

## Teacher Support: Coursework Guidance Booklet

### A2 GCE Physical Education

OCR GCE in Physical Education: H554

**Updated for September 2013**

This Teacher Support: Coursework Guidance booklet relates to Unit G454 - The Improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education and is designed to accompany the OCR GCE specification in Physical Education for teaching from September 2008.

**This Teacher Support: Coursework Guidance booklet has been updated for use in the 2014/15 academic year onwards; changes have been highlighted.**

Performance tables for use in conjunction with these criteria in some activities are published separately on the OCR website.

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# 1 Introduction

## 1.1 Planning

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Coursework is set and marked by the centre and externally moderated by OCR.

Physical Education is a worthwhile experience involving intelligent personal performance at a practical level, which identifies a physically educated person. In this unit candidates develop a wide range of acquired and developed skills to be performed with unconscious fluency and adapted easily to varying conditions and circumstances. This application of skills to different contexts requires the candidate to extend and expand the skills acquired and developed within Unit G452 or indeed to acquire a new range of skills and develop them into this autonomous phase.

Contextualising skills into the open environment permits the candidate to experience the spiritual, moral and cultural aspects of the activity whilst also applying and appreciating these aspects within their own performance. This also enables candidates to develop these activities for lifetime use as part of a balanced, active and healthy lifestyle.

Within this unit the candidate is required to evaluate and appreciate the performance of a fellow candidate. Additionally, candidates draw upon and apply subject knowledge from physiological, psychological and socio-cultural disciplines in order to justify their evaluation and prescribe and prioritise strategies to improve the performance observed. This synthesis of theory and practice is reflected in the aims and objectives of the specification and exemplifies the link between physical performance and theoretical study. The experience of performing and observing provides a variety of learning experiences, which allows candidates not only to understand relationships between physical activity and the complexity of factors underlying performance, but also to experience these relationships themselves.

Centres should devise programmes that enable candidates to experience and develop all aspects of their practical activities. Candidates should also experience different roles, such as different playing positions in invasion games; singles and doubles in racquet games. They should also gain experience in coaching the activities so as to develop their understanding and appreciation of the coaching points of skills and the application of tactics associated with their chosen activities. In addition, they should experience the role of officiating so as to develop their knowledge, understanding and ability to apply the rules, regulations, conventions and codes of conduct relevant to their activities.

Activities will be set in suitably demanding contexts that show progression from GCE AS Level and that are appropriate for the ability of candidates.

Candidates should have an understanding of the short and long-term health and fitness benefits of the activity as well as an awareness of the opportunities for participation and progression, both locally and nationally.

In the roles of performing, coaching and officiating, candidates should be able to explain the factors that contribute to an effective and efficient performance through the development of their knowledge and understanding of the relationship between skill, strategy/composition and fitness.

The understanding of the relationship between skill, strategy/composition and fitness will be further enhanced as candidates develop and improve:

- the range, difficulty and quality of their basic and advanced skills. These will be implemented with greater consistency in terms of precision, control and fluency in situations that are both complex and demanding;

- their ability to use tactics, strategies/compositional ideas through an understanding of key principles underpinning success in the activity and their effective selection and use of advanced strategic/choreographic or organisational concepts in situations that are increasingly complex and demanding;
- their capacity to perform effectively by maintaining and developing their physical fitness and their knowledge and understanding of physical and mental preparation and its effects on performance, with reference to their own ability to prepare and train mentally and physically in readiness for physical activity.

### Off-site activities

As mentioned above, where candidates are being assessed in activities which take place off-site or which they predominantly participate in away from the centre, the Physical Education staff responsible for GCE assessments must take an active enough role to enable them to award final marks to the candidate and fulfil their obligation to internally standardise all of their candidates' marks. This should include liaison with the coach or instructor who may be assisting in the assessment of the candidate. Centres are required to have DVD/CD-Rom evidence of a sample of their candidates across the range of marks (top, middle and bottom) for **each** activity assessed.

## 1.2 Categories of Physical Activities

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These specifications classify physical activities into eight contexts. These contexts are those identified in the National Curriculum with the addition of combat activities and safe and effective exercise activities. The eight contexts are:

### Athletic Activities

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The performance and refinement of a range of dynamic skills with the intention of improving personal and collective results in relation to speed, height, distance and accuracy.  
*eg track and field athletics*

### Combat Activities

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Performers select, develop, apply and adapt skills, strategies and tactics with the intention of outwitting their opponent in a range of different combats.  
*eg judo*

### Dance Activities

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Performers use their imagination and ideas to create, perform, appreciate and develop dances with an awareness of historical and cultural contexts. The artistic intention makes use of rhythm, space and relationships, expressing and communicating ideas, moods and feelings.  
*eg contemporary dance*

### Game Activities

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Performers select, apply and adapt skills, strategies and tactics, on their own and in teams, with the intention of outwitting the opposition in a range of different game types.

The Game Activity context is sub-divided into four activity profiles:

Invasion Games

*eg association football*

Net/Wall Games

*eg badminton*

Striking/Fielding Games

*eg cricket*

Target Games

*eg golf*

## Gymnastic Activities

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Performers devise aesthetically pleasing sequences using combinations of skills and agility which they repeat and perform with increasing control, precision and fluency.

*eg trampolining*

## Outdoor and Adventurous Activities

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Performers develop, individually and in teams, the ability to analyse, plan and then respond effectively and safely to physical challenges and problems they encounter in varying environments.  
*eg mountain walking*

## Swimming Activities and Water Safety

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Performers develop the confidence and ability to stay afloat and to swim unaided for sustained periods of time, selecting, adapting and refining their skills so that they can swim safely and engage in a variety of different activities in and around water.

*eg competitive swimming*

## Safe and Effective Exercise

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Performers develop the ability to design and implement training programmes which are targeted and progressive, aiming to develop particular muscle groups, muscle fibres and/or energy systems in an identified time frame. Performers demonstrate knowledge of health and safety considerations and are able to evaluate the success of the training programmes.

*eg circuit training*

Each centre will differ in its approach to the range of activities it offers and in the way it structures them. As with their theoretical studies, it is expected that candidates will supplement and enhance their curriculum time with time spent on their practical activities outside their course. Candidates are likely to build on in-depth practical activity experiences gained within Key Stage 4 and in some cases GCSE Physical Education as well as AS GCE Physical Education. Centres should enable candidates to continue to experience a broad range of practical activities in order to enhance their application and appreciation of performance issues whilst also specialising in their selected activity.

**The activities within the coursework place candidates in physically demanding situations. Centres should ensure that candidates are medically capable of coping with this. Where doubt exists medical advice should be sought.**

**Each of the practical activities offered to candidates should be carried out in accordance with the recommendations in ‘*Safe Practice in Physical Education and school sport*’ (Association for Physical Education Current Edition).**

## 1.3 Assessment

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The candidate’s practical performance, knowledge and understanding is assessed in Unit G454. The candidate is assessed in the selection, application and performance of skills in an open environment (effective performance) in one activity together with the Evaluation, Appreciation and Improvement of Performance through observation and synopsis of knowledge (oral response) in that activity. The effective performance is assessed out of 40 marks and the Evaluation, Appreciation and Improvement of Performance is assessed out of 20 marks and focusing on a performance in the candidate’s assessed activity.

Candidates will be assessed in:

Performing one chosen activity from one of the activity profiles and the Evaluation, Appreciation and Improvement of Performance in that activity.

OR

Coaching one chosen activity from one of the activity profiles and the Evaluation, Appreciation and Improvement of Performance in that activity.

OR

Officiating one chosen activity from one of the designated activities and the Evaluation, Appreciation and Improvement of Performance in that activity.

**The activity in which the candidate is assessed must be one of the two activities in which they have been assessed in as part of Unit G452.**

**Candidates may change role within activities from AS to A2, so could perform in an activity at AS and coach in it at A2.**

Centres need to be aware of the importance of submitting estimated entries for Units G452 and G454. Estimated entry forms will be sent out to centres in September for completion and return back to OCR by mid October in the year prior to examination. Estimated entry information is used as a basis for apportioning coursework moderators. Failure to submit estimated entries may result in a centre receiving late notification of the moderation process or in some instances not being allocated a visiting moderator.

Units G452 and G454 are only available for entry in the June series.

In Unit G452 candidates are assessed in two activities from two of the eleven different activity categories described in section 1.2.

In Unit G454 candidates are assessed in one activity from one of the eleven different activity profiles.

Assessment should be continuous, not only to provide candidates with an indication of their progress, but also so that in the case of injury, there is some indication of the candidate’s improvement and standard.

In centres where a diverse range of practical activities is offered to candidates, there may be occasions when expertise is ‘bought in’. This is consistent with the desire to enable candidates, wherever feasible, to capitalise on their strengths in terms of practical activities. Candidates may be assessed in settings outside the centre by teachers/coaches other than those within the

Physical Education department of the centre. **The assessment of practical activities is however, the responsibility of the Head of Physical Education who must not only oversee the process but ensure that there is internal standardisation across the centre's assessments and all the staff involved in the assessments.**

At AS Level these activities must remain within the parameter of being from two different activity categories. **The activity which candidates are assessed in at A2 must be one of the activities they were assessed in as part of the AS unit G452** (Acquiring, Developing and Evaluating Practical Skills in Physical Education). Coursework is set and marked by the centre and externally moderated by OCR.

**Final marks are submitted to OCR as follows:**

A2 – all marks for practical performance and for Evaluation, Appreciation and Improvement of Performance (E & A) must be submitted by 31 March in the year of examination.

For seasonal activities it may be necessary to carry out assessments during the summer term of the AS year or the autumn term of the A2 year in order that the marks can be submitted for the A2 deadline of 31 March for all practical activities.

**Seasonal activities (for unit G454 final assessment must still be completed by 31 March)**

In order to provide clarity for centres a defined list of seasonal activities will be used. The seasonal activities are:

- Baseball;
- Cricket;
- Mountain Walking;
- Rock Climbing;
- Rounders;
- Skiing;
- Snowboarding;
- Tennis;
- Track and Field athletics.

## A2 Unit G454 – The Improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education

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Candidates will be assessed in:

1. Performing one chosen activity from one of the activity profiles

or

2. Coaching one chosen activity from one of the activity profiles

or

3. Officiating one chosen activity from one of the activity profiles

20% of the A2 marks

and

The evaluation, appreciation and improvement of performance.

10% of the A2 marks

## 1.4 Moderation

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Moderation is by means of cluster groups based on geographical distribution. The process is to ensure that assessments are standardised across all centres and that every candidate is treated fairly.

A sample of a centre's candidates will be identified by the moderator and asked to attend a cluster moderation meeting. Candidates may be moderated in the activities in which they have been assessed but may also be asked to take part in other activities to ensure viable numbers for the standardisation exercise. Cluster moderations usually last for a day but centres can request that, where the programme of activities permits, candidates attend for only part of the day. Candidates should be aware that moderation is part of the examination process and that they should prepare themselves adequately for the process. Candidates who are requested to attend by the moderator are required to do so. Candidates who fail to attend moderation without prior permission from the moderator may be deemed to be absent from that unit and awarded a zero score.

All final assessments must be supported by DVD/CD-Rom evidence. Centres are required to have DVD/CD-Rom evidence of a sample of their candidates from across the range of marks (top, middle and bottom) for **each** activity assessed. This DVD/CD-Rom evidence should include:

For A2:

- The performance of a range of basic and advanced acquired and developed skills in an authentic context. Candidates are recorded taking part in performing, coaching or officiating assessment situations
- Evaluation, appreciation and the improvement of performance. Candidates are recorded responding together with footage of the performance they have observed
- Evidence of all candidates from Centres with fewer than six candidates. Centres with more than six candidates should submit evidence of two candidates at each of the top, middle and bottom points of the mark range.

Centres should ensure that candidates included in the DVD/CD-Rom evidence can be clearly identified and married easily to candidates detailed within the assessment forms. This can be achieved by the use of numbered bibs together with a commentary or accompanying documentation. The DVD/CD-Rom evidence should relate to the assessment criteria for the activity concerned.

DVD/CD-Rom evidence should be retained by the centre until requested by the moderator.

Only evidence in DVD or CD-Rom format will be accepted. Please see the *guidelines for the submission of DVD/CD-Rom evidence* document available via the OCR website.

## 1.5 Internal Standardisation

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Centres are required to standardise assessment across all activities. This is to ensure that all candidates within centre have been judged against the same standards. Usually the Head of Department/A Level PE Co-ordinator will be responsible for ensuring that the assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment.



## 1.6 Minimum Coursework Requirements

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If a candidate submits no work for a coursework unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for a coursework unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

## 1.7 Special Arrangements

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course.

All candidates must fulfil the rubric of the specification. Candidates with special needs could have an activity adapted but this must allow candidates to be assessed for the same skills as other candidates. It is the responsibility of the centre to propose adaptation to an activity which must be approved by OCR before commencement of the course.

## 1.8 Authentication

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Teachers must verify that the work carried out for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

## 1.9 Submission of Log Books to Accompany Assessments

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Log books completed for performance activities, coaching and officiating must be completed and submitted to the moderator, with your marks, by 31 March. For performance activities which require a log book\*, and coaching and officiating the weighting of practical performance is  $\frac{2}{3}$  of overall mark, for the log book it is  $\frac{1}{3}$  of the overall mark. Both performance and the log book should be assessed, each out of 40. **The marks for the separate elements should be entered on to the G454 Practical Activity Form and the overall mark will be automatically calculated when using the interactive practical activity assessment form.**

\*NB Some performance activity log books (marked with an \*) are intended to enable the candidate to detail their competitive programme, details of races, finishing positions, times, evaluate their performances, etc. These log books **are not assessed separately** from the practical performance although they must be completed in line with the criteria specific to that activity and submitted to the moderator with all other log books by 31 March.

Log books are required for the following activities:

Cross Country \*

Dragon Boat Racing \*

Road Cycling \*

Baseball \*

Rounders \*

All activities in the 'Outdoor and Adventurous' activity profile

Circuit Training

Coaching

Officiating

Further guidance on the assessment of activities which require log books can be found in Section 2.3, 'Unit Assessment'.

### Log book cover sheets

Cover sheets have been revised to assist centres in their assessment of log books. **Where a log book is required, the relevant cover sheet must be used.** These are available via the OCR website.

## 1.10 Special Activity Submission Criteria

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Centres may wish to enable candidates to perform in an activity which does not already feature in Section 3. In order for candidates to capitalise on their areas of expertise, centres may make a Special Activity Submission.

Criteria for some activities may have already been submitted to OCR by other centres who deliver the specification. In the first instance, and prior to making a submission, it would be advisable to contact OCR to ascertain if such criteria already exist. This can be done through the OCR Customer Contact Centre:

Telephone 01223 55 3998;

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

Centres should ensure that their submissions are sent to the OCR Customer Contact Centre by **15 October** in the academic year of assessment.

The submission for the activity should meet the following criteria:

- the activity must have a national governing body;
- the activity must link with one of the eleven activity profiles;
- the activity is required to comply with the existing generic criteria for the activity profile it links to for AS/A2;
- contain details of the assessment criteria specific to the activity;
- contain details of standardisation if it takes place away from the centre;
- contain details of the conditioned competitive situations and the effective performance situation;
- comply with '**Safe Practice in Physical Education and school sport**' (Association for Physical Education Current Edition).

If accepted the activity will be available for use by the candidate or candidates identified in the submission and for that academic year only by the centre submitting. Some activity submissions which prove popular may be made available to all centres by OCR.

**Further guidance on submissions is available on the GCE Physical Education section of the OCR website. If centres are unsure that an activity meets these criteria, they can request advice from OCR.**

**OCR reserves the right to refuse, amend or modify a submission.**

# 2 Unit G454: The Improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education

## 2.1 Introduction

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Unit G454 builds upon the skills and knowledge of practical activities developed in AS level Physical Education and applies them to full performance conditions. Candidates are required to pursue one of their two chosen G452 activities and to demonstrate their ability to perform skills and techniques relevant to that activity under competitive pressure in authentic situations. These will often be in the form of formal fixtures, tournaments or events.

