100 metres in preferred stroke
- the ability to perform a basic start effectively
- the ability to effectively tread water for 1 minute using basic technique
- knowledge of rules will be limited

### **Level 5**

Candidates will demonstrate:

- the ability to consistently perform one stroke over 50 metres. Breathing technique will be ineffective
- the ability to perform a basic start with limited effectiveness
- the ability to effectively tread water for a brief period of time using basic technique
- knowledge of rules will be basic

### **Safety Considerations**

All swimming pool or water based activities must be supervised by an appropriately qualified adult at all times.

# Coaching/Leading Activities

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## Coaching/Leading

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### Skills

Communication skills and strategies

Organisation and planning

Progressive skill learning

Assessing and working with different abilities

Identifying weakness/areas for improvement

### Demonstrations

Assessing and working in different environments

Safety aspects – risk assessment, health and safety (including warm up and cool down), first aid and emergency procedures

### Knowledge

Candidates should have an appropriate knowledge and understanding of the range of activity skills appropriate to the level they are coaching/leading.

### Assessment Criteria

Candidates should commit to a minimum of 10 weeks (1 hour per week) of coaching or leading. This should not include timetabled GCSE Physical Education sessions.

In addition to the candidate's ability to coach/lead, the improvement of individuals or groups being coached/led will also depend upon the ability of the individuals or groups. This should be considered by both candidate and centre when selecting subjects to be coached/led.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge and understanding of progressive skill learning methods and techniques will be evident in decision making and effective planning, and through the degree of improvement in performance of the individuals or group
- organisation and planning to a high standard, which recognises the abilities and requirements of the individuals or group and can be adapted as further assessment/observation occurs. Candidates may demonstrate the ability to differentiate the tasks planned according to abilities and requirements of individuals or group
- a high standard of consistent and effective communication skills and strategies, which can be adapted to effectively respond to the requirements of individuals both in a one-to-one situation and within a group
- a high level of ability to demonstrate skills appropriate to the activity either by effective personal demonstration or by the selection of effective demonstrators. Demonstrations will be accompanied by clear and effective explanation by the candidate
- a high level of recognition of performance weakness(es)/areas for improvement and the ability to adapt their approach/plan to bring about improvement in these

- a high level of ability to adapt their approach/plan to effectively meet the requirements of the environment
- knowledge of safety procedures will be evident in decision making and performance and will be of a high standard. Candidates will be able to produce an accurate risk assessment

## **Level 2**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge and understanding of progressive skill learning methods and techniques will be evident in effective planning, and through the degree of improvement in performance of the individuals or group
- organisation and planning to a good standard, which often recognises the abilities and requirements of the individuals or group and can often be adapted as further assessment/observation occurs.
- a good standard of consistent and effective communication skills and strategies, which can often be adapted to effectively respond to the requirements of individuals both in a one-to-one situation and within a group
- a good level of ability to demonstrate skills appropriate to the activity either by effective personal demonstration or by the selection of effective demonstrators. Demonstrations will be accompanied by a clear and often effective explanation
- a good level of recognition of performance weakness(es)/areas for improvement and the ability to often adapt their approach/plan to bring about improvement in these
- a good level of ability to adapt their approach/plan to effectively meet the requirements of the environment
- knowledge of safety procedures will be evident in performance and will be of a good standard. Candidates will be able to produce a risk assessment most of which will be accurate

## **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge and understanding of progressive skill learning methods and techniques will be evident in planning, and through the degree of improvement in performance of the individuals or small group
- organisation and planning to a sound standard, which sometimes recognises the abilities and requirements of the individuals or small group and can sometimes be adapted as further assessment/observation occurs.
- a sound standard of effective communication skills and strategies, which can sometimes be adapted to effectively respond to the requirements of individuals both in a one-to-one situation and within a small group
- a sound level of ability to demonstrate skills appropriate to the activity either by effective personal demonstration or by the selection of effective demonstrators. Demonstrations will be accompanied a clear and sometimes effective explanation
- a sound level of recognition of performance weakness(es)/areas for improvement and the ability to sometimes adapt their approach/plan to bring about improvement in these
- a sound level of ability to adapt their approach/plan to meet the requirements of the environment with some effectiveness
- knowledge of safety procedures will be evident in performance and will be of a sound standard. Candidates will be able to produce a risk assessment some of which will be accurate

## Level 4

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge and understanding of practice conditions will be evident in planning, and may be evident through the improvement in performance of the individuals
- limited organisation and planning, which rarely recognises the abilities and requirements of the individuals
- limited communication skills and strategies, which are rarely adapted to effectively respond to the requirements of individuals in a one-to-one situation
- a limited level of ability to demonstrate skills appropriate to the activity either by personal demonstration or by the selection of demonstrators. Demonstrations will be accompanied by a limited explanation
- a limited level of recognition of performance weakness(es)/areas for improvement and the ability to rarely adapt their approach/plan to bring about improvement in these
- a limited level of ability to adapt their approach/plan to meet the requirements of the environment with little effectiveness
- knowledge of safety procedures will be limited. Candidates will be able to produce a basic risk assessment with limited assistance

## Level 5

Candidates will demonstrate:

- knowledge and understanding of practice conditions will be limited, there may be evidence of improvement in performance of the individuals
- basic organisation and planning, recognition of abilities and requirements of the individuals will be basic
- basic communication skills, which cannot be adapted to effectively respond to the requirements of individuals in a one-to-one situation
- a basic level of ability to demonstrate skills appropriate to the activity either by personal demonstration or by the selection of demonstrators. Demonstrations will be accompanied by a basic explanation
- a basic level of recognition of performance weakness(es)/areas for improvement but cannot adapt their approach/plan to bring about improvement in these
- a basic level of ability to adapt their approach/plan to meet the requirements of the environment which will be ineffective
- knowledge of safety procedures will be basic. Candidates will be able to produce a basic risk assessment with considerable assistance

## Filmed/Other evidence

Filming should be conducted to show progression of both candidate and subject(s) being coached/led. This can be achieved by recording a session or part-session from early on in the 10 week (minimum) programme and then another session later on. Filming should focus on the candidate who is coaching/leading and allow for communication to be heard and seen.

Candidates must produce a **log book** to accompany this activity, which should include:

- a coaching/leading plan for the period (minimum 10 weeks);
- a minimum of two lesson plans/schemes of work;
- a risk assessment from one of their coaching sessions.

# Officiating Activities

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## Officiating

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### Skills

Knowledge and understanding of rules and regulations

Decision and judgement making

Communication skills and strategies

Assessing and working with different abilities

Assessing and working in different environments

Safety aspects – risk assessment, health and safety, first aid and emergency procedures

### Knowledge

Candidates should have an appropriate knowledge and understanding of the range of rules and regulations appropriate to the activity and the level of performance/game they are officiating in.

### Assessment Criteria

Candidates should commit to a minimum of 10 hours of officiating over an extended period of time, and on a number of different occasions. This should not include timetabled GCSE Physical Education sessions.

In addition to the candidate's ability to officiate, the conduct and ability of the performance/game participant(s) will also effect their achievement as an official. When selecting individuals/groups to be officiated candidates and centres should take this into consideration.

