

Oxford Cambridge and RSA

**Regulated**

# OCR Entry Level Certificate in Physical Education R463 Guide to Non-Exam Assessment (NEA)

**Version 1: First assessment 2017**

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# 1 Introduction

## 1.1 What is the purpose of this Guide to NEA?

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Our Entry Level Certificate in Physical Education has been redesigned for first teaching in September 2016. It sits with the new GCSE (9–1) in Physical Education, enabling us to offer a coherent package for you and your learners.

This is an exciting, broad-based qualification which aims to make Physical Education accessible for learners and encourage them to achieve more. The practical possibilities are wide ranging and should enable every learner to find things they can engage with.

It is important to make the point that this Guide to NEA plays a dual role with the specification itself. The Entry Level Certificate in Physical Education specification and this Guide to NEA both contain information on which assessment is based; the specification indicates what content needs to be covered and is supported by this Guide to NEA, which contains the specific activity criteria for each practical activity available within the specification. At all times therefore, the Guide to NEA should be read in conjunction with the specification.

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## 1.2 Overview of OCR Entry Level Certificate in Physical Education

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Practical Performances	Learners are assessed in <b>four</b> activities, one team, one individual and then two others of their choice.  Learners may choose to be assessed in the role of leader in <b>one</b> of their <b>four</b> activities.
+	
Analysing Performance	Learners analyse a performance by another learner or themselves in <b>one</b> practical activity, suggest ways that the performance may be improved.

### 1.3 How do I find out more information?

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If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Ask subject specialist:

Email: [PE@ocr.org.uk](mailto:PE@ocr.org.uk)

Phone: 01223 553998

Twitter: [https://twitter.com/ocr\\_physed](https://twitter.com/ocr_physed)

Teacher support: [www.ocr.org.uk/PE](http://www.ocr.org.uk/PE)

## 2 Curriculum guidance

The Entry Level Certificate is 100% internally assessed, with the focus of the course being on practical performance. Learners choose from a wide-range of activities including off-site activities for those centres and learners who may wish to follow them.

It also offers learners with disabilities the opportunity to be assessed in practical activities not available on the specification. For further details relating to submitting requests to include activities not on the specification see the Special Activity Submission process (section 2.1).

Learners are expected to spend their time learning, applying and practising the skills and techniques of their chosen practical activities, through which they can be taught:

- the importance of being physically active
- the benefits of positive attitudes through understanding the conventions of fair play, competition and good sporting behaviour
- different roles within physical activities (where applicable)
- to analyse and improve their own or others performance by identifying strengths and weaknesses and suggesting how performance may be improved
- to participate in safe practice through understanding the rules and procedures of practical activities, the need for appropriate clothing and protection, and the need to warm up and cool down after exercise.

The majority of the practical activities in the Entry Level Certificate in Physical Education can be co-taught with

those in the GCSE (9–1) in Physical Education. This means that learners taking Entry Level Certificate and the GCSEs (9–1) can practice and perform together for most activities.

The Entry Level Certificate aims to provide a range of pathways for the different learners taking the qualification, including:

- a worthwhile alternative course to the GCSE (9–1) in Physical Education for learners whose interest in practical activities surpasses their interest in theoretical learning
- a stepping-stone for learners wishing to progress to GCSE (9–1) by offering a similar range of practical activities and by introducing some of the key concepts of the GCSE (9–1) through practical performance
- a way of delivering National Curriculum requirements for Physical Education while also achieving a formal qualification.

The Entry Level Certificate may also be suitable for learners who need to transfer mid-course from the GCSE (9-1) qualifications at any stage so as to focus more on the practical aspects of Physical Education.

As well as main-stream centres, the Entry Level Certificate should be accessible to centres whose learners have special educational and physical requirements, with some activities having been included to provide additional activity options for learners with specific needs. It will also appeal to centres which have limited physical activity facilities, and for “non-school” centres such as young offender institutions.

## 2.1 Submitting a special activity request for learners with disabilities

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

### When to make a special activity submission

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

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

### How to make a special activity submission

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

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

### Process for submissions

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

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

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

**\* Late submissions will not be accepted. Completed forms should be emailed to [PE@ocr.org.uk](mailto:PE@ocr.org.uk).**

### Approval

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

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

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

### Non-approval

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

- The activity proposed is not comparable to the other activities available (e.g. does not offer the depth, breadth and/or complexity of skills,

tactical/strategic/compositional elements or a physically active enough role).

- The activity proposed does not offer a competitive structure or scenario in which assessment can take place.
- The activity proposed does not have a physiological basis for training and improving.
- The activity proposed requires motorised equipment, such as Karting or Moto-cross.
- There is a legal or liability reason why the activity proposed should not be permitted, such as an age restriction that prohibits a learner from participating.

## 2.2 Access arrangements for learners

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

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

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

Centres wishing to enter a disabled learner who will require reasonable adjustments for Physical Education must instigate a dialogue with OCR **before** the start of 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 learners' 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 Wheelchair Athletics. Centres should refer to section 2.1 of this guide for further guidance on making a Special activity submission.

2. Writing to OCR's Special Requirements Team Manager detailing what the learner is able to do and how the activities will be customised in order to meet the Assessment Objectives.

In both cases a dialogue with OCR at an early stage should ensure that a positive outcome can be achieved. Centres should identify any access issues which may affect learners at the beginning of the course. However, it is worth noting that in selecting courses centres must ensure they are guiding all learners to making appropriate choices.



## 3 Assessment criteria

### 3.1 General assessment criteria – practical activities

Learners should be assessed as a performer or a leader in an activity using the general assessment criteria and a best fit approach.

Each bullet point in the general assessment criteria should be considered and a mark awarded based on the overall performance and the descriptors which best describe what you have seen.

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

- Range and consistency of skills = high level 3
- Decision making and rules = low level 1
- On this occasion, best fit = middle of level 2

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

	Range and consistency of skills	Decision making and rules	Best fit
Level 3	✓		
Level 2			✓
Level 1		✓	
Level 0			

This Guide to NEA contains specific guidance which indicates what is expected for each activity. These are used in conjunction with the general assessment criteria.