Candidates also develop their evaluation skills, again conducting an evaluation of a performance in their chosen activity in the Evaluation, Appreciation and Improvement of Performance element of the unit. The evaluation task has similarities with the EPIP in Unit G452 however here at A2 candidates need to apply relevant physiological, psychological and socio-cultural knowledge and concepts from their study of the course to the performance which they have observed.

With 40 marks available for the one practical activity in which each candidate is assessed, it is anticipated that candidates assessed in Band 1, particularly towards the top of that level, will be producing performances of very high quality, often (but not necessarily always) reflected in representative honours at regional and/or national level.

## 2.2 Unit content

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The candidate must follow one of their chosen AS level G452 activities taken from the following eleven different activity profiles.

### Activity profiles

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CATEGORY	ACTIVITY and page number	ABBREVIATION
ATHLETIC	CROSS COUNTRY 26	CC
	DRAGON BOAT RACING 27	DBR
	OLYMPIC WEIGHTLIFTING 28	OW
	RACE WALKING 29	RaW
	ROAD CYCLING 30	RCy
	ROWING AND SCULLING 31	Rw
	TRACK AND FIELD 33	Ath
	TRACK CYCLING 32	TC
	TRIATHALON 34	Tri

COMBAT	BOXING 39	Bxg
	FENCING 39	Fen
	JUDO 40	Ju
	JU JITSU 41	JuJ
	KARATE (non-contact) 42	Kar
	KICKBOXING 44	Kb
	TAE KWON-DO 45	TKD
	WRESTLING 46	Wr

DANCE	ARTISTIC ROLLER SKATING 51	RS
	BALLET 52	Bal
	BALLROOM DANCING 53	BD
	CONTEMPORARY DANCE 53	CD
	FOLK DANCING 53	FD
	ICE DANCE 54	ID
	IRISH DANCING 55	IrD
	STREET DANCE 55	StD
	TAP DANCE 55	TaD

INVASION GAMES	AMERICAN FOOTBALL 60	AmF
	ASSOC FOOTBALL 61	Af
	BASKETBALL 62	BAS
	FIELD HOCKEY 62	Ho
	GAELIC FOOTBAL 62L	GF
	HANDBALL 63	Hb
	HURLING 63	Hu
	ICE HOCKEY 64	IH
	INLINE SKATER HOCKEY 64	ISH
	KORFBALL 65	Kor
	LACROSSE 65	Lac
	NETBALL 66	Ne

	ROLLER HOCKEY 66	RH
	RUGBY LEAGUE 67	RL
	RUGBY UNION 67	RU
	ULTIMATE FRISBEE 68	UF
	WATER POLO 69	WP
	WHEELCHAIR BASKETBALL 69	WhB
	WHEELCHAIR RUGBY 70	WhR
	POLO 66	Pol

NET/WALL GAMES	BADMINTON 75	Bad
	SQUASH 76	Sq

	TABLE TENNIS 76	Tt
	TENNIS 77	Te
	VOLLEYBALL 77	Vo

STRIKING/FIELDING	BASEBALL 81	Bb
GAMES	BLIND CRICKET 82	BCr
	CRICKET 83	Cr
	ROUNDERS 84	Ro

TARGET GAMES	ARCHERY 89	Ar
	BOCCIA 90	Bo
	CLAY PIGEON SHOOTING 91	CPS
	FLAT GREEN BOWLING 92	Gb
	GOLF 92	Go

GYMNASTIC	CHEERLEADING 96	Ch
	DIVING 97	Div
	GYMNASTICS 100	Gym
	ICE (FIGURE) SKATING 101	ISk
	RHYTHMIC GYMNASTICS 102	Rg
	SPORTS ACROBATICS 103	SAw
	SYNCHRONISED SWIMMING 104	SS
	TRAMPOLINING 105	Tr

OUTDOOR AND ADVENTUROUS	CANOEING 110	Ca
	EQUESTRIAN (Cross Country) 111	HRc
	EQUESTRIAN (Dressage) 112	HRd
	EQUESTRIAN (Eventing) 113	HRe
	EQUESTRIAN (Show Jumping) 114	HRs
	KAYAKING 115	Ka
	MOUNTAIN BIKING 118	Mb
	MOUNTAIN WALKING 119	Mw
	ORIENTEERING 120	Or
	ROCK CLIMBING 121	Rc
	SAILING 122	Sa
	SKIING 124	Sk
	SNOWBOARDING 125	Sno
	SUB-AQUA DIVING 126	SAD
	SURFING 127	Sur
	WAKEBOARDING 128	Wb
	WATERSKIING 129	WaS

	WINDSURFING 131	Ws
SWIMMING AND WATER SAFETY	COMPETITIVE SWIMMING 136	Sw
	LIFE SAVING 137	Ls
SAFE AND EFFECTIVE EXERCISE	CIRCUIT TRAINING 143	CT

## 2.3 Unit Assessment

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The candidate's practical performance, knowledge and understanding are assessed in Unit G454. The candidate is assessed in the selection, application and performance of skills in an open environment (effective performance) in one activity together with the Evaluation, Appreciation and Improvement of Performance through observation and synopsis of knowledge (oral response) in that activity. The effective performance is assessed out of 40 marks and the Evaluation, Appreciation and Improvement of Performance is assessed out of 20 marks and focusing on a performance in the candidate's assessed activity.

Candidates will be assessed in:

Performing one chosen activity from one of the activity profiles and the Evaluation, Appreciation and Improvement of Performance in that activity.

OR

Coaching one chosen activity from one of the activity profiles and the Evaluation, Appreciation and Improvement of Performance in that activity.

OR

Officiating one chosen activity from one of the designated activities and the Evaluation, Appreciation and Improvement of Performance in that activity.

### The Selection, Application and Performance of Skills in an Open Environment

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Candidates are assessed on their ability to perform effectively in the authentic contextual situation in which the activity is normally performed. This effective performance is assessed against the criteria identified for each activity.

There are three different pathways in which candidates can be assessed in the selection, application and performance of skills in an open environment. These are:

Performance

Coaching

Officiating

# 1 Performance

Candidates are assessed in the selection and application of skills in their chosen activity, and in their performance of this activity in an open environment (effective performance).

Candidates are assessed in their ability to perform effectively in the authentic contextual situation in which the activity normally takes place. This authentic context must generate tasks of suitable pitch and challenge thus ensuring that candidates are able to select the most appropriate skills whilst also performing them repetitively and consistently and adapting them to suit varying situations.

This authentic contextual situation should generate tasks of suitable pitch and challenge which:

- focus on the range of basic and advanced, applied and acquired skills to be assessed
- enable candidates to demonstrate their tactical and strategic/compositional awareness
- enable candidates to demonstrate their knowledge and understanding of the rules, regulations and codes of conduct of the activity
- enable candidates to display physical endeavour, creativity and sportsmanship/fair play
- enable candidates to be placed in a rank order in terms of ability.

Candidates should be able to:

- perform a range of basic and advanced acquired and developed skills in an authentic context which generates tasks of suitable pitch and challenge
- select and apply skills, tactics and strategies/choreographic/compositional ideas in an authentic context which generates tasks of appropriate pitch and challenge thereby demonstrating their understanding and application of the perceptual and collaborative aspects of the activity
- demonstrate physical endeavour, creativity and sportsmanship/fair play
- demonstrate understanding and application of the rules, regulations and codes of conduct.

Throughout the course the candidate is assessed in the normal environment in which the activity takes place. This enables the candidate to develop the acquired and applied skills from the activity they have previously experienced. Centres may want to adapt this 'normal' environment for a variety of reasons, such as:

- the numbers taking part
- placing greater emphasis on particular skills or tactics
- making candidates perform under pressure amongst colleagues and opponents of similar abilities
- time restrictions
- a wish to utilise situations which occur outside the normal curriculum time, for example, extra-curricular activities, representative/club opportunities.

The environment in which the candidate selects, applies and improves their skills as well as being assessed in, must meet the following criteria:

- reflect the authentic contextual situation in which the activity normally takes place
- involve the application of the activity's rules, regulations and code of practice
- have the aim of the candidate performing to their optimum
- enable the candidates to be placed in rank order according to ability.

## Performance activities with distinct, separate elements for assessment

In some activities candidates are assessed in more than one distinct element or event, for example, in cricket where candidates are assessed in either batting or bowling and then also in fielding or wicket keeping.

In these activities, the two elements or events should both be assessed, each out of 40. The marks for the separate elements should be entered on to the G454 Practical Activity Form. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

In some activities candidates are assessed in an event/skill and measured against the performance assessment tables, for example swimming. Each element should be assessed out of 40; a mark for technique and a mark for effective performance based on the OCR performance assessment tables. The marks for the separate elements should be entered on to the G454 Practical Activity Assessment Form. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

In some performance activities candidates are required to complete a log book (see 1.9 **Submission of Log Books to Accompany Assessments**).

For performance activities which require a log book, the weighting of practical performance is  $\frac{2}{3}$  of overall mark, for the log book it is  $\frac{1}{3}$  of the overall mark. Both performance and the log book should be assessed, each out of 40. The marks for the separate elements should be entered on to the G454 Practical Activity Assessment Form. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

When assessing log books, consideration should be given to the breadth and depth of the content:

- are all of the required elements of the log book present?
- what is the quality of the different elements?

Professional judgement needs to be used by the assessor; some aspects of the log will simply be either present or not, such as evidence of a suitable First Aid qualification in some activities. Other sections will vary in terms of demonstrating relevant knowledge and understanding.

In a small number of performance activities, eg Equestrian (Eventing), candidates are assessed in more than one distinct element or event **and** are required to complete a log book. In these activities, the different events/skills and the log book should each be assessed out of 40. The marks for the separate elements should be entered on to the G454 Practical Activity Assessment Form. **The overall mark will be automatically calculated when using the interactive practical activity assessment form.**

## Log book cover sheets

Cover sheets have been revised to assist centres in their assessment of log books where required. These are available via the OCR website.

## 2 Coaching

Candidates are assessed in coaching an activity.

Candidates are assessed in their ability to deliver safe, purposeful and enjoyable sporting and physical recreational activities whilst exhibiting the ability to motivate others, responsibility, control and confidence. These skills, abilities and qualities are assessed in authentic contexts which generate tasks of suitable pitch and challenge thus ensuring that candidates are able to select the appropriate coaching methodology whilst also performing repetitively and consistently, adapting and adjusting to suit a variety of situations.



The tasks generated aim to improve the candidate's coaching performance and centres should devise their own tasks of suitable pitch and challenge within authentic contexts. These tasks should place emphasis on the appropriate developed skills, abilities and qualities and challenge candidates. The tasks generated should identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable different levels of ability to be displayed.

**Centres must ensure that when candidates work with children that all child protection procedures are adhered to.**

The authentic contexts should generate tasks of appropriate pitch and challenge that:

- focus on the range of applied and acquired skills, abilities and qualities to be assessed
- enable candidates to be placed in a rank order in terms of ability
- are structured to allow candidates to develop their coaching skills.

Candidates should be able to:

- deliver coaching sessions that generate tasks of suitable pitch and challenge
- demonstrate a range of basic and advanced acquired and developed skills in an authentic context that generates tasks of suitable pitch and challenge
- demonstrate competence in organisational skills related to the planning and delivery of sessions
- demonstrate appropriate communication skills
- demonstrate an understanding and appreciation of health and safety procedures
- implement risk assessment procedures
- demonstrate a knowledge and understanding of the fitness and health aspects of the activity
- evaluate sessions delivered and plan for improvement
- demonstrate an awareness of Child Protection issues and procedures
- operate the principle of inclusion in their sessions.

Candidates will keep a detailed log that:

- records their coaching activities over a twelve-month period (this may include some of their records of participation from AS level)
- includes the formulation of a scheme of work that identifies progression and has a minimum of ten session plans (a session is deemed to be of a duration of 60 minutes minimum) at this level together with appropriate evaluations of the sessions and risk assessments
- has a personal video record of a minimum of 40 minutes of coaching at this level
- details health and safety issues relevant to the activity
- details child protection procedures in operation for the activity together with evidence of the candidate's **DBS clearance (Disclosure and Barring Service, formerly CRB) where appropriate**
- details evidence of the candidate's appropriate first aid qualification
- details the fitness and health benefits of the activity and of coaching the activity.

Candidates may include evidence of their British Sports Trust Higher Sports Leader's Award or Governing Body Coaching qualification, if they have completed such an award.

For coaching, candidates are required to complete a log book (see 1.9 **Submission of Log Books to Accompany Assessments**).

For coaching, the weighting of practical performance is  $\frac{2}{3}$  of overall mark, for the log book it is  $\frac{1}{3}$  of the overall mark. Both performance and the log book should be assessed, each out of 40. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

When assessing log books, consideration should be given to the breadth and depth of the content:

- are all of the required elements of the log book present?
- what is the quality of the different elements?

Professional judgement needs to be used by the assessor; some aspects of the log will simply be either present or not, such as evidence of a suitable First Aid qualification in some activities. Other sections will vary in terms of demonstrating relevant knowledge and understanding.

### **Log book cover sheets**

Cover sheets have been revised to assist centres in their assessment of log books where required. **Where a log book is required, the relevant cover sheet must be used.** These are available via the OCR website.

## **3 Officiating**

Candidates are assessed in officiating an activity. Candidates who choose officiating must be fulfilling the role of the main match official or referee, not the role of either an assistant (such as an assistant referee in association football) or a support role (such as a table judge in basketball).

Candidates are assessed in their ability to officiate in safe, purposeful and enjoyable sporting and recreational activities while exhibiting responsibility, control, confidence and, where appropriate, team work. These skills, abilities and qualities are assessed in authentic contexts that generate tasks of suitable pitch and challenge, thus ensuring that candidates are able to select the appropriate approach while also performing repetitively and consistently, adapting and adjusting to suit a variety of situations.

The tasks generated aim to improve the candidate's officiating performance and centres should devise their own tasks of suitable pitch and challenge within authentic contexts. These tasks should place emphasis on the appropriate developed skills, abilities and qualities and challenge candidates. The tasks generated should identify the candidate's level of autonomy while providing the range of pitch and challenge to enable ability differentials to be displayed.

**Centres must ensure that when candidates work with children all child protection procedures are adhered to.**

The authentic contexts should generate tasks of appropriate pitch and challenge that:

- focus on the range of applied and acquired skills, abilities and qualities to be assessed;
- enable candidates to be placed in a rank order in terms of ability;
- are structured to allow candidates to develop their officiating.

Candidates should be able to:

- officiate in sessions which generate tasks of suitable pitch and challenge enabling candidates to display a range of basic and advanced acquired and developed skills.
- perform a range of basic and advanced acquired and developed skills in an authentic context that generates tasks of suitable pitch and challenge;

- demonstrate an applied knowledge and understanding of the rules/regulations of the activity;
- demonstrate appropriate communication skills;
- demonstrate an understanding and appreciation of health and safety procedures;
- implement risk assessment procedures;
- demonstrate an awareness of child protection issues and procedures;

- demonstrate a knowledge and understanding of the fitness and health aspects of the activity;
- evaluate sessions officiated and plan for improvement.

Candidates will keep a detailed log that:

- records their officiating activities at this level over a twelve-month period (this may include some of their records of participation from AS level)
- has a minimum of four evaluations of the sessions officiated by qualified assessors
- has evidence of risk assessments undertaken
- has a personal video record of a minimum of 40 minutes of officiating at this level
- details health and safety issues relevant to the activity
- details child protection procedures in operation for the activity together with evidence of the candidates **DBS clearance (Disclosure and Barring Service, formerly CRB) where appropriate.**
- details the fitness and health benefits of the activity and of officiating the activity.