### Level 1

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge and understanding of rules and regulations will be evident through the effective management of participants in performances/games
- decisions and judgements made will be accurate and consistent, and will be made with confidence and authority
- a high level of ability to apply rules and regulations to reflect the requirements and abilities of participants to enable purposeful, safe and enjoyable performances/games
- a high standard of consistent and effective communication skills and strategies. Adapted effectively to meet the requirements of the participants to ensure purposeful, safe and enjoyable performances/games
- knowledge of safety procedures will be evident and will be of a high standard. Candidates will be able to produce an accurate risk assessment

### Level 2

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below

- knowledge and understanding of rules and regulations will be evident through the often effective management of participants in performances/games
- decisions and judgements made will be mostly accurate and consistent, and will be made often with confidence and authority
- a good level of ability to apply rules and regulations to reflect the requirements and abilities of participants to enable purposeful, safe and enjoyable performances/games
- a good standard of consistent and effective communication skills and strategies. Adapted, often effectively, to meet the requirements of the participants to ensure purposeful, safe and enjoyable performances/games
- knowledge of safety procedures will be evident and will be of a good standard. Candidates will be able to produce a risk assessment most of which will be accurate

### **Level 3**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- knowledge and understanding of rules and regulations will be evident through the sometimes effective management of the participants in performances/games
- decisions and judgements made will be sometimes accurate and will be made with some confidence
- a sound level of ability to apply rules and regulations to reflect the requirements and abilities of participants which will sometimes enable purposeful, safe and enjoyable performances/games
- a sound standard of effective communication skills and strategies. Adapted sometimes to meet the requirements of the participants to enable purposeful, safe and enjoyable performances/games
- knowledge of safety procedures will be evident and will be of a sound standard. Candidates will be able to produce a risk assessment some of which will be accurate

### **Level 4**

Candidates will demonstrate:

- most of the criteria to place them at the top of the level below
- limited knowledge and understanding of rules and regulations which will rarely result in effective management of the participants in performances/games
- decisions and judgements made will be rarely accurate and will be made with limited confidence
- a limited level of ability to apply rules and regulations to reflect the requirements and abilities of participants. The purposefulness, safety and enjoyableness of performances/games will be often inhibited
- a limited standard of communication skills. Rarely adapted to meet the requirements of the participants which inhibits purposeful, safe and enjoyable performances/games
- knowledge of safety procedures will be limited. Candidates will be able to produce a basic risk assessment with limited assistance

### **Level 5**

Candidates will demonstrate:

- basic knowledge and understanding of rules and regulations. There may be evidence of attempts to manage the participant(s) in performances/games but this will be ineffective

- decisions and judgements made will be mostly inaccurate and will be made with little confidence
- a basic level of ability to apply rules and regulations to reflect the requirements and abilities of participants. The purposefulness, safety and enjoyableness of performances/games will be wholly inhibited
- a basic standard of communication skills. Is not adapted to meet the requirements of the participants which inhibits purposeful, safe and enjoyable performances/games
- knowledge of safety procedures will be basic. Candidates will be able to produce a basic risk assessment with considerable assistance

### **Filmed/Other evidence**

Filming should be conducted to show progression of candidate as an official. This can be achieved by recording evidence of a game/session officiated early on in the 10 week programme and another game/session later on. Filming should focus on the candidate and allow for communication to be heard and seen. However, it should include footage of performers or game participants being instructed by the officiating candidate to evidence effectiveness.

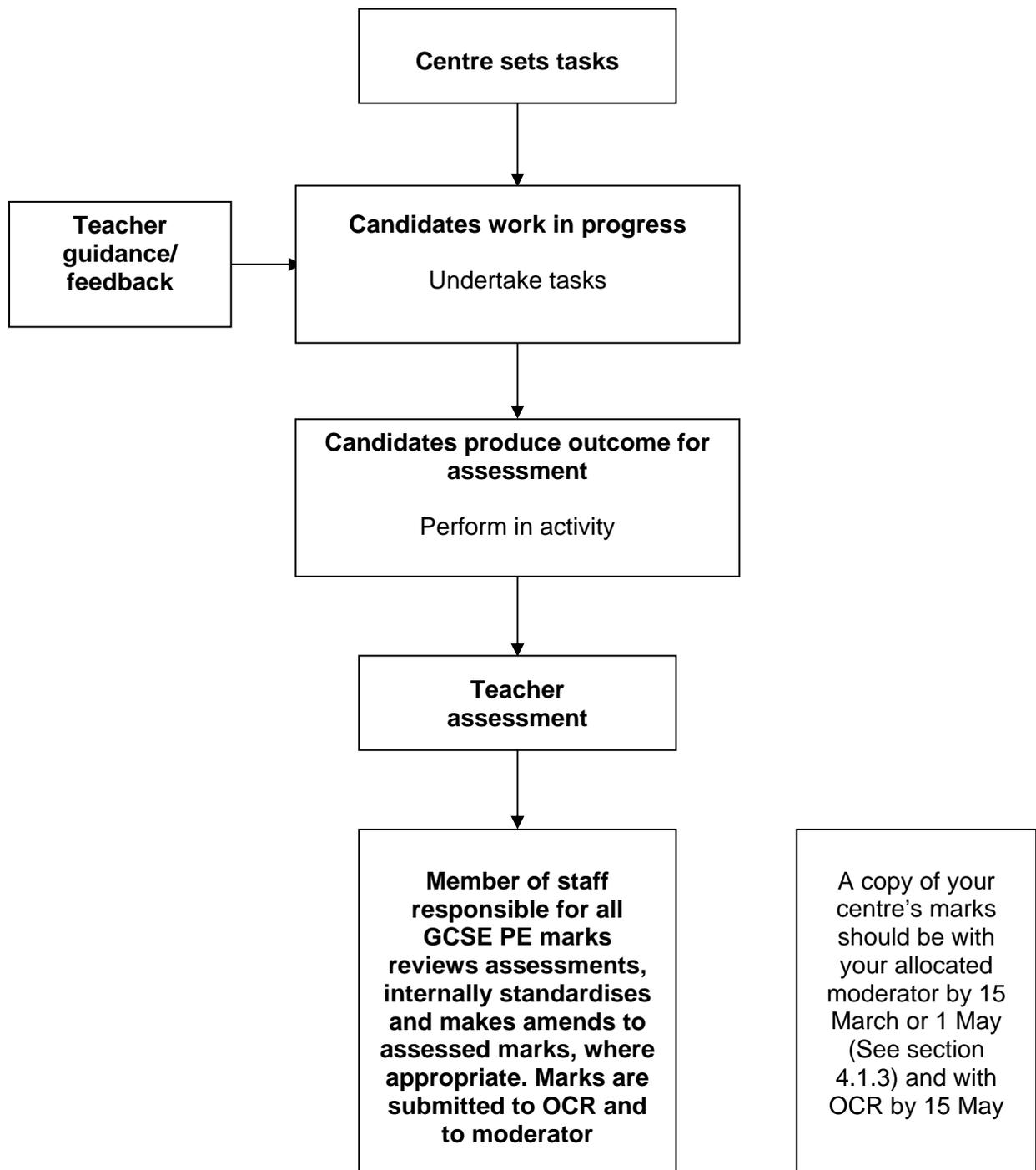
Candidates must produce a log book to accompany this activity, which should include:

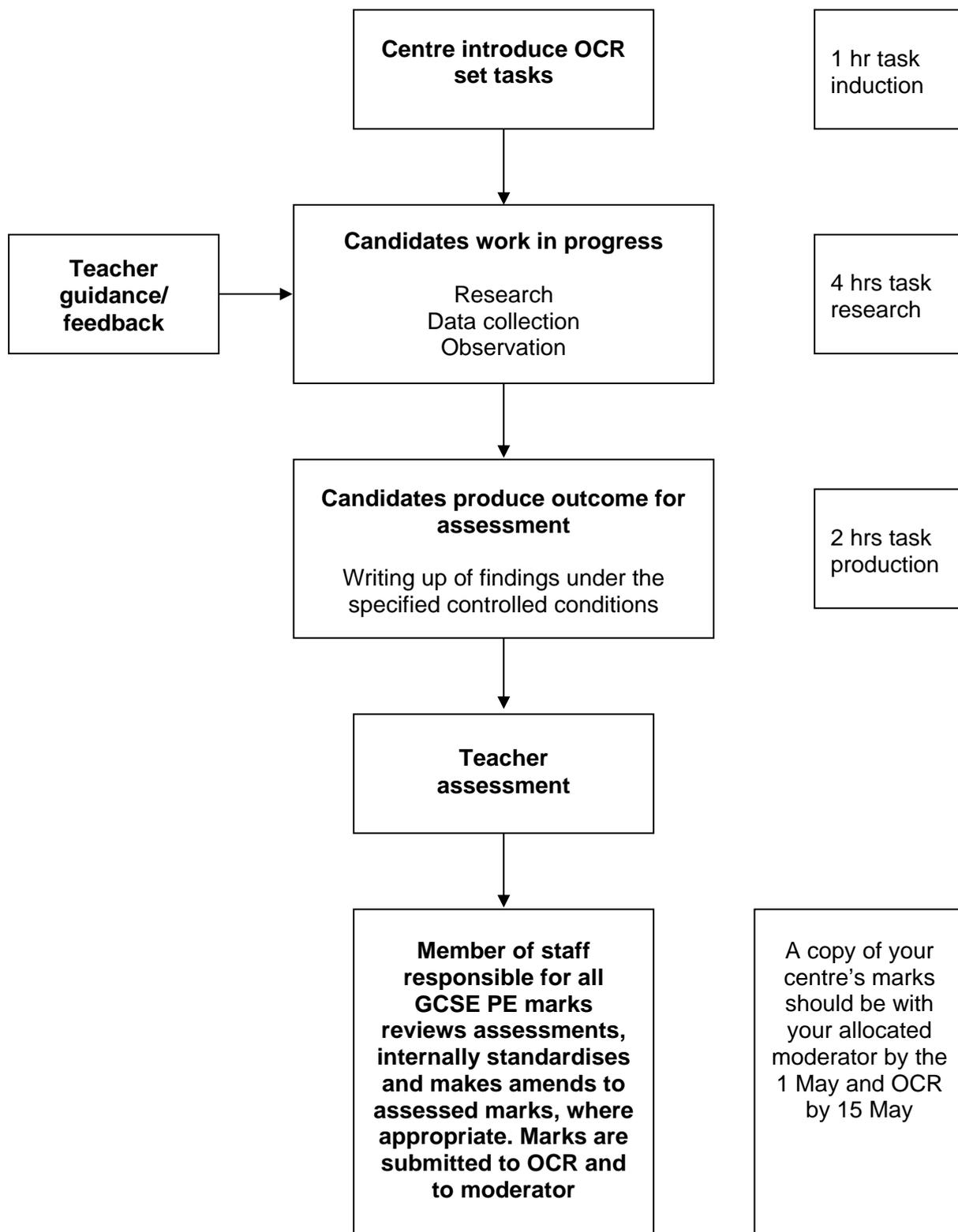
- a record of their officiating activities for the period (minimum 10 weeks);
- a minimum of two evaluations of sessions officiated (this may be done by a member of PE staff);
- a risk assessment from one of the games/sessions they have officiated.

# 4 Teacher guidance on how to plan Controlled Assessment

## 4.1 Controlled Assessment delivery

### Practical tasks flow chart





## Key actions and dates relating to the controlled assessment units

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**All dates below are in relation to the academic year in which candidates are completing the course and certificating for the new linear specifications.**

- (i) Make estimated entries in for units B452/B454 as appropriate in Autumn term – see OCR Admin Guide for deadline, usually 10 October
- (ii) Submit any Special Activity Submissions for that academic year by 15 October
- (iii) Submit Visit Arrangement Form (VAF) to OCR as soon as possible either late in the Autumn term or early in the Spring term; see VAF for precise deadline
- (iv) From 2011/12, deadlines for the submission of final marks to the moderator are
  - **15 March** for the majority of marks
  - **1 May** for ‘seasonal’ activities and Analysing Lifestyle and Analysing Performance

The ‘seasonal’ activities are:

- Cricket
  - Hill Walking and Campcraft
  - Rock Climbing
  - Rounders
  - Skiing
  - Snowboarding
  - Softball
  - Tennis
  - Track and Field athletics
  - **ALL** candidate marks in activities other than those listed above must be sent to the moderator by 15 March, prior to moderation
  - **ALL** candidate marks in seasonal activities must be accompanied by filmed evidence if submitted for the later deadline of 1 May
- (v) Visiting moderation period is 15 March – 15 May
  - (vi) Visiting moderator will contact you to introduce themselves and begin making arrangements for your moderation in early March
  - (vii) Any seasonal activity marks, supported by filmed evidence, plus the sample of AL and AP work must be sent to moderator by 1 May
  - (viii) Your MS1 should be submitted to OCR by 15 May; a copy must be sent to your moderator at this point also
  - (ix) After this point, unless the moderator needs to contact you with regard to any administrative issues, the moderators’ recommendations for your centre will be processed by OCR and your centres outcome will be provided to you, along with a Report on the Moderation, when results are published

### Choice of Controlled Assessment task

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For GCSE in Physical Education, OCR will assume a medium level of control. The task-taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

#### Practical performances

For the practical performances OCR will assume a low level of control in relation to the setting of tasks. Teachers will be able to design their own tasks according to the assessment criteria and activity-specific links provided by OCR. Centres should generate tasks of suitable pitch and challenge to enable candidates to access to the full range of marks as indicated in the assessment criteria and activity-specific links and offer them scope to demonstrate the skills and techniques that the criteria and activity-specific links require. For example, this may mean an Outdoor and Adventurous activity taking place in a suitable environment and/or over a stipulated period of time.

#### Analysis tasks

For the Analysing Lifestyle and Analysing Performance tasks (AL and AP) in units B452 and B454, respectively, OCR will assume a high level of control in relation to the setting of tasks. The analysis tasks are set for the life of the specification. Candidates should produce written work that enables them to meet the requirements of the analysis task(s), assessment criteria and guidance provided.

Tasks will be set within a broader learning programme, which will allow the acquisition of subject-specific knowledge and the development of appropriate practical skills.

### Setting the Controlled Assessment tasks

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#### Practical performances

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

When designing practical activity tasks, centres should give careful consideration to both the accessibility of an activity and the length of time candidates will be required to participate in an activity so as to be able to access the full range of marks. For instance, a task which sets participation in an on-site activity (e.g. Netball) at twice a week for 12 weeks would give greater accessibility to the full range of marks than a task which sets participation in an off-site activity (eg rock climbing) at one day's instruction at an 'activity centre'. The design of the above two tasks creates a disparity between the candidates' ability access to the full range of marks, which should be avoided.

Where a candidate is undertaking an off-site activity the centre is advised to discuss with the candidate both accessibility to the activity (How accessible are the ski slopes to them? How frequently they can access the ski slopes? Will they be able to access the full conditions for performance, such as a natural ski slope, during the assessment period) 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 a candidate's access to an activity (they can only access the activity once during the unit) or restriction on time (they can only access the activity for one hour during the unit) would result in their not be able to access the full range of marks. In this instance the task should be revised or another activity chosen and task set.

Centres should also consider the aims of the GCSE Physical Education specifications (GCSE Physical Education specifications J086/J586, section 1.4) when considering activities and designing tasks. Section 1.4 states:

The aims of these specifications are to:

*Encourage candidates to be inspired, motivated and challenged by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to Physical Education. The specification should encourage creativity and decision-making skills to enable candidates to plan effectively for performances and to respond to changing situations.*

*These specifications should prepare candidates to make informed decisions about further learning opportunities and career choices.*

GCSE specifications in Physical Education must enable candidates to:

- *become increasingly physically competent through being actively engaged in a range of physical activities*
- *become increasingly effective in their performance in different types of physical activity and roles, such as player/participant, leader and official*
- *develop their ability to engage independently and successfully in the processes of different types of physical activity*
- *develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.*

### Analysis tasks

The analysis tasks are set by OCR; however, candidates do have to decide which activity and person they will observe for the Analysing Performance task and which person and aspects of lifestyle they will observe for the Analysing Lifestyle task. In the task induction centres should discuss with candidates who would make a suitable subject and highlight that the choice of subject will affect the type of research and data collection which is undertaken. For example, in the Analysing Lifestyle task, choosing a classmate as a subject will probably mean conducting different types of research and analysis than if the subject were a parent.