It is recommended that you continuously assess learners' performance in each activity and keep a record of the outcomes. This will enable evidence of assessment achievement to be provided in the case of a learner being injured and unable to complete their practical assessments.

#### Conditions for performance and assessment

Some activities give specific guidance on assessment conditions for certain levels (e.g. swimming).

In most activities, the whole mark range can be accessed through the use of small sided games and conditioned situations rather than full performance situations as long as the required skills are shown (e.g. 2 v 2 or 3 v 3 in basketball).

Unless stated in the specific activity, at:

- **Level 3**, most standard rules and equipment for the activity would be expected to be used.
- **Level 2**, some small adaptations may be made (e.g. a slightly lower net in volleyball).
- **Level 1**, significant amendment may be made to playing conditions (e.g. no net in tennis).

Level	Range and quality of skills	Decision making and rules
<p><b>3</b> (16–20 marks)</p>	<ul style="list-style-type: none"> <li>demonstrates the ability to perform an increasing range of basic skills and techniques in the activity</li> <li>consistently performs these skills and techniques in both isolation and as part of a whole performance or in conditioned competitive situations</li> <li>maintains good accuracy, control and fluency of skills in isolation and during performance</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on most occasions</li> <li>applies appropriate tactics/strategies/compositional ideas</li> <li>demonstrates a good understanding of the rules and conventions of the activity during performance</li> <li><b>demonstrates a clear understanding of the roles they and others perform (team activities and leading only)</b></li> <li><b>communication with other player(s)/performer(s) is used appropriately (team activities and leading only)</b></li> </ul>
<p><b>2</b> (9–15 marks)</p>	<ul style="list-style-type: none"> <li>demonstrates the ability to perform a range of basic skills and techniques in the activity</li> <li>consistently performs these skills and techniques in isolation and sometimes as part of a whole performance or in conditioned competitive situations</li> <li>maintains some accuracy, control and fluency of skills in isolation and during performance</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on some occasions</li> <li>sometimes applies appropriate tactics/strategies/compositional ideas</li> <li>demonstrates some understanding of the rules and conventions of the activity during performance</li> <li><b>demonstrates some understanding of the roles they and others perform (team activities and leading only)</b></li> <li><b>some communication with other player(s)/performer(s) (team activities and leading only)</b></li> </ul>
<p><b>1</b> (1–8 marks)</p>	<ul style="list-style-type: none"> <li>demonstrates the ability to perform a limited range of basic skills and techniques which are fundamental to the activity</li> <li>finds it difficult to perform skills and techniques consistently in isolation or as part of a performance or in conditioned competitive situations and requires guidance</li> <li>limited accuracy, control and fluency of skills performed in isolation</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses appropriate skills on few occasions</li> <li>rarely applies appropriate tactics/strategies/compositional ideas</li> <li>demonstrates limited understanding of the rules and conventions of the activity during performance</li> <li><b>demonstrates limited understanding of the roles they and others perform (team activities and leading only)</b></li> <li><b>rarely communicates with other player(s)/performer(s) (team activities and leading only)</b></li> </ul>
<p><b>0</b></p>	No evidence or no evidence worthy of credit.	

## 3.2 General assessment criteria – Analysing Performance

Learners observe and assess their own practical performance or that of a peer in **one** practical activity from those permitted on the specification, including:

- Analysis of the skills required in the activity
- An evaluation of the strengths and weaknesses of the performer
- Suggestions on how the performance could be improved

The evidence can be in the form of a verbal response which is filmed, or through written evidence such as a report or presentation hand out/slides.

It is expected that learners will complete this work after they have had the opportunity to develop their awareness of strengths and weaknesses through their involvement in activities.

Learners may complete an Analysing Performance task sheet (Appendix A) or similar, to use when observing the performance and to assist them in the verbal or written assessment.

If used, learners' Analysing Performance task sheets should be retained by the centre as supporting evidence.

### **Questions which the Analysing Performance task should address:**

Teachers are permitted to use any prompts/questions contained within the Analysing performance task sheet.

- What are the key skills of the activity you have just watched?
- What is the performer doing well in their performance? / What are their strengths?
- What could the performer do better in their performance? / What are their weaknesses?
- How could they improve their performance? / Can you give an example of a practice or drill that they could use to improve their performance?

### **Additional support/prompting**

Prompting in addition to those questions above is allowed. However this can affect the mark you may award to the learner, this will depend upon how much prompting or help is needed; see below:

- Learners within level 3 are able to respond to the performance with little or no additional help.
- Learners within level 2 are able to respond to the performance with some additional help.
- Learners within level 1 are able to respond to the performance with significant additional help.

### Analysing Performance Assessment Grid

Section	Level 0	Level 1			Level 2		Level 3	
<b>Skills/Techniques</b> (Up to 7 marks)	<b>(0 marks)</b> No evidence or no evidence worthy of credit	<b>(1–3 marks)</b> Demonstrates a limited understanding of some of the basic skills/techniques required in the activity.			<b>(4–6 marks)</b> Demonstrates a reasonable understanding of some of the skills/techniques required in the activity		<b>(6–7 marks)</b> Demonstrates a good understanding of most of the skills/techniques required in the activity	
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Strengths &amp; Weaknesses</b> (Up to 7 marks)	<b>(0 marks)</b> No evidence or no evidence worthy of credit	<b>(1–3 marks)</b> Demonstrates a limited ability to identify basic skill/technique strengths and weaknesses of the performance observed			<b>(4–6 marks)</b> Demonstrates an ability to identify a range of basic skill/technique strengths and weaknesses of the performance observed		<b>(6–7 marks)</b> Demonstrates a good ability to describe an increasing range of skill/technique strengths and weaknesses of the performance observed	
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Improvements</b> (Up to 6 marks)	<b>(0 marks)</b> No evidence or no evidence worthy of credit	<b>(1–2 marks)</b> Demonstrates an ability to make limited suggestions on how to improve the performance observed		<b>(3–4 marks)</b> Demonstrates an ability to make reasonable suggestions on how to improve the performance observed		<b>(5–6 marks)</b> Demonstrates an ability to make good suggestions on how to improve the performance observed		
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	

