

**GCSE (9–1)**

*Practical Activity Assessment Grid*

# PHYSICAL EDUCATION

J587  
For first teaching in 2016

**Individual and team  
activities**

Version 1



# OCR GCSE practical activity assessment grid – Individual and team activities

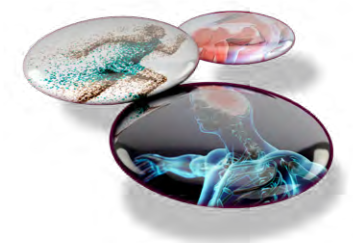
Candidates should be marked on their overall performance using a best fit approach. Each bullet point should be considered and the candidate awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

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

- Range of skills - all of the core and advanced skills both in isolation and under competitive pressure = top end of Level 5
- Quality of skills – core skills are performed consistently with a very good standard of accuracy control and fluency (top end of Level 4) while advanced skills are performed consistently to a good standard (top end of Level 3) so overall = middle of level 4
- Physical attributes - allow them to perform reasonably effectively = middle of level 3
- Decision making – skill selection appropriate on some occasions; good understanding of tactics and awareness of rules & regs and safety = top end of level 3
- On this occasion, best fit = on average low Level 4

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

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



# OCR GCSE practical activity assessment grid – Individual and team activities

Level	Range of skills	Quality of skills	Physical attributes	Decision making	Level
5 (18–20 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with an excellent standard of accuracy, control and fluency.</li> <li>the advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates appropriate levels of physical fitness and psychological control to perform very effectively nearly all of the time</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on nearly all occasions</li> <li>applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during performance.</li> <li>demonstrates excellent regard for the safety of themselves and others</li> <li>demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</li> <li>communication with other player(s)/performer(s) is excellent (team activities only)</li> </ul>	5 (18–20 marks)
4 (13–17 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with a very good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates appropriate levels of physical fitness and psychological control to perform very effectively some of the time</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on many occasions</li> <li>applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity</li> <li>demonstrates very good awareness of the rules/regulations of the activity during performance</li> <li>demonstrates very good regard for the safety of themselves and others</li> <li>demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</li> <li>communication with other player(s)/performer(s) is very good (team activities only)</li> </ul>	4 (13–17 marks)
3 (8–12 marks)	<ul style="list-style-type: none"> <li>demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with a good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates appropriate levels of physical fitness and psychological control to perform effectively</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on some occasions</li> <li>applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity</li> <li>demonstrates good awareness of the rules/regulations of the activity during performance</li> <li>demonstrates good regard for the safety of themselves and others</li> <li>demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</li> <li>communication with other player(s)/performer(s) is good (team activities only)</li> </ul>	3 (8–12 marks)
2 (4–7 marks)	<ul style="list-style-type: none"> <li>demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed with limited consistency and some accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates sufficient physical fitness and psychological control to perform with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses appropriate skills on some occasions.</li> <li>sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</li> <li>demonstrates limited awareness of the rules/regulations of the activity during performance</li> <li>demonstrates limited regard for the safety of themselves and others</li> <li>demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</li> <li>communication with other player(s)/performer(s) is limited (team activities only)</li> </ul>	2 (4–7 marks)
1 (1–3 marks)	<ul style="list-style-type: none"> <li>demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations</li> <li>few, if any of the advanced skills for the activity are attempted</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed inconsistently and with limited accuracy, control and fluency</li> <li>any advanced skills attempted are performed with little success</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited physical fitness and psychological control during performance</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses appropriate skills on few occasions.</li> <li>rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity</li> <li>demonstrates little awareness of the rules/regulations of the activity during performance</li> <li>demonstrates little regard for the safety of themselves and others</li> <li>demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only)</li> <li>rarely communicates with other player(s)/performer(s) (team activities only)</li> </ul>	1 (1–3 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	0