## When and how to give Controlled Assessment tasks

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### Practical performances

For the practical performances, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task within the unit. Many candidates will already have prior knowledge and/or experience of the activities they will be assessed in; however, candidates must be informed of the tasks set by the centre for the activity and both the generic and activity specific criteria.

Where a centre/candidate wishes to be assessed in an activity not listed in the specification or in a role not available for an activity in the specification, centres may make a special activity submission (section 2.2). Neither centres nor candidates should assume that approval will be given; therefore candidates should have an alternative activity in case of non-approval.

### Analysis tasks

For the analysis tasks, the task should be completed within the time limit (7 hours) and supervised and marked by the teacher. Once candidates are ready to undertake the analysis task(s) centres should schedule the induction, research and production elements of the task. The times for each element are listed in sections 3.7 and 4.3 of this guide.

## 4.2 Guidance on Controlled Assessment controls

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

Candidates should be allowed sufficient time to complete all of the tasks; however, any time controls stated in this section under the heading *Time control* must be adhered to. Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

- (a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except where the activity is off-site and/or is under the supervision of a specialist coach. In these instances it is the responsibility of the Head of Physical Education 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 needs have sufficient input to be able to conduct internal standardisation of all marks awarded, including those in activities that may have been assessed partially or entirely using outside expertise.

For the Analysing Lifestyle (AL) and Analysing Performance Tasks (AP) in Units B452 and B454, respectively, candidates may conduct their research independently but should produce their written work under direct teacher supervision in the task production stage. The teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

- (b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Physical Education, OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, 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 specification requirements and can be assessed in accordance with the specified marking criteria and procedures
  - Have one member of staff who is responsible for **all** GCSE Physical Education marks, ensuring that comparability across all activities, all candidates and all persons awarding marks is achieved.
- (c) **Time control:** Where time control is appropriate for a physical activity within the specification, it is stipulated in the activity-specific links in the OCR GCSE Physical Education Guide to Controlled Assessment.

The time controls for the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in Units B452 and B454 will be:

- Task induction (1 hour)
- Task research (4 hours)
- Task production (2 hours)

**Total duration** is therefore 7 hours for each of the two analysis tasks.

- Controlled assessment work should be completed within the time limit and supervised and marked by the teacher. Some of the task research work may be undertaken outside the centre. This allows the candidates to make notes on performance or observations and conduct other related research with limited control and take those notes into the controlled task production environment. **Centres must ensure that these research notes are the candidates' findings from the research which they have undertaken and not a first draft of the final work, which is not allowed.** Centres are also responsible for ensuring that each candidate has not exceeded the 4 hours allowed for the task research stage and must be satisfied that the research notes produced are consistent with the time limit for the work.

- (d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. In some team or group activities, the performance of other candidates 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 candidates. This is also true of the Analysing Performance task where a candidate should in most circumstances be analysing the performance of another candidate rather than their own performance.
- (e) **Resource control:** Access to resources will vary depending upon the location of the centre. Centres may use external venues/facilities/coaches for the assessment of performance of physical activities where available and appropriate.

In the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in Units B452 and B454, candidates are allowed to use ICT to research their task. Candidates should be made aware that they should keep notes of their sources (such as website addresses) if they wish to refer to them in their task production. Candidates are allowed to word process their task research notes, however only hard copies of these may be taken into the task production session(s). **Word processed task research notes should be printed off and checked by the centre before being taken into the first 'task production' session.** Where a centre divides up the 2 hours allowed for task production into more than one session, the task research notes must be kept securely by the centre in between these sessions.

The task production session(s) will take place in controlled classroom conditions. As a centre you may wish to allow your candidates to word process their task using ICT; however, **access to task research notes in electronic format, your centre's network, email, the Internet and external files or memory sticks is not allowed during the task production session(s).**

Any item which forms part of the 'task production' final write up must be produced from scratch in those two hours, or cross-references can be made to identified tables, charts, etc in the task research notes. **It is not permitted for candidates to produce such material in task research and then cut-and-paste it into their task production work.**

**Centres are responsible for authenticating the work of their candidates and must ensure that the use of computers in the 'task production' session(s) does not expose the controlled conditions to abuse.** If centres cannot ensure this, then computers should not be used in the 'task production' session(s).

## 4.3 Guidance on ‘task induction’

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### Practical performances

Centres should induct candidates in the tasks designed for each of their activities. This should be done by the teacher and therefore, will be done under direct teacher supervision; however, there is no time control on this element of the practical activity task. Where the activity is an off-site activity, the teacher may need to liaise with the candidate and external parties (coach, leader, trainer, centre or instructor) and external sources (National Governing Bodies), where available, to design the task for the activity. The centre should then induct the candidate as normal.

### Analysis tasks

Centres should introduce the specific task in the 1 hour slot allotted for this element of the tasks. This should be done under direct teacher supervision in conjunction with the guidance given in sections 3.7, 3.8 and 3.9 of this guide.

## 4.4 Guidance on ‘task research’

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### Practical performances

As part of the design of an activity’s task, centres may choose to include research tasks which candidates undertake for their activities; however, there is no specific requirement for this. This may relate to an aspect of the activity, such as skills, techniques, tactics, rules or roles, to improve both candidate performance and knowledge

### Analysis tasks

The task research element should be delivered in conjunction with the guidance given in sections 3.7, 3.8 and 3.9 of this guide as well as the information outlined in this section.

Centres may select a low level of supervision for this phase of the process, where appropriate. Where necessary, candidates are permitted to undertake observation and research unsupervised. This would usually be relevant where a candidate wishes to analyse a lifestyle or performance not accessible within the centre, for example the lifestyle of a parent, a performance in an off-site activity, or access research material not available within the centre. It must be made clear to candidates who undertake this work unsupervised that they should not exceed the allotted 4 hours. Centres must take every effort to ensure that unsupervised candidates do not exceed this.

To ensure that candidates who undertake the ‘task research’ work unsupervised adhere to the time control, centres should limit the period of time between the ‘task induction’ and the ‘task production’. In addition, centres should review the research notes of candidates who undertake the ‘task research’ unsupervised to assess whether the quantity and level of work presented in the notes are consistent with what can realistically be produced in the 4 hours allowed for this stage. Centres may wish to assess this both by comparing the unsupervised candidate’s notes with their usual output and against the notes produced candidates whose research was supervised. Ultimately, centres are responsible for the authenticity and adherence of their candidates to the controlled assessment conditions.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail.

## 4.5 Guidance on 'task production'

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### Practical performances

It is suggested that for the practical performances assessment is continuous, so that in the event of injury or illness preventing a candidate from completing their practical performances for either unit B452 or B454, the centre still has evidence of attainment up to that point.

### Analysis tasks

This should be read in conjunction with sections 3.7, 3.8 and 3.9 of this guide.

This element must be undertaken in supervised conditions. The only resource which candidates are allowed to use in their **task production** under direct supervision is a **hard copy of the task research notes** which they have produced. The research notes should represent a summary of any relevant research which the candidate has undertaken, summarising and referencing information from other sources, and recording any data based on tests or observations which have been carried out. **Candidates are not permitted to take their task research notes in electronic format, exercise books/class notes or text books into the task production session(s) nor can they access the internet, intranet, memory sticks or any external computer files during the task production session(s).** Candidates may use quotations in their notes, but these should be brief. Candidates should make a note of any quotation reference, in case they wish to use it in the task production.

The task research notes used to produce the final piece of work in the task production stage **must** be kept and submitted as part of the final work and there must be a clear distinction as to what are the research notes and what is the final task production work. **At moderation the moderator will expect to see not only the final task production work but also the task research notes.**

Centres may choose to divide the 2 hours allotted to this element into shorter sessions; however, these are unlikely to amount to less than four 30 minute slots. Where this element is divided into shorter sessions, centres are responsible for ensuring that the controlled assessment conditions are maintained between these sessions. Centres should also ensure that the period between the sessions is as limited as possible.