## 4 Skills criteria

### 4.1 Skills Criteria for Practical activities – Team

<b>Team Activity</b>	<b>Restrictions and allowances</b>	<b>Page</b>
Association Football	Can be Five-a-side or Futsal	<b>12</b>
Badminton	Cannot be assessed with singles	<b>12</b>
Basketball		<b>13</b>
Blind Cricket		<b>14</b>
Camogie/Hurling	Cannot do both	<b>15</b>
Cricket	Can be indoor or outdoor	<b>16</b>
Dance	Cannot be used as both a Team and Individual activity	<b>17</b>
Gaelic Football		<b>18</b>
Goalball		<b>19</b>
Handball		<b>20</b>
Hockey	Can be Field Hockey or Indoor Hockey	<b>20</b>
Lacrosse		<b>21</b>
Netball		<b>22</b>
Powerchair Football		<b>23</b>
Rowing	Cannot be assessed with Sculling, Canoeing/Kayaking	<b>24</b>
Rugby	Can be League, Union (7's or 15's) or Tag	<b>24</b>
Squash	Cannot be assessed with singles	<b>25</b>
Table Cricket		<b>25</b>
Table Tennis	Cannot be assessed with singles	<b>26</b>
Tennis	Can be Short tennis Cannot be assessed with singles	<b>26</b>
Volleyball		<b>27</b>
Wheelchair Basketball		<b>27</b>
Wheelchair Rugby		<b>28</b>

## Association Football

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Learners may be assessed in 11-a-side football, Five-a-side football or Futsal.

### Skills

Outfield players:

- Ball control
- Passing
- Shooting
- Dribbling
- Heading
- Tackling

Goalkeeper:

- Ball control
- Passing (including kicking from hands where applicable)
- Throwing
- Shot stopping

### Decision making and rules

- Selection and use of skills (e.g. when/where to run/shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Badminton

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

Learners may not be assessed in both doubles and singles.

### Skills

Serving

Return of serve

Forehand shots:

- Overhead clear
- Underarm clear
- Drop shots
- Smash

### Decision making and rules

- Selection and use of skills (e.g. which shot to play)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions (doubles only)
- Teamwork and communication (doubles only)

## Basketball

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### Skills

Stance and footwork:

- Triple threat position
- Pivoting

Passing:

- Chest
- Bounce

Dribbling

Shooting:

- Set shot
- Jump shot

### Decision making and rules

- Selection and use of skills (e.g. when/where to run/shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Blind Cricket

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Learners wishing to take part in this activity must meet the classification criteria. These can be found at [www.BCEW.co.uk](http://www.BCEW.co.uk)

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

### Skills

#### Batting:

- Front foot attacking and defensive shots
- Back foot attacking and defensive shots
- Running between the wickets

#### Bowling:

- Fast, medium or spin
- Line and length of bowl

#### Fielding:

- Stopping the ball
- Catching
- Throwing – underarm and overarm

#### Wicket Keeping:

- Positioning in relation to pitch and type of bowler
- Catches
- Stumping

### Decision making and rules

- Selection and use of skills (e.g. which shot/delivery to use; when to run between the wickets)
- Applying tactics (batting and bowling/fielding)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication



## Camogie/Hurling

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### Skills

#### Striking:

- Stationary sliotar
- Whilst moving

#### Catching:

- Roll lift
- Overhead

#### Carrying:

- Dribbling
- Palming
- Raising moving sliotar into hand
- Running

#### Tackling

### Decision making and rules

- Selection and use of skills (e.g. when/where to run/shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Cricket

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Learners may be assessed in indoor or outdoor cricket.

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

### Skills

#### Batting:

- Front foot attacking and defensive shots
- Back foot attacking and defensive shots
- Running between the wickets

#### Bowling:

- Fast, medium or spin
- Line and length of bowl

#### Fielding:

- Stopping the ball
- Catching
- Throwing – underarm and overarm

#### Wicket Keeping:

- Positioning in relation to pitch and type of bowler
- Catches
- Stumping

### Decision making and rules

- Selection and use of skills (e.g. which shot/delivery to use; when to run between the wickets)
- Applying tactics (batting and bowling/fielding)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Dance

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Learners must complete **one** dance, from a style listed below, of a length sufficient to demonstrate the skills and an appreciation of the stimulus being used.

Learners may be assessed either as part of a team performance or as an individual performance.

Learners may not be assessed in both team and individual formats of the activity.

### Skills

Posture/placement

Alignment

Tension

Use of space, levels and height

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

- Ballet:
  - Pirouettes
  - Leaps
  - Balances
- Ballroom:
  - Turns/spins
  - Chasse
  - Walks
- Contemporary:
  - Leaps
  - Balances
  - Turns and traveling
  - Step patterns
- Folk:
  - Step patterns
  - Movement
  - Rhythm
- Irish:
  - Leaps/jumps
  - Balances
  - Turns and traveling
  - Step patterns
- Street:
  - Jumps
  - Holds/grabs
  - Step patterns
  - Turns and traveling
- Tap:
  - Steps
  - Wings
  - Pick ups
  - Traveling steps
  - Different rhythms
  - Head, body and arm lines

### Decision making and rules

- Selection and use of skills (e.g. balance of difficulty of routine with quality of execution)
- Applying compositional ideas (e.g. style and order of routine)
- Awareness of rules and conventions
- Understanding of roles and positions (group dance only)
- Teamwork and communication (group dance only)

## Gaelic Football

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### Skills

Outfield players:

- Catching
- Kicking
- Passing:
  - Fist
  - Hand
- Tackling
- Shooting:
  - Kicking
  - Punching

Goalkeeper:

- Catching
- Kicking
- Passing:
  - Fist
  - Hand
- Shot stopping

### Decision making and rules

- Selection and use of skills (e.g. when/where to run/shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

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## Goalball

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

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

### Skills

Throws:

- Stationary
- With one or more strides

Positioning:

- Awareness of your position on the court and that of others
- Reaction time

Blocking

### Decision making and rules

- Selection and use of skills (e.g. which throw to use)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Handball

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### Skills

Outfield players:

- Catching
- Passing
- Dribbling
- Shooting

Goalkeeper:

- Catching
- Passing
- Shot stopping

### Decision making and rules

- Selection and use of skills (e.g. when/where to run/shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Hockey

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Learners may be assessed in Field Hockey or Indoor Hockey.