Candidates may include evidence of their National Governing Body Officiating qualification, if they have completed such an award.

For officiating, candidates are required to complete a log book (see 1.9 **Submission of Log Books to Accompany Assessments**).

For officiating, the weighting of practical performance is  $\frac{2}{3}$  of overall mark, for the log book it is  $\frac{1}{3}$  of the overall mark. Both performance and the log book should be assessed, each out of 40. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

When assessing log books, consideration should be given to the breadth and depth of the content:

- are all of the required elements of the log book present?
- what is the quality of the different elements?

Professional judgement needs to be used by the assessor; some aspects of the log will simply be either present or not, such as evidence of a suitable First Aid qualification in some activities. Other sections will vary in terms of demonstrating relevant knowledge and understanding.

### **Log book cover sheets**

Cover sheets have been revised to assist centres in their assessment of log books where required. **Where a log book is required, the relevant cover sheet must be used.** These are available via the OCR website.

## **Evaluation, Appreciation and the Improvement of Performance (E & A)**

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Candidates will observe a live **performance** by another candidate **in their own assessed activity**. They will then recommend an appropriate strategy to improve performance.

Candidates should observe a live performance and give an oral response with a view to:

- making evaluative and appreciative comments so as to judge the quality of performance using appropriate technical language
- prioritising an area of the performance for improvement
- describing in detail an appropriate strategy to improve the performance

- supporting their evaluative and appreciative comments and their strategy with the application of relevant principles and concepts from the disciplines they have studied using appropriate technical language.

**The candidate will observe a performance of the activity and not coaching or officiating the activity.**

Candidates should be able to give a structured response using appropriate technical language that:

- accurately identifies and describes in detail the strengths of the performance in relation to skills, tactics and strategies/compositional ideas and fitness
- accurately identifies and describes in detail the major weaknesses of the performance in relation to skills, tactics and strategies/compositional ideas and fitness
- identifies the area of the performance they would prioritise for improvement
- formulates a detailed, viable action plan for the area of performance identified. This action plan should have detailed coaching points, detailed progressive practices together with a timescale for the plan
- justifies both their evaluative comments and their action plan with the appropriate application of relevant knowledge and concepts from the physiological, psychological and socio-cultural areas they have studied.

**Centres should ensure that candidates are assessed under supervised conditions, in an environment that is free from noise and interruptions.**

## **Activities which may be difficult to evaluate in the E & A**

It is recognised that some activities do not lend themselves as well to the task of conducting the evaluation, appreciation and improvement of performance as others. Reasons for this vary; sometimes the nature of the activity means that observing a live performance at close quarters in order to then evaluate it may be difficult, for example in cross country, or it may be that detailed coaching points and progressive practices for the action plan are not as straight-forward to identify, for example in mountain walking.

The following is a list of activities where candidates have the option to perform their A2 G454 E & A in their other chosen AS level G452 activity if they have chosen one of these activities for their A2 practical assessment:

- 1 Cross country
- 2 Race walking
- 3 Road Cycling
- 4 Triathlon
- 5 Canoeing
- 6 Equestrian – cross country/dressage/eventing/show jumping
- 7 Kayaking
- 8 Mountain Biking
- 9 Mountain Walking
- 10 Orienteering

- 11 Rock Climbing
- 12 Rowing
- 13 Sailing
- 14 Skiing
- 15 Snowboarding
- 16 Sub Aqua Diving
- 17 Surfing
- 18 Wakeboarding
- 19 Waterskiing
- 20 Windsurfing
- 21 Circuit Training

Candidates may conduct their E & A in activities from the above list should they wish to do so.

# 3 Performance - Activity Profiles and Assessment Criteria

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## 3.1 Athletic Activities

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- 1 Cross Country (CC)
- 2 Dragon Boat Racing (DBR)
- 3 Olympic Weightlifting (OW)
- 4 Race Walking (RaW)
- 5 Road Cycling (Rcy)
- 6 Rowing and Sculling (Rw)
- 7 Track Cycling (TC)
- 8 Track and Field Athletics (Ath)
- 9 Triathlon (Tri)



## Athletic Activities – Generic Criteria

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### Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical endeavour, creativity and sportsmanship/fair play
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enable candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on:

- Performance at maximum levels in relation to speed, height, distance or strength.

The level of success in tactical awareness will be based on:

- Outwitting opponents

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding
- The candidate demonstrates excellent physical and mental fitness
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## Band 2 (25-32)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding
- The candidate demonstrates good physical and mental fitness
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## Band 3 (17-24)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding
- The candidate demonstrates sound physical and mental fitness
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

## Band 4 (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding

- The candidate demonstrates limited physical and mental fitness
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair
- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## Band 5 (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding
- The candidate demonstrates inadequate levels of physical and mental fitness
- The candidate demonstrates little physical endeavour, sportsmanship and flair
- The candidate demonstrates little understanding and application of the rules/regulations of the activity
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## 1 Cross Country

---

The candidate is assessed performing the acquired and developed skills of Cross Country.

The focus of the tasks will be:

- Running over different types of terrain, surfaces and distances. Race distances for male competitors should be 6500-7500 metres; race distances for female competitors should be 3500-4500 metres.

Assessment should take place in an EA or ESAA (or equivalent) organised formal competitive event.

Assessment is based on performance in the authentic contextual situation in which the event is normally performed. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Posture
- Leg action
- Arm action
- Head carriage
- Overall efficiency

The candidate will maintain a log book which will contain the following:

- Competitive programme for three month period prior to assessment
- Details of races
- Finishing positions, times etc.

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

## 2 Dragon Boat Racing

---

The candidate is assessed performing the acquired and developed skills of Dragon Boat Racing.

The focus of the tasks will be:

- Sprint events
- Endurance events.

The candidate is assessed in sprint **and** endurance events in a standard international designed boat conforming to BDA and European regulations.

Assessment should take place in a BDA organised formal competitive event.

Assessment is based on performance in the authentic contextual situation in which the event is normally performed. The level of success of the acquired and developed skill is measured through the movement phases identified below:

### 1 Sprint events – 250/500/1000 metres

- Starting techniques
- Paddling techniques
  - The catch
  - Compression
  - The finish
  - The recovery
  - Variations in stroke technique
  - Stroke rating.

### 2 Endurance events – 6,000 - 10,000 metres

- Starting position and technique
- Development of recovery time
- Assessing the environmental conditions (lake/river) in relation to tactics.

### 3 Demonstrating their knowledge and understanding of the equipment necessary for Dragon Boat Racing through its preparation for use.

#### Boat

- Role of racing bars
- Role of drummer(traditional/active)
- Standard European dimensions
- Weight

## Paddles

- Length of paddle in relation to each individual
- Degree of stiffness of blade in relation to each individual
- Use of Helm blade

The candidate will maintain a log which will contain the following:

- Competitive programme for 3 month period prior to assessment
- Details of races
- Finishing positions, times, etc.

These assessment phases are used in conjunction with the generic assessment criteria for Athletic Activities.

## 3 Olympic Weightlifting

---

The candidate is assessed performing the acquired and developed skills of Olympic Weightlifting.

The focus of the tasks will be:

- Clean and jerk
- Snatch

The assessment should take place in a BWLA organised competition.

There are **two** parts to the assessment:

- A Assessment is based on performance in the authentic contextual situation in which the lifts are normally performed. The level of success of the acquired and developed skill is measured through the movement phases identified below:

### Clean and jerk

- Safety of lifting area and placement of bar
- Preparation phase
- Starting position
- First pull
- Second pull
- Lifting catching phase
- Preparation for the jerk
- The Jerk
- Recovery catching phase
- Placement of bar
- Overall efficiency of the lift.

### Snatch

- Safety of lifting area and placement of the bar
- Preparation phase

- Starting position
- First pull
- Second pull
- Catching of the bar
- The snatch
- Recovery phase
- Placement of bar
- Overall efficiency of the lift.

These assessment phases are used in conjunction with the generic assessment criteria for Athletic Activities.

- B Assessment is based on the performance as measured against the performance tables (see separately published performance tables on the OCR website).

## 4 Race Walking

---

The candidate is assessed performing the acquired and developed skills of Race Walking.

The focus of the tasks will be:

- Race Walking
- Assessment should take place in an EA, RWA or ESAA (or equivalent) organised formal competitive event.

There are **two** parts to the assessment:

- A Assessment is based on performance in the authentic contextual situation in which the walk is normally performed. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Posture
- Leg action
- Foot action
- Arm action
- Head carriage
- Maintenance of contact with the ground
- Overall efficiency

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

- B Assessment is based on the performance as measured against the performance tables (see separately published performance tables on the OCR website).

## 5 Road Cycling

---

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

The focus of the tasks will be **one** of either:

- Road cycling
- Time trialling.

The level of success of the acquired and developed skills is measured through the movement phases identified below:

Road cycling

- Posture
- Pacing
- Leg action
- Tactics
- Overall efficiency

Time trialling

- Posture
- Pacing
- Leg action
- Overall efficiency

Assessment should take place in a British Cycling (or equivalent) organised formal competitive event.

There are two parts to the assessment.

A Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Use of gears and chain efficiency
- Knowing when to conserve energy and when to stand on the pedals
- Knowing how to use different parts on the handle bars to change your body position, therefore maximizing your potential for that certain environment
- Being able to judge the bunch of riders, assessing the situation and where you should be placed
- When it's necessary to slipstream other riders
- The correct method to maintain good quality breathing and to allow periods of rest

These assessment phases are used in conjunction with the generic assessment criteria for Athletic Activities.

- B Assessment is based on the performance as measured against the performance assessment tables (see separately published performance tables on the OCR website).

The candidate will maintain a log which will contain the following:

- Competitive programme for three month period prior to assessment
- Details of races
- Finishing positions, times etc.

## 6 Rowing and Sculling

---

The candidate is assessed performing the acquired and developed skills of Rowing or Sculling.

The candidate will be assessed in:

- Rowing (sprint or 'head race' events)

Or

- Sculling (sprint or 'head race' events)

Sprint events – 2000 metres

'Head race' – 2500 - 6000 metres

- Assessment should take place in ARA organised formal competitive event.

Assessment is based on performance in the authentic contextual situation in which the rowing or sculling is normally performed. The level of success of the acquired and developed skill is measured through the movement phases identified below:

The focus of the tasks will include:

- Sculling strokes
- Rowing on stroke side
- Rowing on bow side
- Paddling with square blades.

Sprint Events

- The focus will be on starts, technique and race tactics

Head Race Events

- The focus will be on 'rolling starts', positioning on the river, technique and race tactics.

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Leg position/action
- Body position/action
- Arm action/position
- Posture
- Overall efficiency



- Grip/hand placement on oar
- Angle of oar/entry
- Action in relation to boat
- Recovery.

These assessment phases are used in conjunction with the generic assessment criteria for Athletic Activities.

## 7 Track Cycling

---

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

The candidate will be assessed in ONE of the following event areas:

- Track sprint
- Pursuit
- Time trial

Assessment should take place in a British Cycling (or equivalent) organised formal competitive event.

There are two parts to the assessment.

- A Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

### Track sprint

- Start position
- Posture
- Position on track
- Leg action
- Overall efficiency.

### Pursuit

- Posture
- Pacing
- Leg action
- Tactics
- Overall Efficiency.

### Time Trial

- Posture
- Pacing
- Leg action
- Overall Efficiency.

These assessment phases are used in conjunction with the generic assessment criteria for Athletic Activities.

- B Assessment is based on the performance as measured against the performance assessment tables (see separately published performance tables on the OCR website).

## 8 Track and Field Athletics

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

The focus of the tasks will be:

**One** acquired and developed skill, this being selected from the following event areas:

- Track
- Jumps
- Throws

Assessment should take place in an EA or ESAA (or equivalent) organised formal competitive event.

There are two parts to the assessment.

- A Assessment is based on performance in the authentic contextual situation in which the events are normally performed. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Track events

- Posture
- Leg action
- Arm action
- Head carriage
- Overall efficiency.

Jumping events

- Approach
- Take off
- Flight
- Landing
- Overall efficiency.

Throwing events

- Initial stance, grip and preparation
- Travel and trunk position
- Throwing action
- Release
- Overall efficiency.

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

- B Assessment is based on the performance as measured against the performance assessment tables (see separately published performance tables on the OCR website).

## 9 Triathlon

---

The candidate is assessed performing the acquired and developed skills of the Triathlon.

The focus of the tasks will be:

- Swimming (400 metres)
- Cycling (20 kilometres)
- Running (5 kilometres).

Assessment should take place in a British Triathlon (or equivalent) organised formal competitive event.

There are two parts to the assessment.

- A Assessment is based on performance in the authentic contextual situation in which the events are normally performed. The level of success of the acquired and developed skill is measured through the movement phases identified below:

### Swimming

- Body position
- Arm action
- Leg action
- Breathing
- Overall efficiency.

### Cycling

- Body position
- Head carriage
- Arm action
- Leg action
- Overall efficiency.

### Running

- Posture
- Head carriage
- Arm action
- Leg action
- Overall efficiency.

These assessment phases are used in conjunction with the generic assessment criteria for Athletic Activities.

- B Assessment is based on the performance as measured against the performance assessment tables (see separately published performance tables on the OCR website).

## 3.2 Combat Activities

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- 1 Boxing (Bxg)
- 2 Fencing (Fen)
- 3 Judo (Ju)
- 4 Ju Jitsu (JuJ)
- 5 Karate (Non-contact) (Kar)
- 6 Kickboxing (Kb)
- 7 Tae Kwon Do (TKD)
- 8 Wrestling (Wr)

## Combat activities – Generic Criteria

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### **Performance**

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical endeavour, creativity and sportsmanship/fair play
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enable candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency.

The level of success in appropriate tactical awareness will be based on their strategic application of basic and advanced skills in attacking and defending situations appropriate to the individual combat activity.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

## **Band 1 (33-40)**

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations /conventions of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.

- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

#### **Band 4 (9-16)**

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

#### **Band 5 (0-8)**

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions of the activity.
- Occasionally representing a team may be an indicator of attainment at this standard but the assessment criteria must still be met.

## 1 Boxing

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The candidate is assessed in performing the acquired and developed skills of boxing.

The candidate is assessed in their ability to perform effectively in the formal, authentic, combat situation, such as an Amateur Boxing Association of England (or equivalent) competition.

The formal combat situation will conform to the ABAE rules of weight and age classification.

The focus of the tasks will include:

- Straight punching
- Single punching including hooks and uppercuts.
- Combination punching
- Use of feet, arms and trunk to defend
- Guard
- Weight distribution.

The level of success of the acquired and developed skills is measured through the following movement phases:

- Attack – stance, guard, footwork, maintaining balance whilst moving in all directions.
- Defence – stance, guard, footwork, maintaining balance whilst moving in all directions.

The candidate will be expected to demonstrate their knowledge and understanding of:

- The rules of amateur boxing
- Health and safety in amateur boxing
- Rules for junior and senior boxing.

These assessment phases are used in conjunction with the generic assessment criteria for Combat Activities.

## 2 Fencing

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The candidate is assessed in performing the acquired and developed skills of Fencing.

The candidate is assessed in their ability to perform effectively in the formal, authentic, combat situation, such as a British Fencing (or equivalent) competition.

The candidate is assessed in **one** acquired and developed skill, this being selected from the following disciplines:

- Foil
- Epee
- Sabre.

The focus of the tasks will include:

- Beat attack
- Disengage
- Lunge



- Parry
- Parry sixte

The level of success of the acquired and developed skills is measured through the following movement phases:

- Attacking – preparation, execution, recovery, result, overall efficiency
- Defending – preparation, execution, recovery, result, overall efficiency.

The formal competitive situation must conform to all appropriate regulations which include:

- All relevant protective equipment must be worn
- A suitably qualified arbitrator must be in charge
- A suitable rectangular strip of floor must be used for the contest
- A proper method of scoring must be used (electronic/director)
- Rules of the particular fencing discipline must be followed.