Centres must keep live Controlled Assessment tasks secure and confidential at all times. After each sessions, centres should collect all task research notes and task production work to ensure that no additional work is done by candidates. It is the responsibility of the centre to keep the documents secure between the sessions and to ensure that candidates do not have access to these documents outside of the allotted sessions.

Candidates may use information from any relevant source to help them with producing evidence for the tasks as long as they clearly credit the source. Candidates 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 and therefore that any detail necessary for the referencing is recorded in the task research notes prior to beginning the task production stage.

Centres are responsible for ensuring that no change they make to the controlled conditions exposes the controls to abuse by candidates. Where centres cannot ensure this, then the change should not be made.

## Controlled Assessment task security

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

Candidates' analysis tasks and any evidence of performance must be stored securely and should be available for moderation. It is suggested that they are destroyed after the last date for result enquiries following the examination series in which entries for the units concerned are made.

### Candidate absence at the time of assessment

If a candidate is absent from a centre when an assessment is carried out, the Controlled Assessment 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 while a Controlled Assessment task is taking place, the task may be resumed subsequently provided the centre ensures that no candidate is likely to have been advantaged or disadvantaged by doing so.

## Presentation of work

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### Practical performances

For the practical performances, any activity that could not be reasonably moderated at the centre is defined as being 'off-site'. Centres must provide filmed evidence of **all offsite** marks that are entered by candidates along with any activities where a record of some filmed evidence is a stated requirement, such as coaching and officiating. This should be in CD Rom or DVD format.

Candidates being filmed need to be very clearly identified and the footage needs to be accompanied by appropriate information to enable them to be identified.

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 climbing grade.

**Centres must also keep filmed evidence of a sample of their candidates undertaking all onsite activities across the range of marks awarded (highest, middle and lowest marks) for each activity assessed.** This is so that in the event of a visiting moderation not being possible the accuracy of the marks awarded can still be assessed. The filmed evidence should demonstrate that the candidates have achieved the level and marks they have been awarded. It needs to demonstrate that candidates have performed the **range** of skills appropriate for the marks awarded. This filmed evidence may be required if a review of moderation is later requested by the centre.

The activity-specific links for some activities may have additional guidance pertaining to filmed and other evidence. In general, the filmed evidence must show a suitable range of skills being demonstrated by the candidates featured to support the marks awarded. Therefore if a candidate is being awarded a mark in Level 1 and the criteria for the activity state specific skills which are expected in level 1 then the expectation is that these are shown in the filmed evidence of the performance.

## Analysis tasks

For the analysis tasks, candidates must observe certain procedures in the production of Controlled Assessments.

Candidates are allowed a total of 4 hours to complete any research and observation for the task, whether done independently, within the centre in scheduled sessions, or a mixture of the two. Candidate evidence will be a set of research notes presented in the task research booklets produced by OCR, which will be the sole source of reference material when completing their task production. The task research notes may contain information such as:

- Data collected; tables; diagrams; photos;
- Notes summarising research undertaken;
- Analysing Lifestyle or Analysing Performance action plan ideas/outlines/diagrams;
- Reference details for quotes, sources and ideas which the candidate may wish to use in their task production.

**No part of the task research notes should be a pre-written attempt at the task.**

The task research notes used to produce the final piece of work in the task production stage **must** be kept and submitted as part of the final work and there must be a clear distinction as to what are the research notes and what is the final task production work. **At moderation the moderator will expect to see not only the final task production work but also the task research notes.**

- Any material taken from other sources must be suitably referenced in accordance with the Joint Council for Qualifications (JCQ) guidelines regarding referencing of sources

Further guidance on what should be submitted for each of the specific analysis tasks can be found in section 3.7, 3.8 and 3.9 of this guide and in the OCR GCSE Physical Education specifications.

# 5 Controlled Assessment student guidelines

## 5.1 Task setting

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For the practical performances your teacher will design tasks according to the assessment criteria and activity-specific links provided by OCR. Where you are taking part in an activity which your teacher is not familiar with, your teacher may need to discuss the designing of your task with your coach, leader, trainer or instructor.

The Analysing Lifestyle and Analysing Performance tasks are set for the life of the specification. You will be provided with guidance about the choice of subject for analysis in the task induction for each.

## 5.2 Task taking

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### What can I do in relation to research?

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For your practical performances your teacher may choose to include research tasks. This research may relate to an aspect of the activity, such as skills, techniques, tactics, rules or roles, to both improve your performance and knowledge.

For the Analysing Lifestyle and Analysing Performance tasks your teacher will provide a 1 hour induction to each task. As part of this induction you will be given guidance about what research you may undertake and key things to consider. There are specific time constraints which you should adhere to when undertaking the analysis tasks. These will be explained to you by your teacher.

Your task research notes may contain information such as:

- Data collected; tables; diagrams; photos;
- Notes summarising research undertaken;
- Analysing Lifestyle or Analysing Performance action plan ideas/outlines/diagrams;
- Reference details for quotes, sources and ideas which the candidate may wish to use in their task production.

**No part of the task research notes should be a pre-written attempt at the task.**

The task research notes used to produce the final piece of work in the task production stage **must** be kept and submitted as part of the final work and there must be a clear distinction as to what are the research notes and what is the final task production work.

- Any material taken from other sources must be suitably referenced in accordance with the Joint Council for Qualifications (JCQ) guidelines regarding referencing of sources

## How much teacher support can I expect?

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During your work for Controlled Assessment you must produce your work independently but your teacher will be able to give you some advice, support and guidance. The amount will vary depending upon the type of task you are doing.

You must make your own judgements and draw your own conclusions but your teacher will:

- offer advice about how best to approach a task
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer guidance about the availability and choice of materials and resources, although how these are eventually used must be your responsibility
- offer advice to help your research, possibly arranging visits to activity locations, if this is appropriate
- monitor your progress to make sure your work gets underway in a planned and timely manner
- ensure that your work meets the Specification requirements
- keep a log of the feedback they give you for the analysis tasks
- supervise practical work you do to ensure you receive advice about health and safety

The support given by your teacher will be to make sure you understand what it is you have to do.

For the Analysis tasks your teacher will **not** be allowed to provide model responses for you. You should reach your own conclusions and make your own judgements. Your teacher may make general observations regarding the plan but will not give any specific or detailed advice.

## What can I expect in the supervised sessions?

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For your practical performances you will be supervised by your teacher, where appropriate. In some instances you will be undertaking an activity which is considered an off-site activity (not undertaken at your centre). Where this is the case it may not be feasible for your teacher to supervise you; however, you may still be under the supervision of your coach, leader, trainer or instructor.

For the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks you will be supervised during the task research session(s), where appropriate, and the task production session(s). The task production session(s) will take place in controlled classroom conditions.

Your task research notes will be the only resource which you are allowed to take into the task production sessions and you will only be able to take in hard copies of the notes. If your task production takes place over more than one session then your notes will be taken from you at the end of the first session. They will be securely held between the sessions by your teacher and given back to you at the start of the next session. You will not be allowed to take additional notes into subsequent sessions.

### Things to consider when undertaking your task research

You must ensure that you make a note of the sources you use when performing your research as you will need to reference any sources or ideas you later refer to in your task production.

You are allowed to use ICT to research your task. **You should be selective in your research and avoid cutting and pasting or printing off huge volumes of material from the internet.** In many cases this ends up being a distraction from the actual analysis which is the focus of the task and a lot of the material ends up not being used.

You may wish to word process your notes. Word processed notes must be printed off and checked by your teacher before being taken into the first 'task production' session.