### Skills

Outfield players:

- Ball control
- Passing:
  - Push
  - Slap hit
- Dribbling
- Shooting
- Tackling

Goalkeeper:

- Passing
- Dribbling
- Shot stopping

### Decision making and rules

- Selection and use of skills (e.g. when/where to run/shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Lacrosse

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### Skills

#### Outfield players:

- Possession:
  - Cradling
  - Carrying
- Receiving the ball:
  - Ground ball pick up
  - Catching
- Passing
- Shooting
- Tackling and body checking:
  - Closing down
  - Checking safely

#### Goalkeeper:

- Receiving the ball:
  - Ground ball pick up
  - Catching
- Passing
- Shot stopping

### Decision making and rules

- Selection and use of skills (e.g. when/where to run/shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Netball

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### Skills

Footwork:

- Stopping/Landing
- Pivoting

Dodging

Catching

Passing:

- Chest
- Shoulder
- Overhead
- Bounce

Shooting

Rebounding

4

### Decision making and rules

- Selection and use of skills (e.g. when/where to shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication



## Powerchair Football

---

Learners wishing to take part in this activity must meet the classification criteria. These can be found

at: [www.thefa.com/get-involved/player/disability/grassroots-disability-football/powerchair-football](http://www.thefa.com/get-involved/player/disability/grassroots-disability-football/powerchair-football)

### Skills

Outfield players:

- Ball Control using:
  - Using front of chair
  - Using the side of the chair
- Passing
- Shooting
- Dribbling
- Tackling

Goalkeeper:

- Ball Control using:
  - Using front of chair
  - Using the side of the chair
- Passing
- Shot-stopping

### Decision making and rules

- Selection and use of skills (e.g. when/where to shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Rowing

---

### Skills

Phases:

- Catch
- Draw
- Finish
- Recovery
- Balance

Maintaining body position

### Decision making and rules

- Selection and use of skills (e.g. timing and coordination of stroke with partner/team mates/cox)
- Applying tactics (e.g. when to increase stroke rate)
- Awareness of rules and conventions
- Understanding of roles and positions in the boat
- Teamwork and communication

4

## Rugby

---

Learners may be assessed in **one** form of rugby from Rugby League, Rugby Union (Sevens), Rugby Union (15s) or Tag Rugby.

### Skills

Picking up the ball:

- Stationary
- Moving

Running with the ball

Passing

Receiving

Tackling/Tagging

Try scoring

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

- Scrum
- Lineout
- Kicking

### Decision making and rules

- Selection and use of skills (e.g. when/where to run/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Squash

---

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

Learners may not be assessed in both doubles and singles.

### Skills

Serving

Return of serve

Forehand/backhand shots:

- Drive
- Drop shot
- Lob
- Boast

### Decision making and rules

- Selection and use of skills (e.g. which shot to play)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions (doubles only)
- Teamwork and communication (doubles only)

## Table Cricket

---

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

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

### Skills

Batting:

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

Bowling:

- Speed of push
- Variation in direction/use of different balls

Fielding:

- Reaction to the ball
- Positioning of your fielder

### Decision making and rules

- Selection of appropriate ball/speed
- Applying tactics (batting and bowling/fielding)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Table Tennis

---

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

Learners may not be assessed in both doubles and singles.

### Skills

Serving

Return of serve

Strokes:

- Forehand and backhand hit
- Forehand and/or backhand push/slice
- Forehand smash

Application of spin on some shots

4

### Decision making and rules

- Selection and use of skills (e.g. which shot to play)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions (doubles only)
- Teamwork and communication (doubles only)

## Tennis

---

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

Learners may not be assessed in both doubles and singles.

### Skills

Serving

Return of serve

Strokes (forehand and backhand):

- Groundstrokes
- Volley

Strokes (forehand)

- Lob

### Decision making and rules

- Selection and use of skills (e.g. which shot to play)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions (doubles only)
- Teamwork and communication (doubles only)

## Volleyball

---

### Skills

Serving

Return of serve

Shots:

- Volley/Set
- Dig
- Smash or Spike

### Decision making and rules

- Selection and use of skills (e.g. when/where to set/dig)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Wheelchair Basketball

---

Learners wishing to take part in this activity must meet the classification criteria. These can be found here: [www.gbwb.org.uk/gbwb/index.cfm/get-involved/classification2/](http://www.gbwb.org.uk/gbwb/index.cfm/get-involved/classification2/)

### Skills

Chair control:

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

Gaining possession:

- Catching the ball
- Ball pick up

Passing:

- Chest
- Feed off
- Hook

Shooting:

- Set shots
- Free shots

Dribbling

### Decision making and rules

- Selection and use of skills (e.g. when/where to shoot/pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## Wheelchair Rugby

---

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

### Skills

Chair control:

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

Gaining possession:

- Catching the ball with both hands
- Ball pick up

Passing: (some passes may not be relevant to learners depending on their point classification)

- Roll
- Bump pass
- Scoop
- Chest

Attacking/Scoring:

- Evading defence
- Crossing the line

Dribbling

Tackling

### Decision making and rules

- Selection and use of skills (e.g. when/where to pass)
- Applying tactics (attack and defense)
- Awareness of rules and conventions
- Understanding of roles and positions
- Teamwork and communication