These assessment phases are used in conjunction with the generic assessment criteria for Combat Activities.

### 3 Judo

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The candidate is assessed performing the acquired and developed skills of Judo.

The candidate is assessed in their ability to perform effectively in the formal, authentic, combat situation, such as a British Judo (or equivalent) competition.

The focus of the tasks will include:

- O Goshi
- Morote Seoi Nage
- Harai Goshi
- Tsuru Komi Goshi
- Kata Game
- Kamishio Gatame
- Mune Gatame
- Kesa Gatame
- O Soto Gari
- O Uchi Gari
- Ko-uchi Gari
- Uchi Mata.

The level of success of the acquired and developed skills is measured through the following movement phases:

Defending

- Entry

- Controlling opponent
- Execution
- Completion/effectiveness
- Overall efficiency.

#### Attacking

- Grip
- Set up, breaching balance
- Entry, balance, timing
- Throw, completion, effectiveness
- Overall efficiency.

These assessment phases are used in conjunction with the generic assessment criteria for Combat activities.

## 4 Ju Jitsu

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The candidate is assessed performing the acquired and developed skills of Ju Jitsu. The following criteria must be used in conjunction with the G454 generic assessment criteria for Combat Activities.

The candidate is assessed in a formal British Ju Jitsu Association GB or equivalent competition.

The focus of the tasks will include:

#### Defence

- Non contact Kata: to include rising, upward and downward blocks to both sides (inside forearm)
- Valley drop
- Holding and locking
- Rice bale
- Spring hip
- Rear scoop
- Ground strangles
- Hip/loin wheels
- Sweeping loins
- Breaking half/full nelsons
- Wrist throw with lock
- Counter to collar holds
- Escaping garroting

#### Attack

- Front/side kicks

- Roundhouse kicks (to the upper leg and torso)
- Crab claw scissors
- Cross and Inside hook
- Straight arm and shoulder arm locks
- Front and Back strangle
- Holding and locking hip throws
- Shoulder throws lapel/full
- Half and full nelson locks

The level of success of the acquired and developed skills is measured through the following movement phases:

#### Defending

- Entry
- Controlling opponent
- Execution
- Completion/effectiveness
- Overall efficiency

#### Attacking

- Grip
- Set up, breaching balance
- Entry, balance, timing
- Throw, completion, effectiveness
- Overall efficiency

These assessment phases are used in conjunction with the generic assessment criteria for Combat activities.

## 5 Karate (Non contact)

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The candidate is assessed in the acquired and developed skills of Karate (non contact)

The candidate is assessed in their ability to perform effectively in the formal, authentic, combat situation, such as an English Karate Federation (or equivalent) competition.

The focus of the tasks will include:

- Kihon – a range of basic techniques including basic combinations
- Kata – formal exercise sequence
- Kumite – sparring.

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Kihon – speed, form, focus, power, smoothness of application, attitude
- Kata – Speed, form, focus, smoothness of application, attitude
- Kumite – Speed, form, focus, smoothness of application, timing, distance, safe control of techniques.

Candidates will be expected to demonstrate their knowledge and understanding of:

- Rules of dojo etiquette
- The dojo code
- The general code of conduct for Karateka
- The procedures for kata performance

The rules and procedures for basic sparring

- Definition of Karate
- History of Karate.

These assessment phases are used in conjunction with the generic assessment criteria for Combat Activities.

The following formal competitive situations are Shotokan based and could be appropriately adapted for Goju Ryu, Shito Ryu or Wado Ryu etc. Most of the terms are generic and will be understood by qualified instructors and assessors.

	Shotokan term	Other style equivalent or alternative
<b>a) KIHON</b>		
Three punch combination	Sanbon tsuki	_____
Rising block, reverse punch, downward block	Age uke, gyaku tsuki, gedan barai	_____
Outside block, reverse punch	Soto ude uke, gyaku tsuki	_____
Outside block, elbow strike, backflst strike	Soto uchi uke, empi uchi, uraken	_____
Inside block, double punch	Soto Uchi uke, kizami tsuki, gyaku tsuki	_____
Knife hand block, front kick, spear hand thrust	Shuto uke, mae geri keage, nukite	_____
Double front kick (changing legs)	Mae ren geri	_____
Double side kick (same leg)	Yoko ren geri	_____
Roundhouse kick	Mawashi geri	_____
Back kick	Ushiro geri	_____
<b>b) KATA</b>		
2nd Basic Kata	Heian Shodan	_____
3rd Basic Kata	Heian Nidan	_____
4th Basic Kata	Heian Sandan	_____
5th Basic Kata	Heian Yondan	_____
<b>c) KUMITE</b>		
One Step Basic sparring - Attacker using stepping punch to the face and	Kihon Ippon Kumite – Jodan and Chudan, Chudan mae geri and yoko	_____

chest and front kick and side thrust kick to the chest.	geri kekomi.	_____
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Candidates will also be expected to demonstrate their knowledge and understanding of:

- the definition of Karate
- the History of Karate
- code of conduct for Karateka
- the rules and procedures for Kata performance
- the rules and procedures for basic sparring.

## 6 Kickboxing

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The candidate is assessed in performing the acquired and developed skills of Kickboxing.

The focus of the tasks will include:

### Basic

- Punching technique (jab, hook, uppercut)
- Kicking technique (knee, front kick, axe kick, side kick, turning kick)
- Basic combinations (5 basic hands, 5 basic legs, pattern 1, turning kick 1, side kick 1)
- Hook Punches
- 5 Basic Legs, Double turn and Kick, Double Side Kick
- Pattern 1; Jumping front kick, Triple turn and kick, triple side kick
- Pattern 2

### Advanced

- Counter attacks
- Body shifting
- Punching techniques (blitzing and fakes)
- Kicking Techniques (back kick, jumping kicks, spinning kicks, 360 kicks, doubles and overhead)
- Advanced combinations (Bo dan lee gan routine)
- Incorporating Mixed Martial Arts (MMA) into routine work

The candidate is assessed in their ability to perform in the formal, authentic, combat situation. The formal combat situation will conform to the ISKA rules of weight and age classification.

Suggested competition should be regulated by age and weight division and also provide an appropriate level of competition to include:

- Full-contact kickboxing
- K1 (full contact)

The level of success of the acquired and developed skills is measured through the movement phases identified below:

#### Defending

- Stance
- Guard
- Footwork
- Balance
- Overall Efficiency

#### Attacking

- Stance
- Guard
- Footwork
- Balance and Timing
- Overall Efficiency

Candidates will be expected to demonstrate their knowledge and understanding of:

- Rules and procedures for class sparring
- Tenets of Korean Martial arts and its theory
- Health and Safety in Kickboxing

These assessment phases will be used in conjunction with the generic assessment criteria for Combat Activities.

## 7 Tae Kwon Do

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The candidate is assessed in performing the acquired and developed skills of Tae Kwon Do.

The candidate is assessed in their ability to perform effectively in the formal, authentic, combat situation, such as a British Taekwondo Council (or equivalent) competition.

The focus of the tasks will include:

- Line work – a range of basic techniques including basic combinations
- Patterns – formal exercise sequences
- Sparring – set sparring and free sparring.

The level of the acquired and developed skill will be measured through the movement phases identified below:

- Line work – Speed, focus, power, accuracy of application, attitude
- Patterns – Speed, focus, power, accuracy of application, attitude
- Sparring – Speed, focus, power, accuracy of application, timing, distance, safe control of techniques.

Candidates will be expected to demonstrate their knowledge and understanding of:

- The rules of training hall etiquette
- The general code of conduct for Tae Kwon-Do students
- The procedures for patterns of performance
- The rules and safety procedures for basic sparring.

These assessment phases will be used in conjunction with the generic assessment criteria for Combat Activities.

## 8 Wrestling

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The candidate is assessed performing the acquired and developed skills of wrestling.

The candidate is assessed in their ability to perform effectively in the formal, authentic, combat situation, such as a British Wrestling Association (or equivalent) competition.

The focus of the tasks will include:

- Groundwork
- Attacking

The level of the acquired and developed skill will be measured through the movement phases identified below:

### Groundwork

- Controlling an opponent,
- Execution – (attack moves on the ground – gut wrench, waist roll, leg ride, west point from behind)
- Completion/effectiveness
- Overall efficiency

### Attacking

- Entry (penetration step)
- Grip
- set up, offset balance (attack moves standing- double leg, single leg, high crutch, duck under, arm drag)
- timing
- throw (fireman's carry, flying mare), completion
- effectiveness
- overall efficiency

These assessment phases will be used in conjunction with the generic assessment criteria for Combat Activities.

### 3.3 Dance Activities

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- 1 Artistic Roller Skating (RS)
- 2 Ballet (Bal)
- 3 Ballroom Dancing(Latin) (BD)
- 4 Contemporary Dance (CD)
- 5 Folk Dance (FD)
- 6 Ice Dance (ID)
- 7 Irish Dancing (IrD)
- 8 Street Dance (StD)
- 9 Tap dancing (TaD)



### Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and choreographical and compositional ideas
- Physical endeavour, creativity and fair play
- The understanding of the genre of dance, its technical requirements and conventions.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enable candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The focus of these tasks will be on:

A dance with the use of music as a stimulus lasting between 3 and 4 minutes unless otherwise indicated in the requirements for the specific genre. Where dancing takes place with a partner, the focus of the assessment must be on the individual being assessed, not the overall performance of the partnership.

The dance must include the appropriate technical elements specified for the particular genre.

Candidates will produce a written programme prior to assessment and moderation which, depending on the style of dance will include a description of steps, counts beats, explanation of the stimulus selected, the development of motifs, repetition and the phrasing of the dance.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Shape – style and aesthetic quality, consistency and maintaining ambience
- Form – quality of the individual elements, accuracy and conformity to regulations
- Consistency – continuity/ flow of the sequence, aesthetic quality, quality of the individual elements and the sequence in relation to amplitude, timing and spatial awareness
- Control – success in the individual elements and the sequence as a whole

The level of success in the choreography and the composition will be based on:

- Elements of composition- improvisation, selection and rejection of movement content, coherency, structure of the dance, relationship and clarity of constituent parts
- Use of stimuli, appropriateness and use of music/sound/silence in relation to choreography
- Dynamics
- Rhythm, timing
- Use of special patterns, shape, line
- Aesthetic quality, flair, style
- Originality/appropriate adaption of movement material

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Fair play

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### **Band 1 (33-40)**

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under the pressure of performance.
- There is consistent successful selection and application of a wide range of advanced techniques which, under the pressure of performance, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced choreographical and compositional ideas are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, creativity and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions of the genre.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under the pressure of performance.
- There is consistent successful selection and application of a range of advanced techniques which, under the pressure of performance, maintain their accuracy, fluency and control.
- A range of appropriate advanced choreographical and compositional ideas are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, creativity and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the genre.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under the pressure of performance.
- There is successful selection and application of a range of advanced techniques which, under the pressure of performance, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced choreographical and compositional ideas are successfully used by the candidate demonstrating a sound understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, creativity and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the genre.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

## **Band 4 (9-16)**

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under the pressure of performance.
- There is successful selection and application of advanced techniques which, under the pressure of performance, maintain some accuracy, fluency and control.

- Some appropriate advanced choreographical and compositional ideas are successfully used by the candidate demonstrating a limited understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, creativity and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions of the genre.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## Band 5 (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under the pressure of performance.
- There is successful selection and application of advanced techniques which, under the pressure of performance, maintain little accuracy, fluency and control.
- Appropriate advanced choreographical and compositional ideas are rarely used by the candidate demonstrating a poor understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, creativity and flair.
- The candidate demonstrates little understanding and application of the rules/regulations of the genre.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## 1 Artistic roller skating

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The candidate is assessed performing the acquired and developed skills of Artistic Roller Skating.

The candidate will be assessed in their ability to perform effectively a solo dance consisting of an original set pattern with the use of music as a stimulus lasting between 1 minute 50 seconds and 2 minutes 40 seconds.

This dance must be composed of two repetitive sequences or four  $1\frac{1}{2}$  sequences. Each sequence, which can start anywhere, must cover one complete circuit of the rink surface.

Additionally the candidate must perform two inter silver dances from the set patterns created by the British Federation of Artistic Roller Skating. The choices are as follows:

- | Dances           | Tempo |             |
|------------------|-------|-------------|
| • European waltz | 120   | 4 sequences |
| • Keats foxtrot  | 96    | 4 sequences |

- Blues 88 2 sequences
- Imperial tango 104 4 sequences

The focus of the dance will include:

#### Basic

- Step from forwards to backward
- Step from backward to forwards
- Outside and inside three turns
- Mohawks
- One foot spin
- Three jump
- Toe loop.

#### Advanced

- Salchow
- Spin F/O
- Loop jump
- Sit spin
- Flip
- Spin B/O
- Step sequence
- Spin combination
- Jump combination
- Axel.

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Dance.

## 2 Ballet Dancing

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The candidate is assessed in performing the acquired and developed skills of Ballet Dancing.

The candidate will be assessed in their ability to perform effectively a dance lasting between 3 and 4 minutes.

The focus of the dance will include:

- Pirouettes
- Leaps
- Balances.

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Dance.

### 3 Ballroom Dancing

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The candidate is assessed in performing the acquired and developed skills of Ballroom dancing.

The candidate will be assessed in their ability to perform effectively a solo dance lasting between 3 and 4 minutes.

The focus of the dance will include:

- Turns/spins
- Chasse
- Walks

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Dance.

### 4 Contemporary dance

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The candidate is assessed performing the acquired and developed skills of Contemporary dance.

The candidate will be assessed in their ability to perform effectively a solo dance with the use of music as a stimulus lasting between 3 and 4 minutes.

The focus of the solo dance will include:

- Leaps/jumps
- Balances
- Step patterns
- Turns and travelling.

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Dance.

### 5 Folk Dancing

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The candidate is assessed performing the acquired and developed skills of Folk dancing.

The candidate will be assessed in their ability to perform effectively in the performance of a solo dance with the use of music as a stimulus lasting between 3 and 4 minutes.

The focus of the solo dance will include:

- Stepping
- Movement
- Rhythm
- Build up and progression
- Variety of tempo and moods
- Balanced footwork.

The level of success of the acquired and developed skill is measured through the movement phases identified below:

### Balanced Footwork

- Equal aptitude of right and left feet
- Use of variety of moods – light and heavy stepping
- Adaptability of different rhythms
- Intricacy of stepping.

### Patterns

- Use of traditional patterns
- Variety of patterns.

### Aesthetic Quality

- Continuity flow of sequence
- Creativity
- The quality of the individual elements and the overall timing and special awareness.

### Communication

- Awareness of response to audience
- Awareness of accompaniment
- Control.

These assessment phases are used in conjunction with the generic assessment criteria for Dance.

## 6 Ice Dancing

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The candidate is assessed performing the acquired and developed skills of Ice Dancing.

The candidate will be assessed in their ability to perform effectively a free solo dance with the use of music as a stimulus lasting between 3 and 4 minutes.

The focus of the dance will include:

- Axes
- Patterns
- Jumps/combination jumps
- Spins/combination spins.
- Balances
- Twizzles
- Steps
- Positions.

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Dance.

## 7 Irish Dance

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The candidate is assessed in performing the acquired and developed skills of Irish Dance.

The candidate will be assessed in their ability to perform effectively a formal competitive solo dance with the use of music as a stimulus lasting between 3 and 4 minutes.

The focus of the solo dance will include:

- Step patterns eg sevens
- Jumps including standard Irish dance jumps, jump backs and straight jumps.
- Balances, including 'up on toes'
- Turns and travelling
- Balanced footwork - equal aptitude of right and left feet, use of variety of moods to include light and heavy stepping, adaptability of different rhythms according to the music need, intricacy of stepping
- Patterns – use of patterns prescribed by the Irish Dancing Commission
- Aesthetic quality – overall timing, upper and lower limb use, head position and
- Posture.