### **Using ICT in the task production session(s)**

The task production session(s) will take place in controlled classroom conditions. Your centre may allow you to word process your task using ICT; however, **access to task research notes in electronic format, your centre's network, email, the Internet and external files or memory sticks is not allowed during the task production session(s).**

Any item which forms part of the 'task production' final write up must be produced entirely in those two hours, or cross-references can be made to identified tables, charts, etc...in the task research notes. **You are not allowed to produce material in your task research and then cut-and-paste it into your task production work.**

When producing your task, you must reference all sources used and any materials you have used in the whole piece whether in supervised or unsupervised sessions. Quotations should be clearly marked and referenced. Your teacher will sign an authentication form to complete the process. You may also be asked to sign the form.

# 6 Teacher guidance on task marking

## 6.1 Guidance on how to mark Controlled Assessment tasks

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The starting point for marking all of the tasks is the relevant assessment criteria. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Each task should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

### Guidance on how to mark the practical performances

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For the practical performances each practical activity should be marked by the centre according to the given marking criteria and accompanying guidance using a 'best fit' approach. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

For the practical performances the starting point for marking the tasks is, depending on which role the candidate is undertaking, either the General assessment criteria for practical performances (performers only), the Coaching/Leadership assessment criteria or the Officiating assessment criteria (section 3). Using the relevant criteria centres should familiarise themselves with the standard of achievement within each level. Centres should then refer to the relevant Activity-specific link (section 3.9) to assess the level of the candidate's achievement in the activity. Centres should use their professional judgement in selecting the descriptor that best describes the work of the candidate. To support their assessment, centres should refer back to the levels in the General assessment criteria for practical performances (performers only), the Coaching/Leadership assessment criteria or the Officiating assessment criteria\*.

Assessors should use the following step-by-step approach to deciding upon the marks awarded:

- 1 Rank order the candidates in the activity based upon the quality of their performance against the criteria;
- 2 Locate each of the candidates in a level against the criteria;
- 3 Using the rank order decided upon and the criteria for the level in which they have been placed, award a mark to each candidate.

Having selected the level which the candidate has achieved, centres should refer to the General assessment criteria for practical performances (performers only), the Coaching/Leadership assessment criteria or the Officiating assessment criteria to select the most appropriate mark within the appropriate level. When selecting the most appropriate mark centres should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded.
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

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

\*Where there is a difference of levels using the two forms of criteria, centres should revisit each criteria to ensure their assessment has been accurate. In cases where this does not remove the difference, centres should contact OCR for further guidance.

### Worked example for marking practical performance

Volleyball performers – two candidates both demonstrate *adequately* all of the criteria in level 2 of the Volleyball Activity-specific link and most of the criteria from the previous level. Therefore, these candidates are initially assessed as *adequate* level 2 performers in this activity. These candidates are also assessed against the General assessment criteria for practical performances (performers only) and both demonstrate *adequately* all of the criteria in level 2 also. Both candidates are therefore *adequate* level 2 performers in Volleyball.

Having established the correct level for these candidates, marks should be awarded within the level 2 range (16-20 marks). The candidates will be awarded marks using the descriptors above and the system of rank ordering:

- Candidate A's performance demonstrates all of the level 2 criteria; however, they are not as effective or as consistent in their set and dig as candidate B. Candidate B's ability to set and dig is of a good standard of effectiveness and consistency.
- Similarly, Candidate A's over-arm serve is not as accurate as Candidate B's. In all other respects their performances are equal. The rank order therefore would place Candidate B higher than Candidate A. As both candidates have been assessed as being *adequate* both candidates will be awarded the middle range of the level 2 marks (17-19).
- Candidate A's lower achievement in effective and consistent set and dig **and** their lower achievement in over-arm serving places them 2 marks lower than Candidate B. Candidate B's good standard of set and dig indicates that they are achieving a higher standard than *adequate*.
- Candidate B is awarded 19 marks for their Volleyball performance, due to their *adequate* demonstration of level 2 criteria, and their achieving a higher standard than *adequate* in dig and set. Candidate A is awarded 17 marks, due to their *adequate* demonstration of level 2 criteria, their being ranked below Candidate B, and their achieving a lower standard than *adequate* in dig and set and over-arm serving.
- Having established the levels and marks for these candidates in Volleyball, the centre should internally standardise these marks against both the candidate's other performances **and** performances by other candidates in other activities.
- Candidate A, who achieves a mark of 17 in Volleyball, is also awarded 17 marks for their performance in Horse riding; however, in Horse riding this candidate meets all of the level 2 criteria *convincingly*. In essence, they are a better horse rider than they are a volleyball player, and therefore, this candidate should not receive 17 for both performances. Both assessments should be reviewed; however, as this candidate *convincingly* meets all of the level 2 criteria the reassessment should result in their being awarded a mark between 18 and 19 (depending upon rank order within the activity and level **and** the standard of achievement the candidate received for each criteria within the level).

For the practical activity tasks it is suggested that assessment is continuous (section 6.7), which will assist in centres establishing correct rank order for all of their candidates within activities and across activities.

## Guidance on how to mark the analysis tasks

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For the analysis tasks the starting point for marking the tasks is the Analysing Lifestyle criteria (section 3.8) or the Analysing Performance criteria (section 3.9). Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the appropriate level, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded.
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. As the band for the analysis tasks is 4 marks, there is no one middle mark. Therefore, the marks on either side of the middle point for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only work produced during the task production element should be assessed. Work produced during the task research element, such as notes, data collection etc, should **not** be awarded marks. When marking the Analysing Lifestyle task, centres should assess candidates' data collection through appropriate presentation and analysis of it in the work produced in the task production element. No marks should be awarded to work produced in the task research stage; it is the analysis of the material collected during the task research stage which is the focus of the assessment.

### Worked example for marking analysis tasks

The Analysing Lifestyle tasks produced by Candidate A and Candidate B are both assessed as *adequately* meeting all of the criteria for level 3; however, Candidate A's judgement about the lifestyle analysed better reflects the research undertaken than that of Candidate B. In all other respects their tasks are of equal achievement. Candidate A should be rank ordered higher than Candidate B. As both candidates are assessed as *adequately* meeting all of the criteria for level 3 they will be awarded marks between 10 and 11. Candidate A, who is rank ordered higher, will be awarded 11 marks and Candidate B will be awarded 10 marks.

## 6.2 Unpacking Assessment Objectives in Controlled Assessment tasks

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### Assessment Objective 2 – Apply skills, knowledge and understanding in physical activity

Candidates are required to demonstrate their application of skills, knowledge and understanding through practical performances as either a performer, coach/leader or official.

For example, a netball performer will demonstrate their application of netball skills through performance both in isolation and in game conditions. They will also demonstrate application of their knowledge and understanding of the activity through adherence to game rules and through the appropriate use of tactics and principles of play.

### **Assessment Objective 3 – Analyse and evaluate physical activity, and identify action to bring about improvement**

In order to achieve this assessment objective candidates undertake the analysis tasks in each unit.

## **6.3 Interpretation of the Controlled Assessment marking criteria**

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For the purpose of assessment in practical activities, candidates are required to perform effectively under applied conditions in their selected activities:

- Using tactics or techniques.
- Observing the rules and conventions of their activity.

Candidates are required to demonstrate the above objectives within the content and context of the activities.

There are the General assessment criteria for practical performances (section 3.4) to be used for all activities alongside Activity-specific links to these criteria (section 3.9). Guidance on how each activity is linked to the assessment criteria is specified in section 3.1.

Centre assessors should:

- Use the general assessment criteria for practical performances, which is intended to cover all activities except the Coaching and Officiating;
- Link the general assessment criteria for practical performances to the activity-specific criteria;
- Compare marks awarded across activities to ensure comparability of marking.

## **6.4 Authentication**

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Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. 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 feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidates being disqualified from the unit or having marks deducted for a specific element of the assessment. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates 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 candidates as well as the potential risks of failing to acknowledge such material. The candidate must sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received by OCR.