## 4.2 Skills Criteria for Practical activities – Individual

Individual Activity	Restrictions and allowances	Page
Amateur Boxing		30
Athletics		31
Badminton *	Cannot be assessed with doubles	12
Boccia		32
Canoeing/Kayaking	Cannot be assessed with Sculling or Rowing	32
Cycling	Can be Track or Road Cycling, Mountain Biking or BMX	33
Dance *	Cannot be used as both a Team and Individual activity	17
Horse Riding		33
Fitness Training	Can be Weight training or Circuit training	34
Golf		34
Gymnastics		35
Polybat		36
Rock Climbing	Can be indoor or outdoor	37
Sculling	Cannot be assessed with Canoeing/Kayaking or Rowing	37
Skiing	Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope or on a dry artificial slope. Cannot be assessed with Snowboarding	38
Snowboarding	Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope or on a dry artificial slope. Cannot be assessed with Skiing	38
Squash *	Cannot be assessed with doubles	25
Swimming	Cannot be synchronised	39
Table Tennis *	Cannot be assessed with doubles	26
Tennis *	Can be Short Tennis. Cannot be assessed with doubles	26
Trampolining		40
Leading	Can be assessed in leading any activity on the specification	41
* For the activities of Badminton, Dance, Squash, Table Tennis and Tennis please see the skills criteria on the page indicated within the 'team activity' list.		

## Amateur Boxing

---

### Skills

Stance

Footwork

Guard

Balance

Punching:

- Jab
- Cross
- Hook
- Uppercut
- Simple 'one, two' combinations

### Decision making and rules

- Selection and use of skills (e.g. which punch to throw)
- Applying tactics (attack and defense)
- Awareness of the rules and conventions

4



## Athletics

---

Learners should be assessed in any **two** events chosen from the lists below.

Learners can do two events from the same group (e.g. track/running) or two from different groups.

### Track/running

- 100m
- 200m
- 300m/400m (gender appropriate distance)
- 800m
- 1500m
- 3000m
- 1500m Steeple Chase
- Cross country
- Hurdles 80m/100m (gender appropriate distance)
- Hurdles 300m/400m (gender appropriate distance)

### Jumps

- High Jump
- Long Jump
- Triple Jump
- Pole Vault

### Throws

- Shot
- Discus
- Javelin
- Hammer

### Skills

Track/running events:

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

Jumping events:

- Approach
- Take off/pole plant
- Flight
- Landing

Throwing events:

- Initial stance
- Grip
- Throwing action
- Release phase
- Recovery phase /follow through

### Track/running – decision making and rules:

- Selection and use of skills (e.g. timing of kicking for the finish line; when to dip for the finish line; adjusting for conditions/terrain)
- Applying tactics (e.g. race tactics/pacing)
- Awareness of rules and conventions

### **Jumping – decision making and rules:**

- Selection and use of skills (e.g. length/adjustment of run up)
- Applying tactics (e.g. tactics for jumps)
- Awareness of rules and conventions

### **Throwing – decision making and rules:**

- Selection and use of skills (e.g. stationary or rotational technique; length of run up)
- Applying tactics (e.g. tactics for throws)
- Awareness of rules and conventions

## **Boccia**

---

Learners may only be assessed as an individual (singles).

### **Skills**

Sending (by hand, foot or assistive device):

- Roll
- Lob

Control of send:

- Length/width
- Speed

### **Decision making and rules**

- Selection and use of skills (e.g. which type of send)
- Applying tactics (attack and defense)
- Awareness of rules and conventions

## **Canoeing/Kayaking**

---

Learners should be assessed in an outdoor environment on still or calm water.

### **Skills**

Embark/disembark

Stopping/emergency stop

Capsize drill

Strokes:

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

Turns

### **Decision making and rules**

- Selection and use of skills (e.g. coordination of stroke)
- Applying tactics (e.g. when to increase stroke rate)
- Awareness of rules and conventions

## Cycling

---

Learners should be assessed performing **one** discipline from Track cycling, Road cycling, Mountain biking or BMX.

### Skills

- Riding posture
- Leg action
- Hand/arm position
- Head carriage
- Steering
- Balance

### Decision making and rules

- Selection and use of skills (e.g. adjusting riding posture)
- Applying tactics for chosen discipline (e.g. racing line, negotiating obstacles, choice of route/course)
- Awareness of rules and conventions

## Horse riding

---

### Skills

- Mounting and dismounting the horse
- Rider position and rein hold,
- Balance
- Pace work:
- Walk
- Trot
- Canter
- Jumping (optional).

### Decision making and rules

- Selection and use of skills (e.g. control of horse using legs, hands, body/seat and voice)
- Applying tactics (e.g. rhythm and tempo)
- Awareness of rules and conventions

## Fitness Training

---

Learners should be assessed in either Weight training or Circuit training.

The training programme for weight training or circuit training must be for at least six sessions and include at least six exercises per session.

Learners should demonstrate:

- **At Level 3:** The ability to independently plan and adapt your training programme.
- **At Level 2:** The ability to plan and adapt your training programme with some assistance.
- **At Level 1:** The ability to plan and adapt your training programme with significant assistance.

### Skills

Identifying focus of training

Design the training programme

Preparation for training

- Health and safety
- Warm up
- Equipment checks

Evaluating and modifying of the training programme

- Progression
- Suitability

Quality of execution

- Range of exercises
- Technique

### Decision making and rules:

- Selection and use of skills (e.g. appropriate exercises to meet their goals)
- Applying tactics (e.g. when/how to adapt or progress with training)
- Awareness of rules and conventions

## Golf

---

### Skills

Stance

Grip

Swing

Shots:

- Putting
- Chipping
- Pitching
- Long irons
- Driving

### Decision making and rules

- Selection and use of skills (e.g. which shot to play)
- Applying tactics (e.g. laying up, attacking flag)
- Awareness of rules and conventions

## Gymnastics

---

Learners should be assessed performing **one** routine from one of the gymnastic disciplines listed below:

Floor  
Ball  
Clubs  
Hoops  
Rope  
Ribbon

The routine should be of a length sufficient to demonstrate the full range of skills the learner is capable of (and if applicable, an appreciation of the stimulus being used, including apparatus).