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Dance.

## 8 Street Dance

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

The candidate will be assessed in their ability to perform effectively a dance lasting between 3 and 4 minutes.

The focus of these tasks will include:

- Jumps
- Holds/Grabs (usually last less than 3 seconds) – front, back, side
- Step patterns
- Turns and travelling

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Dance Activities.

## 9 Tap Dancing

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The candidate is assessed performing the acquired and developed skills of Tap Dancing.

The candidate will be assessed in their ability to perform effectively a solo dance with the use of music as a stimulus lasting between 3 and 4 minutes.

The focus of the solo dance will include:

- Use of steps with one sound building to complex compound steps
- Use of a variety of wings
- Use of a variety of pick ups including one foot, pick up changes and ripple pick ups
- Use of travelling steps – forward, backward, sideways and turning



- Use of a variety of rhythms: 1, +1, +a1,++a1
- Use of head, body and arm lines to portray the style of the dance.

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Balanced footwork – equal aptitude of left and right feet, use of change of weight – light and shade, clarity of beat, intricacy of stepping, dance in time with the music-optional use of tacit, stop time, change of speed of footwork-fast, medium and slow
- Patterns – use of floor space, use of stage directions, use of arm lines
- Aesthetic quality – quality of all movements, use of arm and head lines
- Communication – interpretation of the music, use of showmanship.

These assessment phases are used in conjunction with the generic assessment criteria for Dance.

## 3.4 Invasion Games

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- 1 American Football (AmF)
- 2 Association Football (Af)
- 3 Basketball (BAS)
- 4 Field Hockey (Ho)
- 5 Gaelic Football (GF)
- 6 Handball (Hb)
- 7 Hurling (Hu)
- 8 Ice Hockey (IH)
- 9 In Line Skater Hockey (ISH)
- 10 Korfball (Kor)
- 11 Lacrosse(Lac)
- 12 Netball (Ne)
- 13 Polo (Pol)
- 14 Roller Hockey (RH)
- 15 Rugby League (RL)
- 16 Rugby Union (RU)
- 17 Ultimate Frisbee (UF)
- 18 Water Polo (WP)
- 19 Wheelchair Basketball (WhB)
- 20 Wheelchair Rugby (WhR)

### Invasion Games – Generic Criteria

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#### **Performance**

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical endeavour, creativity and sportsmanship/fair play
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency

The level of success in tactical awareness will be based on:

- Beating opponents
- Support/positioning
- Ball distribution
- Set pieces.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### **Band 1 (33-40)**

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

### **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.

- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

### **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

### **Band 4 (9-16)**

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.

- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## Band 5 (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## 1 American Football

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The candidate is assessed performing the acquired and developed skills of American Football.

The focus of the tasks will include:

- Passing and receiving
- Running with the ball (carrying)
- Tackling
- Retaining the ball
- Skills appropriate to the candidates position (defensive line)
- Beating an opponent (shedding a blocker)
- Supporting (gang tackling)

Assessment is based on performance in the authentic contextual situation in which the event is normally performed, BAFA (or equivalent) organised matches. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Running with the ball to beat an opponent
- Skills appropriate to the candidates position
- Set pieces
- Beating an opponent
- Pass rushing

These assessment phases are used in conjunction with the generic assessment criteria for Invasion Games.

## 2 Association Football

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

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Passing and receiving/control
- Shooting
- Heading – attacking and defending
- Tackling
- Intercepting
- Closing down
- Jockeying
- Beating an opponent.

Goalkeeping

The focus of the tasks will include:

- Shot stopping
- Receiving/distribution
- Taking high balls
- Punching/palming
- Narrowing angle
- Kicking – dead ball/out of hands/back passes

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

## 3 Basketball

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The candidate is assessed performing the acquired and developed skills of Basketball

The assessment should take place in the authentic contextual situation in which the activity is normally performed.

The focus of the tasks will include:

- Passing and receiving
- Dribbling
- Shooting

- Marking
- Intercepting.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 4 Field Hockey

---

The candidate is assessed performing the acquired and developed skills of Field Hockey

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Passing/distribution
- Receiving/control
- Dribbling
- Shooting
- Tackling
- Intercepting
- Closing down/jockeying
- Beating an opponent.

### Goalkeeping

The focus of the tasks will include:

- Shot stopping
- Receiving/distribution
- Narrowing angle
- Defending short corners
- Saving penalty flicks.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 5 Gaelic Football

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The candidate is assessed performing the acquired and developed skills of Gaelic Football

The assessment should take place in the authentic contextual situation in which the activity is normally performed.

The focus of the tasks will include:

- Handling
- Tackling
- Intercepting

- Running with the ball
- Kicking
- Shooting.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 6 Handball

---

The candidate is assessed performing the acquired and developed skills of Handball.

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Passing/receiving
- Moving with the ball
- Shooting
- Marking/jockeying
- Intercepting
- Supporting.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 7 Hurling

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The candidate is assessed performing the acquired and developed skills of Hurling.

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Grip and swing
- Striking a stationary ball (strong and weak sides)
- Roll lift and catch
- Balancing ball on hurley
- Palming the ball
- Running and striking ball
- Blocking
- Jab-lift
- Catching ball overhead
- Solo run
- Striking from hand
- Free taking



- Raising moving ball into hand
- Doubling forward
- Sideline cut.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 8 Ice Hockey

---

The candidate is assessed performing the acquired and developed skills of Ice Hockey.

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Passing and receiving
- Shooting
- Marking
- Delaying/jockeying
- Moving with the puck
- Supporting
- Intercepting.

Goalkeeper/Net Minder

The focus of the tasks will include:

- Shot stopping
- Receiving/distribution
- Use of gloves/blocker
- Narrowing angle
- Rebound control
- Recovery

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 9 In Line Skater Hockey

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The candidate is assessed performing the acquired and developed skills of In Line Skater Hockey.

The assessment should take place in the authentic contextual situation in which the activity is normally performed.

The focus of the tasks will include:

- Passing and receiving – Forehand/backhand
- Shooting – slap shot/wrist shot

- Stick handling
- Marking
- Moving with the puck
- Beating an opponent
- Supporting
- Intercepting.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 10 Korfball

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The candidate is assessed performing the acquired and developed skills of Korfball

The assessment should take place in the authentic contextual situation in which the activity is normally performed.

The focus of the tasks will include:

- Passing and receiving
- Footwork
- Shooting
- Marking
- Supporting
- Intercepting/collecting.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 11 Lacrosse

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

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Passing and receiving
- Carrying/cradling
- Shooting
- Marking
- Tackling
- Supporting
- Intercepting.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 12 Netball

---

The candidate is assessed performing the acquired and developed skills of Netball

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Passing and receiving
- Footwork
- Shooting
- Marking
- Supporting
- Intercepting.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 13 Polo

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The candidate is assessed performing the acquired and developed skills of Polo

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Passing and receiving
- Shooting
- Marking
- Supporting
- Intercepting.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 14 Roller Hockey

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The candidate is assessed performing the acquired and developed skills of Roller Hockey

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Passing/distribution
- Receiving/control
- Dribbling
- Shooting
- Tackling

- Intercepting
- Closing down/jockeying
- Beating an opponent.

### Goalkeeping

The focus of the tasks will include:

- Shot stopping
- Receiving/distribution
- Narrowing angle
- Defending short corners
- Saving penalty flicks

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 15 Rugby League

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

The assessment should take place in the authentic contextual situation in which the activity is normally performed

The focus of the tasks will include:

- Passing and receiving
- Retaining possession
- Off loading/recycling
- Supporting
- Tackling
- Running with ball/beating opponents
- Skills appropriate to candidates' position.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 16 Rugby Union

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

The assessment should take place in the authentic contextual situation in which the activity is normally performed.

The focus of the tasks will include.

- Passing and receiving
- Running with the ball
- Tackling

- Retaining ball in a maul
- Retaining possession on floor/setting ruck
- Skills appropriate to candidate's position.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 17 Ultimate Frisbee

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The candidate is assessed performing the acquired and developed skills of Ultimate Frisbee.

The focus of the tasks will include:

- Throwing (forehand, backhand, hammer), unpressured, pressured
- Receiving
- Pulling
- Pivoting
- Marking
- Defending
- Supporting/dumping
- Intercepting

Assessment is based on performance in the authentic contextual situation in which the event is normally performed, UK Ultimate (or equivalent) organised matches. The level of success of the acquired and developed skill is measured through the movement phases identified below:

### Offence

- Stacking
- Clearing
- Cutting
- Cycling the disk
- Dumping – Dump and Swing

### Defence

- Forcing
- Marking (Man-on-man, Zone, Switching, team communication)
- Blocking
- Poaching – Positioning
- Intercepting
- Stalling

These assessment phases are used in conjunction with the generic criteria for Invasion Games.

## 18 Water Polo

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The candidate is assessed performing the acquired and developed skills of Water Polo.

The assessment should take place in the authentic contextual situation in which the activity is normally performed.

The focus of the tasks will include:

- Passing/receiving
- Moving with the ball
- Shooting
- Marking/jockeying
- Intercepting
- Supporting

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Invasion Games.

## 19 Wheelchair Basketball

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

Classification

The following regulations are in accordance with those stipulated by the Great Britain Wheelchair Basketball Association (GBWBA). Candidates must meet these regulations in order to be assessed in this activity.

Classification Philosophy

Wheelchair basketball classification is based on the players' functional capacity to complete the skills necessary to play - pushing, pivoting, shooting, rebounding, dribbling, passing and catching. It is not an assessment of a player's level of skill, merely their functional capacity to complete the task. In particular, the trunk movement and stability observed during these actual basketball situations, forms the basis for the assignment of a player to a particular class.

Classes

Players are assigned points as their classification - 1, 2, 3, and 4 are the recognized classes, with 0.5 classes between for the exceptional cases which do not fit exactly into one class, and the 4.5 category for the player with least or minimal disability.

Team Balance

The total number of points allowed on court at any time is 14.0. That is, the total points of all five players actually playing. If a coach allows the team to have over 14.0 points, they will incur a technical foul on the bench.

The focus of the tasks will include

- Passing and receiving
- Dribbling
- Shooting

- Marking
- Intercepting

Assessment is based on performance in the authentic contextual situation in which the event is normally performed, GBWBA (or equivalent) organised matches. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Beating opponents
- Support/positioning
- Ball distribution
- Set pieces
- Creativity
- Physical endeavour
- Sportsmanship/fair play

These assessment phases are used in conjunction with the generic criteria for Invasion Games.

## 19 Wheelchair Rugby

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

### Classification Philosophy

Wheelchair rugby classification is based on the players' functional capacity to complete the skills necessary to play. To determine an athlete's classification, classifiers observe athletes as they perform a variety of movements. Firstly, classifiers test athletes' limbs for strength, flexibility, sensation, and muscle tone; and athletes' trunks (abdominal and back muscles) for balance, ability to bend over and rise up and the ability to rotate to both sides (in combination with leg function, if present). The athlete is then observed performing both ball handling and wheelchair skills prior to game play and during game play, if necessary. In addition, the athlete's execution of ball and wheelchair handling skills are observed on court during actual game play.

### Classes

There are seven classes ranging from 0.5 to 3.5 with functional characteristics identified for each athlete class. In general, the 0.5 class includes those athletes with the most disability and the 3.5 class includes those athletes with the least disability or "minimal" disability eligible for the sport of wheelchair rugby.

### Team Balance

The total number of points allowed on court at any time is 8.0. That is, the total points of all four athletes actually playing cannot exceed 8.0 points. A team may play with a lineup that totals less than 8.0 points, but not more.

The focus of the tasks will include:

- Passing and receiving
- Moving with the ball
- Ball distribution
- Tackling/blocking

- Retaining possession
- Beating an opponent
- Supporting
- Skills appropriate to candidate's position

Assessment is based on performance in the authentic contextual situation in which the event is normally performed, GBWR (or equivalent) organised matches. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Beating opponents
- Support/positioning
- Ball distribution
- Set pieces.
- Creativity
- Physical endeavour
- Sportsmanship/fair play

These assessment phases are used in conjunction with the generic criteria for Invasion Games.



## 3.5 Net/Wall Games

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- 1 Badminton (Bad)
- 2 Squash (Sq)
- 3 Table Tennis (Tt)
- 4 Tennis (Te)
- 5 Volleyball (Vo).

## Net/Wall Games – Generic criteria

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### **Performance**

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical endeavour, creativity and sportsmanship/fair play
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency.

The level of success in tactical awareness will be based on:

- Beating/Manoeuvring opponents
- Positioning
- Ball distribution
- Set pieces.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### **Band 1 (33-40)**

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.

- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

## Band 4 (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity.
- Representing school/college but not at first team level representation may be an indicator of attainment at this standard but the assessment criteria must still be met.

## Band 5 (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## 1 Badminton

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The candidate is assessed performing the acquired and developed skills of Badminton.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks in a one versus one competitive situation will include:

- Serves – short/long, forehand/backhand
- Overhead clear – forehand/backhand
- Drop shot – forehand/backhand
- Underarm clear – forehand/backhand

- Smash
- Drive – forehand/backhand
- Net shots – forehand/backhand

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

## 2 Squash

---

The candidate is assessed performing the acquired and developed skills of Squash

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks in a one versus one competitive situation will include:

- Service – forehand/backhand
- Drives – forehand/backhand
- Volleys – forehand/backhand
- Drop shot – forehand/backhand
- Boasts
- Lob

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

## 3 Table Tennis

---

The candidate is assessed performing the acquired and developed skills of Table Tennis

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks in a one versus one competitive situation will include:

- Service – forehand/backhand (varied length, speed and direction)
- Service return (varied angles, range of target areas, movement)
- Drives – forehand/backhand
- Push – forehand/backhand
- Block
- Drop shot
- Topspin – forehand/backhand
- Backspin – forehand/backhand

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

## 4 Tennis

---

The candidate is assessed performing the acquired and developed skills of Tennis

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks in a one v one competitive situation will include:

- Serves – First and second serves. Flat, slice, top spin
- Ground strokes – forehand/backhand/top spin
- Volley – forehand/backhand
- Overhead shots
- Lob – defensive, offensive

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

## 5 Volleyball

---

The candidate is assessed performing the acquired and developed skills of Volleyball

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks will include:

Overhead techniques

- Service – tennis, float, jump-float, jump topspin. ( + positional understanding)
- Volley and setting
- Block
- Smash – variations of drive, tactical, off the block hit, tip, back court hitting.

Under-hand techniques

- Dig
- Emergency retrieve techniques
- Service receive

Control of ball

- Setting up attacking play
- Front court switching

The level of success of the acquired and developed skills is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

## 3.6 Striking/Fielding Games

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- 1 Baseball (Bb)
- 2 Blind Cricket (BCr)
- 3 Cricket (Cr)
- 4 Rounders (Ro)

## Striking/Fielding Games – Generic Criteria

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### Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical endeavour, creativity and sportsmanship/fair play
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency.

The level of success in tactical awareness will be based on:

- Outwitting opponents
- Support/positioning
- Ball distribution
- Field placing.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.



- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

## Band 4 (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## Band 5 (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## 1 Baseball

---

The candidate is assessed performing the acquired and developed skills of Baseball.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

Candidates will be assessed in:

- either Batting or Pitching
- and Fielding (may include Catcher)

The focus of the tasks will include:

## Batting

- Striking – left, right, straight, high, low
- Running between bases

## Pitching

- Fast, slow, curve, spin

## Fielding

- Approaching ball
- Stopping ball – infield and outfield
- Catching – close and deep
- Pick up and throw – underarm/overarm

The candidate will maintain a log book which will contain:

- Details of the competitive programme for the period of assessment
- Details of results, both team results and personal results
- Evaluation of performances

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Striking/Fielding Games.