## 6.5 Internal standardisation

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It is essential that all internal assessors, working in the same subject area, work to common standards. Each centre is required to internally standardise assessment across different activities that have been taught by different members of staff to ensure that all candidates are fairly assessed. This fairness applies to comparisons between candidates and relative fairness and ability between activities. Usually, the Head of Department will be responsible for ensuring that all assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

When conducting internal standardisation of marks it is important to consider whether candidates who have been awarded the same mark in different activities are both as good as one another in those activities. The extent to which they fulfil the assessment criteria should be the same if they have been awarded the same mark; that is to say, a footballer awarded a mark of 20 should be as good at football as a candidate awarded 20 for dance is at that activity.

The assessment of the Analysing Lifestyle and Analysing Performance Tasks should also be internally moderated to achieve a consistent standard of assessment across the two tasks.

## 6.6 Moderation

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All work for Units B452 and B454 is marked by the teacher and internally standardised by the centre. Marks are then submitted to the Moderator, after which a moderation visit takes place in accordance with OCR procedures: refer to section 4.1 of this guide for submission dates of the marks to OCR and the Moderator. Full instructions for centres on to the moderation of these controlled assessment units can be found on the OCR website.

The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre. Moderation is by means of cluster groups based as far as possible on geographical distribution. The purpose of the process is to ensure that assessments are standardised across all centres and that every candidate is treated fairly. A sample of the Analysing Lifestyle and Analysing Performance Tasks will be also be moderated.

Centres are required to have filmed evidence of a sample of their candidates across the range of marks awarded (e.g. highest, middle and lowest marks) for **every activity assessed**. In addition, **all candidate marks** in off-site activities must be accompanied by filmed evidence, as must seasonal activities if submitted for the later deadline of 1 May,

The filmed evidence should clearly identify the candidates and enable them to be linked to the assessment documentation and should demonstrate that candidates have performed the range of skills appropriate for the mark that they have been awarded.

## 6.7 Moderation administration

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- Centres should make estimated entries with OCR for the practical units B452 and B454 in the autumn term of the academic year in which assessment and moderation is to take place.
- Centre will be sent documentation associated with moderation planning in November of the autumn term based upon these estimated entries.
- Included in this dispatch will be a Visit Arrangement Form (VAF). Centres use this to provide OCR with information for use when planning their moderation visit.
- At the standardisation meeting for OCR GCSE Physical Education moderators, the Visit Arrangement Forms for the centres that have been allocated to each moderator are distributed.
- Moderator refers to Visit Arrangement Forms and contacts centres with proposed dates for moderation.
- Moderator confirms time, venue and activities for moderation. At this point the moderator also requests for a sample of analysis tasks to be sent. Moderator reviews the centres marking of the analysis tasks and provides feedback at the moderation visit.
- Centre attends with candidates across a wide ability range as possible. Candidates should be clearly identified with bibs. Centre provides rank order sheets for all candidates taking the moderated activities.
- Candidates are observed participating in appropriate activities so that the moderator can judge whether the centre marks are in line with the criteria.

**It is important that centres make estimated entries in order that they can receive early documentation such as the Visit Arrangement Form and be allocated a Moderator.**

## 6.8 Minimum requirements for Controlled Assessment

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There should be clear evidence that work has been attempted and some work produced. For the practical activity tasks it is suggested that assessment is continuous, so that in the event of injury or illness preventing a candidate from completing their practical performances for either unit B452 or B454, the centre still has evidence of attainment up to that point.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

## 6.9 Submission date for Controlled Assessment

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Candidates' final marks must be despatched to the Moderator on the dates stated in section 4.1.3 and to OCR by May 15 of the year they have entered for that unit in. Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

# 7 Guidance on downloading Controlled Assessment tasks from Interchange

## 7.1 Before you start

The Analysis tasks for the Controlled Assessment are available to download from OCR Interchange and are available from the specifications.

In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at <http://www.ocr.org.uk/interchange>

If your centre already has an Interchange user account, you will need to be assigned the 'Tutor / teacher' Interchange role to access Controlled Assessment materials. Your Interchange Centre Administrator can assign this for you.

## 7.2 Step 1 – Log into Interchange

Click on the following link <https://interchange.ocr.org.uk>

Enter your log in details



### Welcome

You can use Interchange to securely access candidate information and online services for all OCR qualifications, 24 hours a day.

New features will be added over the coming months. Please check the [OCR website](#) and your email for information.

### Login

Login ID:  (for centre users this will be your centre number)

Username:

Password:  (case sensitive)

[Forgotten Your Password?](#)

Login

### New User

To sign up please complete and return the [OCR Interchange Agreement \(118kb\)](#) to receive your login details.

Sign Up

## 7.3 Step 2 – Navigate to Controlled Assessment materials area

Click on 'Coursework and tests'

Click on 'Controlled Assessment materials'

\*\* If you are unable to see either of these menu items then it is likely that you do not have the 'Tutor / teacher' role assigned to you.



You are here: Home

By task
→ Entries
→ Coursework and tests
→ e-assessment
→ Certification claims
→ Results
→ Post results
→ Centre information
→ Assessors
→ Search
→ Resources
→ Admin

By qualification
→ GCE, GCSE, Principal Learning...
→ OCR Nationals
→ Functional Skills
→ Skills for Life
→ NVQ
→ Vocationally related
→ CLAIT and iPro

### Welcome to Interchange

#### What's new?

##### Support material

Controlled assessment materials

Science co-ordinator materials

##### Tests

Key Skills test invoices

##### Moderation

OCR Repository

Sign of our secure website, Interchange, which has been redeveloped following your feedback. [Find out more](#).

Science to help teachers review the performance of individual candidates or whole schools. [Find out more](#).

Items? as' in the left-hand menu. If you can't see this menu item, you need to check you have the 'Read Only (VQ)' role - your Interchange Centre Administrator will be able to help you with this.

#### Tell us what you think

As with all of our products and services, we value your feedback and would appreciate any comments that you might have. [Send us your feedback to interchange@ocr.org.uk](mailto:interchange@ocr.org.uk).

## 7.4 Step 3 – Search for materials

You can search for materials by unit code. Enter the unit code and click on the 'search' button.

Or, you can search for materials by subject information by selecting from the 'drop down' options.

All available documents will be displayed below the search.

The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR (Recognising Achievement) and Interchange is displayed. Navigation links for Help and Log out are visible. A breadcrumb trail indicates the user is in the 'Controlled assessment materials' section. A sidebar menu on the left lists various categories under 'By task' and 'By qualification'. The main content area is titled 'Controlled Assessment Materials' and features a 'Notices' section with an information icon and a message about GCSE specifications. Below this, a search form allows users to filter by 'Unit Code', 'Select qualification type' (set to GCSE), 'Select subject' (set to Art and Design), and 'Select subject detail' (set to 3D Design). A 'Search' button is provided. The search results show two PDF documents: 'A266 - Controlled Assessment' and 'A266 - Resource Booklet', both 254KB. A 'Page notes' section at the bottom provides instructions on how to extract zip files using Windows XP/Vista or other software like WinZip or PKZip.

You are here: Home » Controlled assessment materials

### Controlled Assessment Materials

**Notices**

*i* Controlled Assessment materials for GCSE specifications will be available to download from June 2009

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

Unit Code (eg, F123)  Select qualification type: GCSE

Select subject: Art and Design

Select subject detail: 3D Design

[A266 - Controlled Assessment](#) (PDF 254KB)

[A266 - Resource Booklet](#) (PDF 254KB)

**Page notes**

Windows XP and Windows Vista have a built in zip extractor.  
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.

[Download Adobe Acrobat software](#) | [Accessibility](#) | [Terms of use](#) | © 2000-2009 OCR

## 7.5 Step 4 – Open materials

Click on the document link, the document will open in your browser

Click on 'Save As' to save to a location of your choice.