### Skills

Posture/placement  
Alignment  
Tension  
Use of space, levels and height

Specific gymnastic skills applied as appropriate to the discipline being assessed:

Body movements:

- Steps
- Jumps/leaps
- Twists/pivots
- Balances
- Rolls
- Cartwheels
- Round offs
- Transitions
- Skipping
- Circles

With apparatus:

- Figures of 8
- Balancing equipment on the body
- Swinging
- Throwing
- Tapping/Beating
- Passing through/Over a hoop
- Trapping
- Bouncing
- Wrapping
- Coils
- Snaking
- Spiralling

### Decision making and rules

- Selection and use of skills (e.g. balance of difficulty of routine with quality of execution)
- Applying compositional ideas (e.g. style and order of routine)
- Awareness of rules and conventions

## Polybat

---

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

These can be found here: [http://www.ntu.ac.uk/adapted\\_sports/adapted\\_games/polybat/rules/polybat\\_functional\\_profiles.html](http://www.ntu.ac.uk/adapted_sports/adapted_games/polybat/rules/polybat_functional_profiles.html)

### Skills

Serving

Return of serve

Strokes:

- Hit
- Push
- Forehand

Positioning

Bat placement

Reaction to the ball

### Decision making and rules

- Selection and use of skills (e.g. which shot to play)
- Applying tactics (attack and defense)
- Awareness of rules and conventions

4

## Rock Climbing

---

Learners may be assessed in indoor or outdoor rock climbing.

Learners should demonstrate:

**At Level 3:** The ability to climb up and down a moderate climbing route

**At Level 2:** The ability to climb up and down a simple climbing route

**At Level 1:** The ability to climb up and down a simple climbing route with guidance/support

### Skills

Use of basic equipment – rope, harness, slings, karabiners and helmet

Knots:

- Bowline
- Figure of eight
- Semi-direct belay

Climbing methods:

- 3 points of contact
- holds
- balance
- use of legs
- descending – climbing down and simple abseiling

### Decision making and rules

- Selection and use of skills (e.g. appropriate holds for situation)
- Applying tactics (e.g. which route to take)
- Awareness of rules and conventions

## Sculling

---

### Skills

Phases:

- Catch
- Draw
- Finish
- Recovery
- Balance

Maintaining body position

### Decision making and rules

- Selection and use of skills (e.g. coordination of stroke)
- Applying tactics (e.g. when to increase stroke rate)
- Awareness of rules and conventions

## Skiing

---

Learners may be assessed on real snow, artificial (indoor) snow, artificial (outdoor) snow slope or on a dry artificial slope.

Learners should demonstrate:

**At Level 3:** The ability to descend a moderate slope

**At Level 2:** The ability to descend a gentle slope

**At Level 1:** The ability to descend a gentle slope with guidance/support

### Skills

- Use of basic equipment – skis, bindings and safety straps
- Side slipping
- Traversing
- Ploughing
- Controlling speed of descent
- Stopping

### Decision making and rules

- Selection and use of skills (e.g. adjusting speed and direction, negotiating obstacles/other skiers)
- Applying tactics (e.g. which route to take)
- Awareness of rules and conventions

## Snowboarding

---

Learners may be assessed on real snow, artificial (indoor) snow, artificial (outdoor) snow slope or on a dry artificial slope.

Learners should demonstrate:

**At Level 3:** The ability to descend a moderate slope

**At Level 2:** The ability to descend a gentle slope

**At Level 1:** The ability to descend a gentle slope with guidance/support

### Skills

- Use of basic equipment – board, bindings and safety straps
- Side slipping
- Traversing
- Turning/edging
- Controlling speed of descent
- Stopping

### Decision making and rules

- Selection and use of skills (e.g. adjusting speed and direction, negotiating obstacles/other skiers)
- Applying tactics (e.g. which route to take)
- Awareness of rules and conventions



## Swimming

---

Learners should demonstrate:

**At Level 3:** The ability to swim:

- One stroke for 25 metres without stopping
- Another stroke for a minimum of 10 metres without stopping

**At Level 2:** The ability to swim:

- One stroke for 25 metres without stopping

**Or**

- Two strokes for a minimum of 10 metres without stopping

**At Level 1:** The ability to swim a distance of 10 metres with use of swimming aids

### Skills

Body position

Leg action

Arm action

Breathing

Timing

Strokes:

- Front crawl
- Back crawl
- Breaststroke

### Decision making and rules

- Selection and use of skills (e.g. coordination of stroke(s))
- Applying tactics (e.g. awareness of position in the pool and other swimmers)
- Awareness of rules and conventions

## Trampolining

---

Learners should demonstrate:

- **At Level 3:** The ability to perform a routine of linked movements of 6–10 consecutive bounces
- **At Level 2:** The ability to perform a routine of 6–10 movements, but not in consecutive bounces
- **At Level 1:** The ability to perform a routine of 3–5 movements, but not in consecutive bounces

### Skills

Shapes:

- Tuck
- Straddle
- Pike

Twists:

- Half
- Full

Seat Drop

Rotational movements:

- Front landing
- Back landing

Combined movements:

- Swivel hips
- Half twist in and out of front/back landing

Quality of execution:

- Height
- Body Shape

### Decision making and rules

- Selection and use of skills (e.g. balance of difficulty of routine with quality of execution)
- Applying compositional ideas (e.g. style and order of routine)
- Awareness of rules and conventions

## 4.3 Assessment criteria for Leading

---

The role of leader is available in all activities as well as the role of performer.

Learners should demonstrate:

- **At Level 3:** The ability to independently lead and organise a session.
- **At Level 2:** The ability to lead a session with some assistance.
- **At Level 1:** The ability to lead a session with significant assistance.