## 2 Blind Cricket

---

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

### Classification

The following regulations are in accordance with those stipulated by Blind Cricket England and Wales (BCEW). Candidates must meet these regulations in order to be assessed in this activity. All players shall be classified as blind or partially sighted (in the UK this usually means that a BD8/CVI has been issued to the player concerned). All players should be classified under the BCEW sight classification procedures. British Blind Sport, World Blind Cricket Council and International Blind Sport Association classification will be recognised.

Candidates are assessed in:

- Either batting or bowling;
- And fielding or wicket keeping

The focus of the tasks will include:

### Batting

- Defensive shots off front and back foot
- Drives off front and back foot
- Cut/Glance shots
- Pull shots
- Sweep shots

## Bowling

- Fast or Medium
- Accuracy in terms of Line and Length

## Fielding

- Approaching ball
- Stopping ball — short and long barriers
- Catching - close and deep
- Pick up and throw — over arm
- Pick up and roll — underarm

## Wicket keeping

- Positioning (in relation to pitch and type of bowling)
- Stance
- Judgement of bounce and pace
- Low and high takes and catches

Assessment is based on performance in the authentic contextual situation in which the event is normally performed, Blind Cricket England and Wales National League, British Blind Sport Cup (or equivalent) organised matches. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Outwitting opponents
- Support/positioning
- Ball distribution
- Field placing.

These assessment phases are used in conjunction with the generic criteria for Invasion Games.

## 3 Cricket

---

The candidate is assessed performing the acquired and developed skills of Cricket

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

Candidates will be assessed in:

- Either Batting or Bowling
- and Fielding or wicket keeping

The focus of the tasks in a full game situation will include:

### Batting

- Stance, footwork & grip
- Defensive shots off front and back foot
- Drives off front and back foot

- Cut/Glance shots
- Pull shots
- Hook shots.

#### Bowling

- Fast or Medium or Spin
- Ease of repetition of action
- Accuracy in terms of Line, Length, Flight
- Variation of delivery.

#### Fielding

- Approaching ball
- Stopping ball – short and long barriers
- Catching – close and deep
- Pick up and throw – underarm/overarm
- Reactions and anticipation.

#### Wicket keeping

- Positioning (in relation to pitch and type of bowling)
- Stance
- Judgement of bounce and pace
- Low and high takes and catches
- Leg-side and off-side takes and catches
- Stumping

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Striking/Fielding Games.

## 4 Rounders

---

The candidate is assessed performing the acquired and developed skills of Rounders

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

Candidates will be assessed in Batting or Bowling and Fielding.

The focus of the tasks will include:

#### Batting

- Placement of shot in relation to fielders
- Striking – left, right, straight, high, low
- Running between bases and cornering technique.

## Bowling

- Pace of bowling – fast/slow
- Accuracy in relation to no balls
- Direction of bowling
- Use of spin
- Placement of fielders.

## Fielding

- Approaching ball
- Attacking and defensive ground fielding
- Stopping ball – short and long barriers
- Catching – close and deep
- Pick up and throw – underarm/overarm

The candidate will maintain a log book which will contain:

- Details of the competitive programme for the period of assessment
- Details of results, both team results and personal results
- Evaluation of performances

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Striking/Fielding Games.

## 3.7 Target Games

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- 1 Archery (Ar)
- 2 Boccia (Bo)
- 3 Clay Pigeon Shooting (CPs)
- 4 Golf (Go)
- 5 Flat Green Bowls (Gb)

### **Performance**

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical endeavour, creativity and sportsmanship/fair play
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency.

The level of success in tactical awareness will be based on:

- Outwitting opponents
- Achieving goals
- Achieving personal bests.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### **Band 1 (33-40)**

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.



- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

## Band 4 (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## Band 5 (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## 1 Archery

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The candidate is assessed performing the acquired and developed skills of archery.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

Targets will have 122cm faces with five zone scoring in all Round types.

The focus of the tasks will include:

- Bow selection and distance
- Bow action and target accuracy

## Males

York Round – Targets at 100, 80 & 60 yards.

Arrows: 6x12; 4x12; 2x12.

## Females

Bristol 1 – Targets at 80, 60 & 50 yards.

Arrows: 6x12; 4x12; 2x12.

Hereford Round – Targets at 80, 60 & 50 yards.

Arrows: 6x12; 4x12; 2x12.

Rules and guidelines laid down by the Grand National Archery Society will be followed.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Target Games and by using the performance tables for Archery (see separately published performance tables on the OCR website).

## 2 Boccia

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

### Classification

The following regulations are in accordance with those stipulated by the Great Britain Boccia Federation. Candidates must meet these regulations in order to be assessed in this activity. Players are divided into four classifications depending on their disability and functional ability.

**All players have impaired functional ability in all four limbs.**

- **BC1** - Players with Cerebral Palsy who are able to use their hands or feet to consistently propel a ball into play. BC1 athletes may have an aide on court to pass them their ball before each shot;
- **BC2** - Players with Cerebral Palsy who are able to use their hands to consistently propel a ball into play and have greater functional ability than a BC1 athlete;
- **BC3** - Players with Cerebral Palsy or other disability with locomotor dysfunction in all four limbs who are unable to throw or kick a ball into play and as such are permitted to use an assistive device such as a ramp to propel the ball into play and are supported by an assistant ('ramper');
- **BC4** - Players who do not have Cerebral Palsy but have another disability with locomotor dysfunction in all four limbs and have similar functional ability to BC2 athletes. Disabilities such as Muscular Dystrophy and Tetraplegia will fall under this classification.

The focus of the tasks will include:

- Short jack with roll up of coloured ball
- Medium jack with roll up of coloured ball
- Long jack with roll up of coloured ball
- Blocking
- Knocking

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Target Games

### 3 Clay Pigeon Shooting

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The candidate is assessed performing the acquired and developed skills of Clay Pigeon Shooting.

Candidates will be assessed in **one** of the following disciplines:

- Trap
- Skeet
- Sporting

The focus of the tasks will include:

- stance and body position
- pre-shot routine, mount
- trigger discipline
- visual pick up and gun hold points
- break zone, sight picture, firing
- gun down and unload
- shot analysis (quality of the hit)

Assessment is based on performance in the authentic contextual situation in which the event is normally performed, Clay Pigeon Shooting Association (CPSA) (or equivalent) organised competitions. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Selection of distance and trajectory
- Technical action and target accuracy
- Tactics to be used when shooting in the Trap, Skeet or Sporting competitions

Candidates must also demonstrate knowledge of:

- Other methods of applying lead to a target
  - CPSA Method
  - Swing Through
  - Maintained lead
- Knowledge of procedures for CPSA tournaments
- Recognition of equipment issues that could affect performance
- An understanding of the affects of forward allowance caused by target speed, height and angle are important in this area. Forward allowance will need adjustment at the various distances shot. Wind and weather conditions may have an effect on these allowances.
- Knowledge of personal equipment and its component parts
- Knowledge and understanding of the rules and regulations of the sport/discipline

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Target Games and by using the performance tables for Clay Pigeon Shooting (see separately published performance tables on the OCR website).

## 4 Golf

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The candidate is assessed performing the acquired and developed skills of golf.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks will include:

- Club selection and distance
- Stroke action and target accuracy
- Driving
- Mid irons
- Short irons – approach shots
- Putting
- Bunker play

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Target Games.

## 5 Flat Green Bowls

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The candidate is assessed performing the acquired and developed skills of Flat Green Bowls.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks will include:

- Short mat – backhand, forehand
- Long mat – backhand, forehand
- Blocking.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Target Games.

## 3.8 Gymnastic Activities

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- 1 Cheerleading (Ch)
- 2 Diving (Div)
- 3 Gymnastics (Gym)
- 4 Ice (figure) Skating (ISk)
- 5 Rhythmic Gymnastics (Rg)
- 6 Sports Acrobatics (Saw)
- 7 Synchronised Swimming (SS)
- 8 Trampolining (Tr)

### **Performance**

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical endeavour, creativity and sportsmanship/fair play
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Shape
- Form
- Consistency
- Control.

The level of success in tactical awareness will be based on:

- Accurate replication
- Maximising performance
- Achieving goals.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play.

Candidates will produce a written programme prior to assessment and moderation which outlines the skills they will perform.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### **Band 1 (33-40)**

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.

- The overall standard in the performance situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under performance pressure.
- There is successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.



## Band 4 (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under performance pressure.
- There is successful selection and application of advanced techniques which, under performance pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## Band 5 (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under performance pressure.
- There is successful selection and application of advanced techniques which, under performance pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## 1 Cheerleading

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The candidate is assessed performing the acquired and developed skills of Cheerleading.

The focus of the tasks will include:

A cheer routine containing a minimum of:

- Two stunts in groups
- Two stunts linked to other stunt groups
- Three agility movements from walkovers, front handsprings, cartwheels, round offs, back handsprings, somersaults.

- Motions – 8 motions from high 'v', low 'v', low touchdown, touchdown, bow and arrow, table top, 'T', half 'T', punch, 'L', 'K'
- Jumps – 4 from toe touch, pike, side hurdler, front hurdler, herkie , tuck
- Dance – 4 x 8 counts

Music should be used.

The floor square should be a minimum of 10m x10m.

The level of success of the acquired and developed skills is measured through the movement phases identified below:

Shape

- aesthetic quality
- flight
- quality of individual elements in relation to technique, timing and spatial awareness

Form

- accuracy of routine
- support and smooth transitions
- maintaining form in static actions
- spirit and enthusiasm

Consistency

- continuity/flow of routine
- overall efficiency of sequences

Control

- success in individual elements and sequence as a whole
- strength of movement
- co-ordination between team members

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic criteria for Gymnastic Activities.

## 2 Diving

---

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

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks will be:

- A six dive list off either the 1 metre, 3 metre, 5 metre, 7 metre or 10 metre board

This list is made up of:

The first three dives must be made up of

1 dive from 2 of the groups 1-4

plus 1 from group 5

1 Forward rotation

- forward dive
- forward somersault
- forward one and a half somersaults

2 Inward rotation

- inward dive

3 Backward rotation

- backward dive

4 Reverse rotation

- reverse dive

5 Twists

- backward dive with half twist
- backward somersault with half twist
- backward one and a half somersaults with half twist
- forward dive with half twist
- forward somersault with one twist
- forward one and a half somersaults with one twist

The last 3 dives must be made up of 1 dive from 2 of the groups 6-9 plus one from group 10

6 Forward

- forward double somersault
- forward two and a half somersaults.

7 Inwards

- inwards somersault
- inwards one and a half somersaults
- inward double somersault.

8 Backwards

- backwards somersault
- backward one and a half somersaults
- backward two and a half somersaults.

## 9 Reverse

- reverse somersault
- reverse one and a half somersaults
- reverse two and a half somersaults

## 10 Twists

- backwards one and a half somersaults with one and a half twists
- reverse one and a half somersaults with half a twist

The level of success of the acquired and developed skill is measured through the movement phases stated below:

### Take off

- consistency in height
- correct posture
- control in the production of early movement
- overall efficiency.

### Shape

- aesthetic quality
- body posture/positioning.

### Control

- success in both the list of dives as a whole and the individual dives

### Entry

- body posture
- minimal splash
- aesthetic quality.

### Consistency

- aesthetic quality
- quality of the individual dives and the overall list of dives in relation to amplitude, timing and spatial awareness.

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

### 3 Gymnastics

---

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

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks will include:

- Vaults
- An agility sequence.

#### 1 Vaults

- Front handspring
- Handspring full twist
- Round off

Vaults will be assessed using the following movement phases:

- Shape and aesthetic quality
- Flight onto the box
- Flight off the box
- Repulsion
- Landing
- Overall efficiency.

#### 2 Agility sequence

An agility floor sequence containing agilities from the following movement categories:

A minimum of three from each of:

- Rolls – forward (eg tuck, pike, straddle), backward (eg tuck, pike, straddle), progress into straddle, half lever or handstand
- Jumps – tuck, star, piked, straddle, half turn, full turn
- Balances – shoulder, arabesque, lunge, headstand, handstand, handstand half turn
- Acrobatics – cartwheel, one handed cartwheel, round off, handspring, backflip, flyspring, forward/backward walkovers.

A minimum of one from:

- Somersaults – front, back

Together with linking movements

The agility sequence will be assessed using the following movement phases:

Shape

- aesthetic quality
- consistency

- control
- overall efficiency

#### Form

- the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations
- consistency
- continuity/flow of the sequence, its accuracy as well as its conformity to regulations

#### Control

- success in both the individual elements and the sequence as a whole
- creativity

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

## 4 Ice (Figure) Skating

---

The candidate is assessed performing the acquired and developed skills of Ice (Figure) Skating.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation

A sequence lasting approximately 3 minutes which contains the following:

Step sequence – at least one from:

- Perimeter stroking forwards, clockwise and counter-clockwise
- Figure 8 backward crossovers, clockwise and counter clockwise
- Perimeter power crossover stroking
- Straight line step sequence
- Forward drag

Spins and Spirals – at least two using the ice surface fully.

- Upright or cross – toe spin
- Split spin
- Camel spin
- Forward spiral
- Backward spiral

Jumps – at least three

- Salchow
- Toe loop
- Flip
- Lutz
- Axel Paulsen

- Split-jump
- Loop/loop combination

These elements should be linked by connecting steps and movements.

Music may be used as a stimulus.

The sequence will be assessed using the following movement phases:

Shape

- aesthetic quality
- consistency
- control
- overall efficiency

Form

- the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations

Consistency

- continuity/flow of the sequence, aesthetic quality, quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

Control

- success in both the individual elements and the sequence as a whole

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

## 5 Rhythmic Gymnastics

---

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

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation

The focus of the tasks will be;

A sequence of between 1 minute 15 seconds and 1 minute 30 seconds which should include:

- Leaps – eg split, fish, stag, cabriole, cossack, side
- Balances – eg passa, attitude, arabesque, side, front
- Pivots – eg passa, attitude, arabesque, fondu, high leg
- Flexibility eg skills, - flexion, cobra, pull-up, illusion.

Skills performed could include moves from the British Gymnastics proficiency awards for hand held apparatus.

One piece of apparatus should be selected from – ribbon, hoop, ball, clubs and rope

Music may be used but must not have vocal accompaniment

The agility sequence will be assessed using the following movement phases:

## Shape

- aesthetic quality
- consistency
- control
- overall efficiency

## Form

- the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations

## Consistency

- continuity/flow of the sequence, aesthetic quality, quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

## Control

- success in both the individual elements and the sequence as a whole

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

## 6 Sports Acrobatics

---

The candidate is assessed performing the acquired and developed skills of Sports Acrobatics.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks will be:

A formal agility sequence containing a minimum of:

- Three stationary balances (3 -4 seconds)
- Three tempo moves (moves requiring support of another person)
- Three elements (eg splits, tumbles, round off jump half turn, round off star jump, forward roll jump half turn)
- Three agility moves from: headstand, handstand, cartwheel, backflip, somersault
- Two linking movements

Music may be used.