The screenshot shows a web browser window displaying a PDF document. The browser's address bar shows the URL <https://interchange>. The PDF viewer toolbar includes options like 'Save a Copy', 'Search', and 'Select', with a zoom level of 69%. The document content is as follows:

**OCR**  
RECOGNISING ACHIEVEMENT

**SPECIMEN**

General Certificate of Secondary Education **B562 CA**  
Geography B  
Unit B562: Geographical Enquiry  
Specimen Controlled Assessment Material

**INFORMATION FOR TEACHERS**

- The enclosed task is an example of possible areas of study
- Please refer to Section 3.3 and Section 5 of the Geography specification for further information concerning the task

This unit consists of two tasks, one is a fieldwork investigation of a hypothesis or question and the other is an issue investigation linked to one of 9 topics. Each candidate's submission should be no more than about 2000 words in total (approximately 1200 words for 'Fieldwork Focus' and 800 words for 'Geographical Investigation'.)

The maximum mark for these tasks is a total of 60

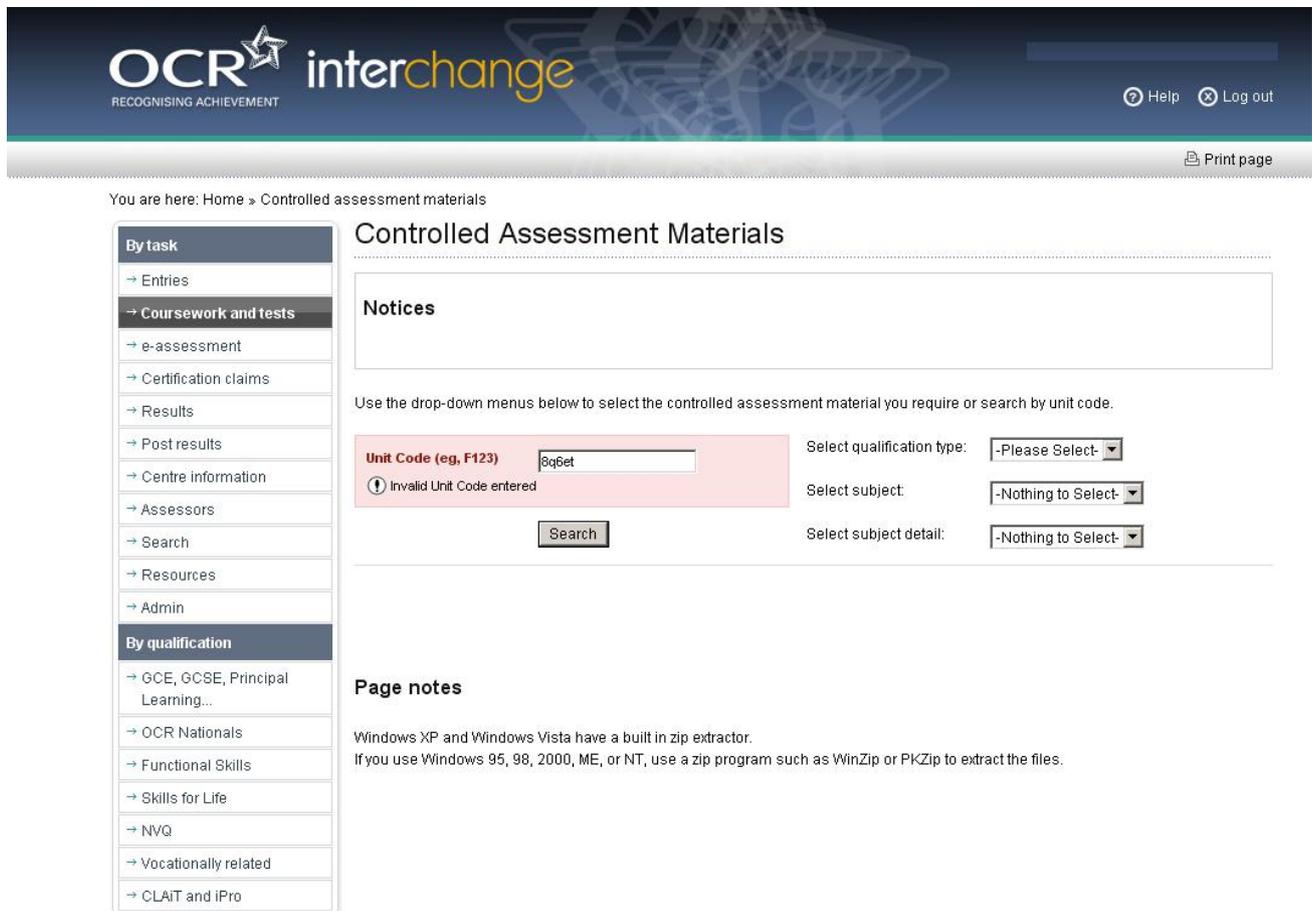
This document consists of 7 printed pages and 1 blank page.

SP (SLM) T12103 © OCR 2008 500/4538/6 OCR is an exempt Charity

[Turn over

## 7.6 Step 5 – Troubleshooting

If you search for an invalid unit code, the following error message will be displayed.



The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR (Recognising Achievement) and Interchange is displayed. Navigation links for Help and Log out are visible. A breadcrumb trail indicates the user is in the 'Controlled assessment materials' section. A left-hand navigation menu is organized into 'By task' and 'By qualification' categories. The main content area is titled 'Controlled Assessment Materials' and features a 'Notices' section. Below this, a search form is shown with the 'Unit Code (eg, F123)' field containing '8q6et'. A red error message box states 'Invalid Unit Code entered'. To the right of the search form are three dropdown menus for 'Select qualification type', 'Select subject', and 'Select subject detail', all currently set to '-Please Select-' or '-Nothing to Select-'. A 'Search' button is located below the unit code field. At the bottom of the main content area, there is a 'Page notes' section with text regarding zip file extraction on different Windows operating systems.

You are here: Home » Controlled assessment materials

### Controlled Assessment Materials

**Notices**

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

**Unit Code (eg, F123)**

❗ Invalid Unit Code entered

Select qualification type:

Select subject:

Select subject detail:

**Page notes**

Windows XP and Windows Vista have a built in zip extractor.  
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.

If you search for a valid unit code but there is no document currently available, the following message will be displayed.

Help Log out

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Print page

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You are here: Home » Controlled assessment materials

### By task

- Entries
- Coursework and tests
- e-assessment
- Certification claims
- Results
- Post results
- Centre information
- Assessors
- Search
- Resources
- Admin

### By qualification

- GCE, GCSE, Principal Learning...
- OCR Nationals
- Functional Skills
- Skills for Life
- NVQ
- Vocationally related
- CLAIT and IPro

## Controlled Assessment Materials

### Notices

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

Unit Code (eg, F123)  Select qualification type:   
 Select subject:   
Select subject detail:

No document available. Please check the unit code.

### Page notes

Windows XP and Windows Vista have a built in zip extractor.  
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.

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If you search via the 'drop down' menus but there is no document currently available, the following message will be displayed.

The screenshot shows the OCR interchange website interface. At the top, the logo for OCR interchange is displayed with the tagline 'RECOGNISING ACHIEVEMENT'. Navigation links for 'Help' and 'Log out' are visible. A breadcrumb trail indicates the user is in the 'Controlled assessment materials' section.

The main content area is titled 'Controlled Assessment Materials'. It features a 'Notices' section with an information icon and a message: 'Controlled Assessment materials for GCSE specifications will be available to download from June 2009'. Below this, a search instruction reads: 'Use the drop-down menus below to select the controlled assessment material you require or search by unit code.' The search form includes a text input for 'Unit Code (eg, F123)', a 'Search' button, a dropdown for 'Select qualification type:' (set to 'GCSE'), a dropdown for 'Select subject:' (set to 'Business and Communications'), and a dropdown for 'Select subject detail:' (set to 'Developing Bus Comm Systems').

A yellow message box displays the search result: 'No document available. Please check the search details.' Below the search form, a 'Page notes' section provides information about zip file extraction: 'Windows XP and Windows Vista have a built in zip extractor. If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.'

At the bottom of the page, there are links for 'Download Adobe Acrobat software', 'Accessibility', 'Terms of use', and a copyright notice '© 2000-2009 OCR'.

## Contact us

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