Sessions could be with individuals or small groups as appropriate to the aims of the session.

### Skills

Identifying weaknesses/areas for improvement

Organisation

Communication

Following a session plan

Demonstrations

Feedback to the participants

### Decision making and rules

- Selection and use of skills (e.g. use of demonstrations)
- Applying strategies (e.g. adapting the session as appropriate to participants)
- Awareness of rules and conventions

## 5 Teacher guidance on marking

### 5.1 Guidance on how to mark the Non-Exam Assessment (NEA)

The starting point for marking all of the tasks is the relevant assessment criteria. These contain levels of criteria for the skills and/or knowledge and understanding that the learner 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 and the required skills for the activity or task.

### 5.2 Practical activities

For the practical activities the starting point for marking is the general assessment criteria (section 3.1). Before beginning to mark, centres should familiarise themselves with the standard of achievement within each level.

Centres should then refer to the relevant activity-specific skills (section 4.1) to assess the level of the learner's achievement in the activity. Centres should use their professional judgement in selecting the descriptor that best reflects the work of the learner. To support their assessment, centres should refer back to the levels in the general assessment criteria to ensure the learners meet these descriptors.

The following approach is suggested when determining activity marks:

- Rank order every learner being assessed in the activity
- Place each learner in the rank order in the appropriate level of the criteria
- Using the full range of marks within the band, select the most appropriate mark within the range for each individual learner.

When selecting the most appropriate mark centres should use the following guidance:

- Where the learner's work *convincingly* meets the statement, the highest mark should be awarded.
- Where the learner's work adequately meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the learner's work just meets the statement, the lowest mark should be awarded
- Start by awarding a mark to the highest ranked learner within the level, then move to the lowest ranked learner and award them a mark
- All other learners within this level will then be in the range between these two marks.

Centres should try to use the full range of marks available to them; centres must award *full* marks in a level for work that fully meets those criteria. This is work that is 'the best one could expect from learners working at that level'.

As mentioned previously it is suggested that the practical activity tasks assessment is continuous. This will assist in centres establishing the correct rank order for all of their learners within activities and across all activities.

### 5.3 Analysing Performance task

---

For the Analysing Performance task centres should use the Analysing Performance assessment grid (section 3.2). Teachers use their professional judgement in selecting the descriptor that best reflects the work of the learner.

To select the most appropriate mark within the appropriate level, teachers should use the following guidance:

- where the learner's work convincingly meets the statement, the higher of the marks should be awarded
- where the learner's work adequately meets the statement, the most appropriate mark in the middle range should be awarded
- where the learner's work just meets the statement, the lower of the marks should be awarded.

### 5.4 Guidance on external moderation of centre marking

---

All centres entering learners are subject to quality control via moderation of a sample of learners' work. This takes place towards the end of the course. This specification is moderated by visiting moderation or may be moderated by post using filmed evidence of performances and written and/or filmed of the Analysing Performance task.

All internally assessed tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. 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 learners within the centre.

The moderator will select the activities to be reviewed at moderation. It is then the responsibility of the centre to select a sample of learners, which represents the full range of marks awarded in each activity to be moderated; this should include the learners with the highest and lowest marks. The sample should also include a mix of male and female learners where appropriate.

The sample which is presented for moderation must be sufficient to represent and evidence how marks have been awarded in relation to the marking criteria by the centre.

Where a centre is to receive a moderation visit, the sample of learners' work will be moderated by live performance. Where learners have presented their Analysing Performance task verbally, moderators may interview the sample of learners to assess the marks awarded by the centre in relation to the marking criteria. It is therefore recommended that centres adhere to the questions suggested in the Analysing Performance task (section 3.2 of this Entry Level Guide to NEA).

Where a centre is to be moderated by post, the sample of learners' work should be filmed and be made available to the moderator. For details on what is required from filmed evidence refer to Appendix D. Centres must include evidence of both practical performances (filmed) and of the Analysing Performance task (filmed or written). Each learner's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each learner's file.

Visiting moderation is conducted by means of cluster groups where appropriate. A cluster group consists of locally situated centres with one acting as 'host' and others attending. However, where cluster moderation is not suitable or geographically feasible, centres will be moderated individually. The 'cluster' moderation process is beneficial in that assessments can be placed in context and standardised across the centres attending, good practice can be shared, and that sufficient numbers can be generated for team games.

A timeline for this process is available in Appendix B.

## 6 Appendices

### Appendix A – Analysing Performance task sheet

---

Centres should refer to section 3.2 of the specification when using this task sheet. This task sheet is available to download from the OCR website.

Analysing Performance task sheets should be retained by the centre in support of the marks awarded to learners for this task. These should be available to be seen at the time of the centre moderation.

Where a learner would better demonstrate their ability to Analyse performance, learners may use an extended version of this Analysing Performance task sheet to write their responses, rather than responding orally. Centres wishing to use this alternative approach should refer to section 2.5 and section 6 of the specification.

This form is available to also download from the OCR website, ELC Physical Education page: [www.ocr.org.uk/PE](http://www.ocr.org.uk/PE).

# Physical Education

OCR ELC in Physical Education

Analysing Performance Task Sheet

Learner Name:

Learner Number:

Centre Number:

What are the key skills of the activity that you have just watched?