The agility sequence will be assessed using the following movement phases:

## Shape

- aesthetic quality
- consistency
- control
- overall efficiency



## Form

- the quality of the individual, pairs or trio elements of the sequence, its accuracy as well as its conformity to regulations

## Consistency

- continuity/flow of the sequence, aesthetic quality, quality of the individual elements in relation to amplitude, timing and spatial awareness

## Control

- success in both the individual elements and the sequence as a whole. Strength of movement and co-ordination between fellow team members

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

## 7 Synchronised Swimming

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The candidate is assessed performing the acquired and developed skills of Synchronised Swimming.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The candidate must perform a technical team routine to a chosen piece of music that lasts 3 minutes +/- 15 seconds. The routine must include the following elements:

- Highlight
- Barracuda Bent knee twirl
- Nova Spinning 1080 (3 spins) followed by 180 spin up
- Double arm head first boost
- Canon
- Porpoise 360 twist split walkout
- Rocket split 180 twirl

The level of success of the acquired and developed skills is measured through the movement phases identified below:

In accordance with ASA and FINA regulations, assessment should consider the following:

- execution of strokes, and parts thereof, propulsion techniques, precision of patterns
- synchronisation, with one another and/or with music
- difficulty of strokes, figures and parts thereof, patterns, synchronisation
- choreography, variety, creativity, pool coverage, patterns, transitions
- music interpretation, use of music
- manner of presentation, total command

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

## 8 Trampolining

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

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks will be:

- A compulsory ten contact routine
- A voluntary ten contact routine

The compulsory ten contact routine will consist of:

- 1 Full twist jump
- 2 Straddle jump
- 3 Seat drop
- 4 Half twist to seat
- 5 Half twist to feet
- 6 Pike jump
- 7 Back drop
- 8 Half twist to feet
- 9 Tuck jump
- 10 Tucked front somersault.

The voluntary ten contact routine is made up from the elements below:

Jumps – at least one from:

- Full twist
- Half twist
- Tuck

- Pike
- Straddle

Drops – at least one from:

- Drop half twist to feet (front or back)
- Crash dive(back drop landing from forward rotation to feet)
- Drop landings from somersaults
- Swivel hips
- Seat
- Front
- Back

Shaped somersaults – at least two, with no repetition from:

- Front
- Back
- Barani

The sequence will be assessed using the following movement phases:

Shape

- aesthetic quality
- consistency
- control
- overall efficiency

Form

- the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations
- height

Consistency

- continuity/flow of the sequence, its accuracy as well as its conformity to regulations

Control

- success in both the individual elements and the sequence as a whole
- centring
- phasing

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

## 3.9 Outdoor and Adventurous Activities

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- 1 Canoeing (Ca)
- 2 Equestrian -Cross Country (HRc)
- 3 Equestrian – Dressage (HRd)
- 4 Equestrian – Eventing (HRe)
- 5 Equestrian – Show Jumping (HRs)
- 6 Kayaking (Ka)
- 7 Mountain Biking (Mb)
- 8 Mountain walking (Mw)
- 9 Orienteering (Or)
- 10 Rock Climbing (Rc)
- 11 Sailing (Sa)
- 12 Skiing (Sk)
- 13 Snowboarding (Sno)
- 14 Sub Aqua Diving (SAD)
- 15 Surfing (Sur)
- 16 Wakeboarding (Wb)
- 17 Water skiing (WaS)
- 18 Windsurfing (Ws)

### Outdoor and Adventurous Activities – Generic Criteria

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#### **Performance**

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The ability to plan effectively for the challenge
- The selection and application of appropriate solutions to the challenge
- The understanding and application of risk assessment for the challenge and the conventions involved.

The assessment should take place in authentic situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on the following evaluations:

- Preparation and planning for all eventualities of the challenge
- Efficient and accurate execution of the skills

- Execution of a successful challenge completed in a safe and measured manner
- Overall efficiency of performance demonstrating little wasted effort.

The level of success of their planning awareness will be based on:

- Accurate completion of the challenge
- Safety and the avoidance of common difficulties in the challenge
- Conservation practices/respect for others
- Use and care of equipment
- Planning for the minimisation of risk.

These levels of success are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### **Band 1 (33-40)**

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under challenge.
- There is consistent successful selection and application of a wide range of advanced techniques which, under the challenge maintain their accuracy, fluency and control.
- A wide range of appropriate planning approaches are successfully and consistently used by the candidate demonstrating an excellent understanding of the demands of the challenge.
- The overall performance in the challenge situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the conventions of the activity.
- National/regional representation **may** be an indicator of attainment at this high level but the assessment criteria must still be met.
- A detailed and comprehensive log containing all the prescribed information is present.

### **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under challenge.
- There is consistent successful selection and application of a range of advanced techniques which, under the challenge maintain their accuracy, fluency and control.
- A range of appropriate planning approaches are successfully and consistently used by the candidate demonstrating a good understanding of the demands of the challenge.
- The overall performance in the challenge situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.

- The candidate demonstrates a good understanding and application conventions of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.
- A detailed log containing all the prescribed information is present.

### **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under challenge.
- There is successful selection and application of a range of advanced techniques which, under the challenge maintain their accuracy, fluency and control.
- A range of appropriate planning approaches are successfully used by the candidate demonstrating a sound understanding of the demands of the challenge.
- The overall performance in the challenge is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the conventions of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this high level but the assessment criteria must still be met.
- A detailed log containing most of the prescribed information is present.

### **Band 4 (9-16)**

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under challenge.
- There is successful selection and application of advanced techniques which, under the challenge usually maintain some accuracy, fluency and control.
- Some appropriate planning approaches are successfully used by the candidate demonstrating a limited understanding of the demands of the challenge.
- The overall performance in the challenge is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates limited understanding and application of the conventions of the activity.
- Representing school or college but not at first team level **may** be an indicator of attainment at this high level but the assessment criteria must still be met.
- A log containing some of the prescribed information is present.

### **Band 5 (0-8)**

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under challenge.

- There is an attempt to select and apply advanced techniques which, under the challenge maintain little accuracy, fluency and control.
- Appropriate planning approaches are rarely used by the candidate demonstrating a poor understanding of the demands of the challenge.
- The overall performance in the challenge is poor and indicative of some limited learning and understanding
- The candidate demonstrates poor levels of physical and mental fitness.
- The candidate demonstrates little level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the conventions of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this high level but the assessment criteria must still be met.
- A log containing little of the prescribed information is present.

## 1 Canoeing

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The candidate is assessed performing the acquired and developed skills of Canoeing.

Assessment is based on performance in a BCU formal competitive situation where the candidate performs the acquired and developed skill under pressure in a strategic situation.

The focus of the tasks and challenge will include:

- Forward/reverse paddling
- Stopping
- Sweep and reverse sweep
- Draw strokes
- Support strokes
- High and low brace
- Ferry glide
- Capsize drills
- Rafting up
- Organisation and use of equipment
- Application of safety principles
- Conservation practices and respect for others
- Navigation using maps/guides. Planning the route
- Organisation and use of equipment.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous activities.

The candidate must maintain a log which covers both the planning of the course and performance on the course.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of the candidate's competitive record in the previous 12 months.
- Details of the BCU formal competitive situation for the assessment
- Details of personal equipment and the reasons for taking it.
- Details of group equipment and reasons for taking it.
- Discussion of the safety principles to be applied.
- Identification of the code of ethics to be followed.
- Details of nutritional planning.
- Evaluative comments in relation to canoeing.

## 2 Equestrian – Cross Country

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The candidate is assessed performing the acquired and developed skills of Equestrian – Cross Country.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The following regulations will apply:

- Rules and guidelines will be followed as laid down by the British Horse Society
- Appropriate safety procedures must be applied

The candidate must maintain a log which covers both the planning of the course and performance on the course.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of the candidate's competitive record in the previous 12 months.
- Details of personal equipment for the course and reasons for taking it
- Details of the horse's equipment and the reasons for its use
- Discussion of safety principles to be applied
- Identification of the code of ethics to be followed
- Detailed course planning together with relevant safety measures
- Evaluative comments in relation to the courses and the test

### Horse Riding Course

The course should be unfamiliar to the candidate and include 18 jumps of various difficulties measuring 3ft 3 inches. The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

### Assessment

Assessment is based on performance in a formal competitive riding situation where the candidate performs the acquired and developed skills under pressure in a strategic situation.



The level of success of the acquired and developed skills is measured through the phases identified below:

- Hand and Leg position
- Body position/seat/posture
- Skill action/balance/timing
- Control/recovery/correction
- Effectiveness/accuracy
- Organisational use of equipment
- Application of safety principles
- Respect for horse and others.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

### 3 Equestrian – Dressage

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The candidate is assessed performing the acquired and developed skills of Equestrian – Dressage.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The following regulations will apply:

- Rules and guidelines will be followed as laid down by British Dressage
- Appropriate safety procedures will be applied

The candidate must maintain a log which covers both the planning and performance of the test.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of the candidate's competitive record in the previous 12 months.
- Details of personal equipment for the test and the reasons for taking it
- Details of the horse's equipment and the reasons for its use
- Discussion of safety principles applied
- Identification of the code of ethics to be followed
- Detailed test planning together with relevant safety measures
- Evaluative comments in regard to the test

#### **Horse Riding Test**

The candidate and the horse must have appropriate safety equipment. Whilst taking part in the test the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code. The level of the test should be a British Dressage Novice test such as 30, 34, 35 or 37, or a British Dressage Elementary test such as 42, 43, 44 or 45. This should take place in a formal competitive situation which presents an appropriate challenge and allows candidates to fulfil the assessment phases. The arena should be of relevant size.

#### **Assessment**

Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the phases identified below.

- Demonstration of appropriate riding techniques to accommodate the horse's temperament/strengths/weaknesses
- Accuracy of movements identified in the Dressage test
- Hand and leg position
- Body position/seat/posture
- Skill action/balance/timing
- Control/recovery/correction
- Effectiveness/accuracy
- Organisational use of equipment
- Application of safety principles
- Respect for horse and others.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

## 4 Equestrian – Eventing

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The candidate is assessed in the acquired and developed skills of Equestrian – Eventing.

The following regulations will apply:

- Rules and guidelines will be followed as laid down by British Eventing
- Appropriate safety procedures must be applied

The candidate must maintain a log which covers both the planning of the two courses and the dressage test and the candidate's performance in all three sections.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of the candidate's competitive record in the previous 12 months.
- Details of personal equipment for the course and reasons for taking it
- Details of the horse's equipment and the reasons for its use
- Discussion of safety principles to be applied
- Identification of the code of ethics to be followed
- Detailed course planning together with relevant safety measures
- Evaluative comments in relation to the courses and the test.

### **Cross Country Course**

The course should be unfamiliar to the candidate and include 10 to 18 jumps of various difficulties measuring 3 ft 3 ins (1 metre). The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

## Show Jumping Course

The course should be unfamiliar to the candidate and include 8 to 10 jumps (efforts) of various difficulties measuring 3 ft 3 ins (1 metre) which is British Show Jumping Association Discovery level. The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

## Dressage Test

The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code. The candidate should ride a British Eventing Novice dressage test such as 102, 103 & 106. The arena should be of relevant size.

## Assessment

Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation.

The level of success of the acquired and developed skill is measured through the phases identified below:

- Hand and Leg position
- Body position/seat/posture
- Skill action/balance/timing
- Control/recovery/correction
- Effectiveness/accuracy
- Organisational use of equipment
- Application of safety principles
- Respect for horse and others.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

## 5 Equestrian – Show Jumping

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The candidate is assessed performing the acquired and developed skills of Equestrian – Show Jumping.

The following regulations will apply:

- Rules and guidelines will be followed as laid down by the British Show Jumping Association
- Appropriate safety procedures must be applied

The candidate must maintain a log which covers both the planning of the course and performance on the course.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of the candidate's competitive record in the previous 12 months.
- Details of personal equipment for the course and the reasons for taking it

- Details of the- horse's equipment and the reasons for its use
- Discussion of safety principles to be applied
- Details of preparation, training, and warm up procedures prior to jumping the course

### **Horse Riding Course**

The course should be unfamiliar to the candidate and include 10 to 18 jumps of various difficulties measuring 3 ft 6ins. The candidate will be expected to walk the course prior to jumping it, demonstrating an understanding of striding patterns and appropriate jumping lines.

### **Assessment**

Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the phases identified below:

- Demonstration of appropriate riding techniques to accommodate the horse's temperament/ strengths/weaknesses
- Hand and leg position
- Body position/seat/posture
- Skill action/balance/timing
- Control/recovery/correction
- Effectiveness/correctness of aids
- Organisational use of equipment
- Application of safety principles
- Respect for horse and others.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

## **6 Kayaking**

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

This will be selected from one of the following event areas:

- sprint
- marathon
- slalom
- freestyle.

The candidates assessed event area should be identified on the Assessment Sheet.

Assessment is based on performance in a BCU formal competitive situation where the candidate performs the acquired and developed skill under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the movement phases identified below:

- Sprint Events

## Padding technique

- Back action
- Shoulder action
- Arm action

- Hip and leg action
- Body rotation

Starting technique

Finishing technique

Boat control.

- Marathon Events
  - Starting position and technique
  - Assessing the conditions
  - Paddling technique
  - Wash hanging
  - Portaging.
- Slalom
- Paddling technique
  - Forward Power Strokes
  - Reverse Power Strokes
  - Forward Sweep Strokes
  - Reverse Sweep/Pivot Stroke
  - Draw Stroke
  - Bow Rudder (Left and Right)
  - Bow Draw (Left and Right).

In the following manoeuvres

- Break-in
- Break-out
- Ferry Glide
- Backing Off
- Stagger
- 'S' Upstream
- Merano.
- Freestyle
 

Paddling techniques

  - Back action
  - Shoulder action
  - Arm action
  - Hip and Leg action
  - Body action.

## Safe and controlled white water paddling strategy

### Rolling

#### Basic freestyle moves

- edge control and balance
- surf front and back
- spins
- vertical enders
- stern dips
- double pump
- cartwheel

Candidates should be able to compete in these events in one of the following boats: K1, K2, K4, C1, C2, Freestyle Kayak.

In addition to the above skills candidates should demonstrate a clear understanding of the equipment which is necessary for kayaking through its preparation and use. The equipment is as follows:

- Kayak
  - How to set up a kayak
  - Dimensions
  - Weight

The details of the competitive situations need to be identified ie

- Sprints – Distances
- Marathons – Distances/Water
- Freestyle – Number of Moves/Water
- Slalom – Number of Gates/Water.

Through application in their performance candidates should demonstrate an understanding of:

- Knowledge of competition rules
- Safety issues
- Knowledge of water
  - Flow
  - River Right/Left
  - Eddie lines
  - River bed conditions
  - Vegetation
  - Waves

- Stopper types
- Code of ethics.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of the candidate's competitive record in the previous 12 months.
- Details of the course/expedition undertaken for the assessment
- Details of personal equipment and the reasons for taking it
- Details of group equipment and reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional planning
- Evaluative comments in relation to the kayaking

## 7 Mountain Biking

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The candidate is assessed in the acquired and developed skills of Mountain Biking.

The focus of the tasks and challenge will include:

Planning and taking part in a physically and technically demanding full day expedition. This should take place on terrain, which presents an appropriate challenge and allows candidates to fulfil the assessment phases. The route should be unfamiliar to candidates and include various levels of off road-road difficulty and gradients. The challenge should include a **minimum of 7 hours of cycling**. The group size should be a minimum of 3 and a maximum of 5. Candidates must wear appropriate clothing and the bike must be in top technical condition.

During the challenge the candidate will be expected to exhibit an understanding of the spirit and contents of the country code as it applies to Mountain Biking.

The following regulations will apply:

- The appropriate safety procedures must be applied;

The candidate maintains a detailed log book, which covers both the planning and preparation for the expedition as well as the expedition itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of previous mountain biking experiences in the last 12 months
- Details of personal equipment for the expedition and the reasons for taking it
- Details of group equipment and the reasons for taking it
- Discussion of the safety principles to be applied



- Identification of the code of ethics to be followed
- Detailed route planning together with relevant safety measures
- Route card
- Details of nutritional planning
- Evaluative comments in relation to the expedition.

Assessment is based on performance in a formal expedition where the candidates perform the acquired and developed skills under pressure in a strategic situation over an extended period.

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

- The range and quality of the candidates biking skills - ie Up-hill/down-hill technique, gearing, control over a range of terrains etc
- Navigation using maps/guides
- Planning the route and appropriate selection of the need for carrying
- Organisation and the use of equipment
- Application of safety principles, conservation practices and respect for others.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

## 8 Mountain Walking

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The candidate is assessed performing the acquired and developed skills of Mountain Walking.