6



**What is the performer doing well in their performance? / What are their strengths?**

**What could the performer do better in their performance? / What are their weaknesses?**

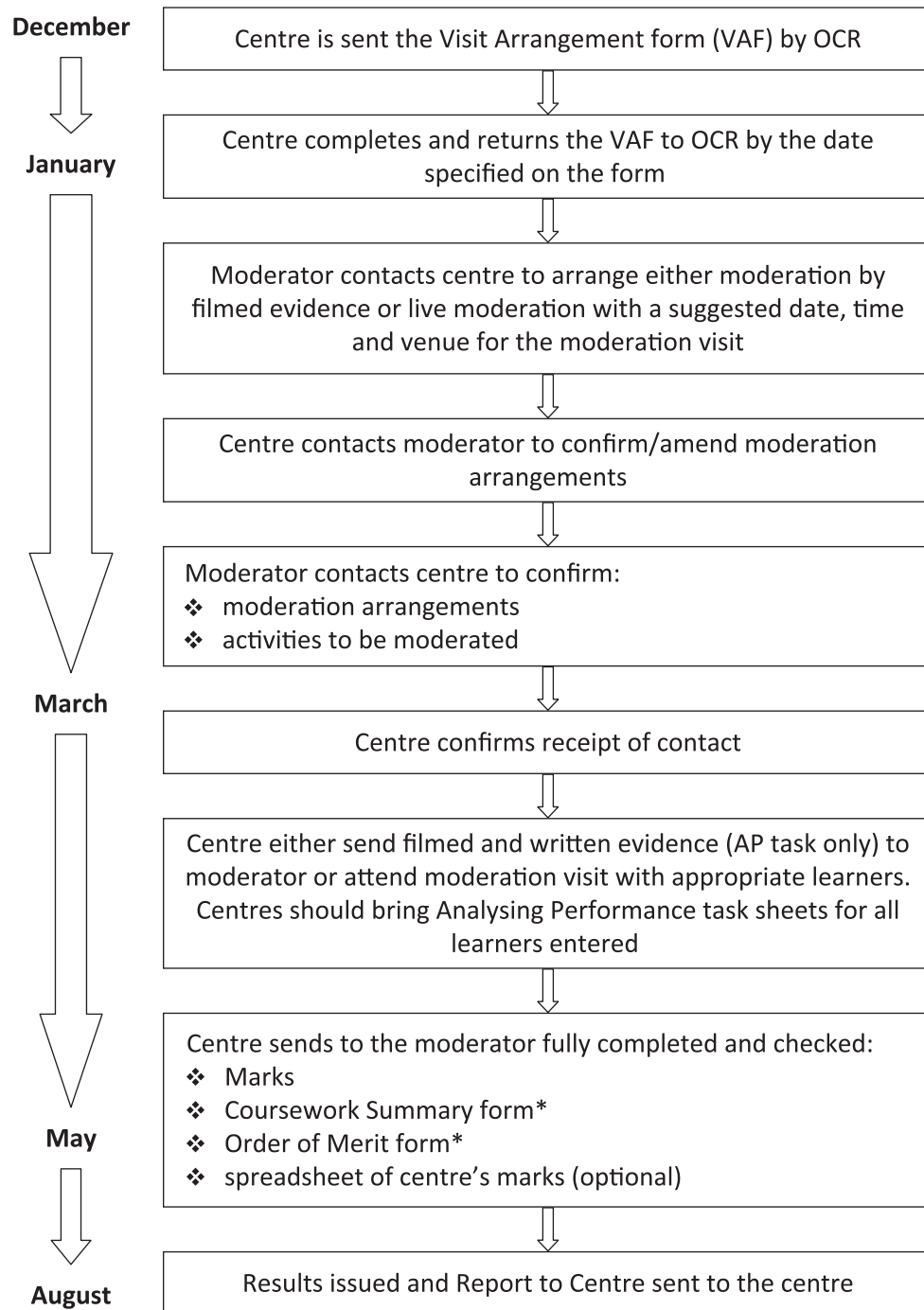
6

**How could they improve their performance?**

**Give an example of a practice or drill that they could use to improve their performance?**

**6**

## Appendix B – Moderation process



\*As soon as **all** assessment and internal standardisation has occurred, centres can send these documents to the moderator.

All documents should be submitted to the moderator by **no later** than 15 May. All marks must be submitted to OCR by **no later** than 15 May.

## Appendix C – Guidance for filmed evidence

Centres offering R463 Entry Level Certificate Physical Education specifications to their learners are expected to provide filmed evidence of their learners' practical performance. The filmed evidence should be sent to the Moderator before the NEA deadline date for the series.

These guidelines are offered to centres to assist them in the production of the filmed evidence. **In most instances it should not be necessary to submit more than two hours' worth of filmed evidence.**

### Filming

For no more than one activity one/two learners should be seen taking a small group through a three-minute warm up routine (if this is possible).

At least two activities should be chosen for filming from each of the team and individual categories of activity. In each activity different learners should be seen demonstrating their ability to perform the essential skills in the activity/game. For example, in Basketball the ability to dribble, pass and receive the ball, and perform different methods of scoring in an unopposed situation should be shown. It may then be possible to place the learners in a small game or group situation where team skills, if applicable can be demonstrated. Finally, in a game activity the learners should be seen in a game situation (this may be full or small sided), any filming should track the identified learners.

6

### Important

The following documentation should be sent with the filmed evidence:

Filmed evidence – learner identification form, marks, Coursework Summary Form, and Centre Order of Merit Sheets for all activities offered, and Analysing Performance task sample. These must reach the moderator by the deadline they give to you.

### FILMING OF ACTIVITIES

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

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

Then if learners are involved in team activities the camera should be focused on them in the game or conditioned competitive situation.

6. A running commentary, identifying the learners in the games situation, is helpful.
7. Learners need to be seen demonstrating their ability to perform the skills of the activity in a way which supports the mark they have been given – so they need to show the quality and range required, in the correct conditions, for the level they are assessed in. This allows the moderator, who has no prior knowledge of your learner, to judge the appropriateness of the mark that has been awarded.
8. Where the environment in which the activity is taking place is relevant to the assessment of the activity, centres must include a thorough and accurate description, for example the type of slope in skiing or grade of a climb in rock climbing.
9. The filmed evidence should be recorded in good light.
10. The use of yellow training bibs to identify learners should be avoided, as this colour does not show up well on a screen.
11. Captions are not necessary.
12. Males and females can be filmed together but in most activities should be assessed separately and marks should be shown in rank order within gender groups. The filmed evidence should reflect 'real' assessment situations, so for example it may be appropriate to film male and female footballers performing drills and practices as one group, but then to film separate games for male and female performer.