The focus of the tasks and challenge will include:

- A three day journey with two nights overnight camping
- A minimum of 21 hours walking with a minimum of 48kms covered
- The journey should take place in unfamiliar wild or open country, remote from habitation, with the use of minor roads or byways restricted to that which is necessary to move between areas of open country. The journey should be sufficiently removed from habitation to ensure that the group is self-sufficient and dependent on its own resources. The accommodation will be by camping. Normally a different camp site should be used each night.
- Efficient and logical packing of rucksacks for ease of access and safety
- Walking skills – maintaining walking speed and group integrity
- Cooperation, teamwork empathy and understanding within the walking group including fair and even distribution of tasks and kit throughout the group

The candidate maintains a detailed log book which covers both the planning and preparation for the expedition as well as the expedition itself.

The log should contain detailed evidence relating to the following:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of previous mountain walking experiences in the last 12 months
- Route planning – to include map of route, distance covered, height gained, time taken for each leg, application of Naismith's rule, compass bearings, and grid references
- Menu planning – including appropriate energy intake, palatability, ease of carrying

- Camp-craft – including efficiency of pitching tents and breaking camp, application of safe cooking practices, cleaning and hygiene. Choice of camp – grounds
- Accurate navigation using maps and compasses, including – setting the map using land features and compasses where appropriate, using ground features and landmarks to navigate
- Accurate use of pre-planned route card with map and compass to monitor progress and ensure the accuracy of the journey
- Understanding of the need for emergency procedures and application of them if required
- Successful application of 1<sup>st</sup> aid if appropriate
- Knowledge of access arrangements, land ownership and laws pertaining to the right to roam
- Application of the Countryside code and the conventions associated with it
- Evaluative comments in relation to the expedition

These assessment phases will be used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

Suitable routes for expeditions must be found in the following areas:

Dartmoor	Cheviots
Brecon Beacons	Highlands of Scotland
Black Mountains	Skye
Mid and North Wales Mountains	Harris
Peak District and Northern Moors	Lewis
Pennines	Arran
North Yorkshire Moors	Sperrin Mountains
Galloway Hills	Antrim Hills
Mountain of Mourne	Lake District

The type and amount of food to be taken forms part of the planning and this will be influenced by expected length of expedition, weight to be carried, personal preferences, energy and nutritional demands, emergency provisions.

The group size should be a minimum of 3 and a maximum of 6. Due account should be taken of seasonal conditions and, unless candidates have had considerable experience of high level summit ridges, these should be avoided. Expeditions should **not** take place in winter conditions. During the expedition the candidate will be expected to exhibit an understanding of the spirit and content of both the country and mountain codes.

It is expected that the planning of the route will involve identifying checkpoints and timings thereby enabling the teacher to supervise the candidates.

Centres wishing to use alternative expedition venues must seek prior approval from OCR.

Centres should note that whilst participating in a Duke of Edinburgh award expedition may develop the skills involved in this activity, the assessment criteria for Mountain Walking must still be met.

## 9 Orienteering

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The candidate is assessed performing the acquired and developed skills of Orienteering.

The focus of the tasks and challenge will include:

- Taking part in physically and technically demanding British Orienteering competitions. The type of terrain must allow candidates to fulfil the assessment phases.

### Assessment

The following regulations apply:

- the appropriate safety procedures must be applied
- planning and preparation for the course as well as the course itself

The candidate must maintain a logbook which covers planning, training and preparation.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- details of personal equipment for the course and the reasons for taking it
- training diary
- selection of course maps/route cards
- details of nutritional planning
- identification of navigation techniques
- **competitive programme for twelve month period prior to assessment**
- race analysis and evaluation

Assessment is based on performance in formal British Orienteering competitions where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the phases identified below:

- use and interpretation of maps and their symbols
- navigation using map and compass
- planning the route
- orienteering skills
- application of safety principles and respect for others.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

## 10 Rock climbing

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The candidate is assessed performing the acquired and developed skills of Rock Climbing.

The focus of the tasks and challenge will include:

Planning and taking part in a physically and technically demanding **3 day climbing expedition at a suitable outdoor venue.**

The following regulations will apply:

- Appropriate safety procedures must be applied

The candidate maintains a log which covers both the planning of the expedition and the expedition itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of previous climbing experiences in the last 12 months
- Details of personal equipment and the reasons for taking it
- Details of group equipment and reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Detailed planning of the route(s) to be followed with good use of guide books
- Details of nutritional planning
- Evaluative comments in relation to the days climbing.

The expedition should include at least four hours climbing each day.

When planning the expedition, due account should be taken of seasonal conditions and unless candidates have considerable experience of multi-pitch climbing then the climbs undertaken should be a single pitch. Expeditions should **not** take place in winter conditions. During the expedition the candidate will be expected to exhibit an understanding of the spirit and content of both the country and mountain codes.

### **Assessment**

Assessment is based on performance in a formal expedition where candidates perform the acquired and developed skills under pressure in a strategic situation. The level of success of the climbing skills is measured through the phases identified below:

- The range and quality of the candidates climbing skills
- Route finding using guide books
- Safe preparation of equipment – harness checks, maintenance and regular checking of gear racks, ropes and other safety equipment
- Organisation and use of equipment
- Application of safety principles, conservation practices and respect for others.

Suitable venues would include:

Idwal Slabs – Snowdonia

Stanage Edge – Peak District

Borrowdale – Lake District

Northumberland Sandstone

Harrison's Rocks – Kent.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

## 11 Sailing

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The candidate is assessed performing the acquired and developed skills of Sailing. The candidate will be assessed as the helm of a sailing dinghy or day boat, rather than as part of a crew on a larger vessel.

The focus of the tasks and challenge will include:

- Rigging a boat (including the use of control lines)
- Handling a boat ashore
- Rope work (figure of eight, round turn & two half hitches, reef knot, bowline, clove hitch, rolling hitch, sheet bend)
- Helming
- Steering a course - tacking, reaching, running
- Stopping, going about, gybing, reefing, sailing backwards
- Leaving/returning to windward and leeward shores
- Coming alongside a moored boat
- Capsize drills/recovery
- Mark rounding
- Race tactics and rules
- Interpretation of a weather forecast (and tidal information where appropriate) in respect of race strategy
- Knowledge and application of the International Regulations for Preventing Collisions at Sea (IRPCS)

These skills will be demonstrated by the candidate being able to correctly rig a dinghy or day boat in preparation for race sailing and wearing appropriate clothing and personal buoyancy. The candidate should rig ashore, launch and compete in competitive events.

Assessment is based on performance in formal RYA competitive situations where the candidate performs the acquired and developed skills under pressure in a strategic situation. Minimum wind should be Force 3 and candidates should sail each leg of the course to best advantage showing appropriate application of the five essentials (balance; trim; centreboard; sail setting; course made good), use of control lines and appropriate tactics before the start and during the race. The candidate should also be prepared to demonstrate any of the tasks or challenges in an appropriate practices.

The following regulations will apply:

- Appropriate safety procedures must be applied

The candidate maintains a log which covers both the planning of the races and the races themselves.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of candidate's competitive record in the previous 12 months
- Details of the course undertaken for the assessment with details of weather and wind conditions
- Details of personal equipment and the reasons for taking it
- Details of boat equipment and reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional and hydration planning

- Evaluative comments in relation to the sailing

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous activities.

## 12 Skiing

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The candidate is assessed performing the acquired and developed skills of Skiing.

The focus of the tasks and challenge will include:

Either:

1 Alpine skiing

Or

2 Freestyle skiing

1 Alpine skiing

The candidate will take part in a formal Snowsport England (or equivalent) slalom competition on a red run.

The focus of the tasks will include:

- Gliding snowplough
- Snowplough turns
- Basic swing turns
- Parallel turns
- Skid to halt
- Step turns

Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skill under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the movement phases identified below:

- Ski placement
- Pole placement
- Body posture/balance
- Control
- Overall efficiency

2 Freestyle skiing

The candidate will take part in a formal Snowsport England (or equivalent) competition in one of:

- Moguls
- Aerials
- Halfpipe

Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skill under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the movement phases identified below:

- Ski placement
- Pole placement
- Body posture/balance
- Control
- Overall efficiency
- Difficulty of manoeuvres/moves

The following regulations will apply:

- Appropriate safety procedures must be applied

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of candidate's competitive record in the previous 12 months
- Details of personal equipment and the reasons for taking it
- Details of group equipment and the reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional planning
- Evaluative comments in relation to the skiing

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous activities.

## 13 Snowboarding

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The candidate is assessed performing the acquired and developed skills of Snowboarding.

The focus of the tasks and challenge will include:

- Front and back side sliding
- Toe carving
- Heel carving
- Carved turns
- Swing to the heel from steep traverse
- Linked turns.

Candidates are assessed in their ability to demonstrate their acquired and developed skills whilst completing a **formal competitive slalom course with a minimum of 15 turning poles or a**

**formal competitive free expression run of a minimum of 200 metres. This should be on a minimum of a red run and in a formal Snowsport England (or equivalent) competition.**

The following regulations will apply:

- Appropriate safety procedures must be applied

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of candidate's competitive record in the previous 12 months
- Details of personal equipment and the reasons for taking it
- Details of group equipment and the reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional planning
- Evaluative comments in relation to the snowboarding.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous activities.

## 14 Sub Aqua Diving

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The candidate is assessed performing the acquired and developed skills of Sub Aqua Diving.

The focus of the tasks and challenge will include:

- Organisation and use of equipment
- Demonstration of appropriate safety procedures – safe entry into water, buoyancy control, safe method of descent, cleaning of mask and mouthpiece, removal of scuba equipment when safely on surface
- Achievement of neutral buoyancy with weight belt correctly weighted
- Correct use of buoyancy compensator
- Correct use of alternative air supply
- Planning the dive with particular attention to – air consumption, decompression, tides and currents, weather seastate, entry and exit, buddy check, signals, lost buddy procedure, dive plan
- Application of understanding of the spirit and content of Diver's code.

Candidates are assessed in their ability to demonstrate their acquired and developed skills whilst completing a three day physically and technically demanding challenge in open water.

- Two dives per day
- Each dive should:
  - last a minimum of 15 minutes
  - be a maximum of 35 metres.



The following regulations will apply:

- Appropriate safety procedures must be applied
- The candidate must wear the appropriate equipment and, if present, the boat must carry the appropriate safety equipment

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of sub aqua diving experiences over the last 12 months
- The date, time and location of each dive
- The depth, duration and Open Water Instructor(s)
- The planning and safety measure involved together with the use of Buhlmann Tables for the appropriate depth
- Weather and water conditions encountered
- Details of personal equipment and the reasons for taking it
- Details of group equipment and the reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional planning
- Evaluative comments in relation to the diving.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

## 15 Surfing

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The candidate is assessed performing the acquired and developed skills of Surfing.

The focus of the tasks and challenge will be:

- Organisation and use of equipment.
- Effective paddling
- Duck diving/rolling the board
- Effective pop up/take off
- Cutbacks
- Floaters
- Hacks
- Snaps
- Re-entries
- Wave selection
- Positioning in the water

- Surfing forehand and backhand waves.

The level of success of the acquired and developed skills is measured through the phases identified below:

- Control and completion of manoeuvres
- Length of ride
- Commitment, speed and power when completing turns
- Surfing in the most critical sections of the wave
- Organisation and use of equipment

Candidates will be assessed in their ability to demonstrate the acquired and developed skills whilst completing a minimum of 30 surfs in both forehand and backhand waves in a variety of conditions.

Record of results of positions in a minimum of 2 BSA or other officially recognised competitions.

The following regulations will apply:

- Appropriate safety measures must be applied.
- Candidates must apply local knowledge of where to surf in relation to wind and swell conditions.

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details and pictures of personal equipment and the reasons for taking it. This should include an explanation of their quiver of boards and the conditions which suit particular boards
- Identification of local breaks surfed and best times/conditions to surf each break
- Detailed knowledge of Health and safety principles including: coping with rips and currents, distress signals, lifeguard flags
- Identification of the surfing code of ethics (eg right of way, snaking, avoiding collisions)
- Details of nutritional planning
- Recorded details of 30 surfs to include: dates, time of day, conditions ( wind strength and direction, swell size) tides, selected board and the reason for selection ( eg 6'0x19x3 fish due to small mushy waves, 6'6x18.5x2.5 rounded pin short board for 4ft-5ft clean surf)
- Evaluative comments in relation to each of the 30 personal surf performances and conditions experienced
- Photos of candidate surfing
- Record of results of positions in a minimum of 2 BSA competitions.

These assessment criteria are used in conjunction with the generic assessment criteria for Outdoor and Adventurous activities.

## 16 Wakeboarding

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The candidate is assessed performing the acquired and developed skills of Wakeboarding.

The focus of the tasks and challenge will include:

- Cuts
- Jumps & spins
- Grabs
- Organisation and use of equipment
- Health and safety (including hand signals)
- Application and understanding of the spirit and content of the ethics of wakeboarding.

These will be performed in a Wakeboard UK formal competition which will consist of two passes of a Wakeboard course.

The following regulations will apply:

- Appropriate safety procedures must be applied (byelaws, lifesaving equipment)
- Rules and guidelines will be followed as prescribed by British Water Ski
- A cable may be used
- The candidate must wear the appropriate equipment and, if present, the boat must carry the appropriate safety equipment

The candidate maintains a log which covers both the planning of the challenge and the challenge itself

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of candidate's competitive record in the previous 12 months
- Hand signals required for Wakeboarding
- Planning for a single pass with relevant safety measures
- Details of the tricks planned and performed
- Details of personal equipment and the reasons for using it
- Discussion of safety principles to be applied
- Identification of the code of ethics to be applied
- Details of nutritional planning
- Coaching points and steps required for progression
- Evaluative comments in relation to the wakeboarding formal competition.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous activities.

## 17 Waterskiing

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The candidate is assessed performing the acquired and developed skills of Water Skiing.

The focus of the tasks and challenge will include:

- Tactics which could be applied in competition (goal setting and external influences on performance).
- Hand signals and appropriate safety equipment.

- Ability to perform to a prescribed standard.

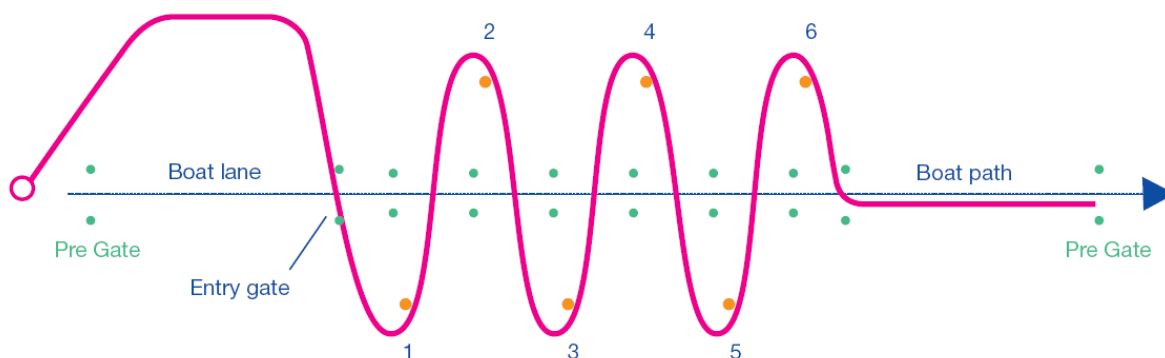
These skills will be demonstrated by the candidate taking part at a British Water Ski & Wakeboard (BWSW) sanctioned competition which must operate to the safety specifications and regulations identified within this specification and certified in the candidates competition licence, the candidate must also adhere to AfPE safety guidelines. Candidates must demonstrate participation within their log and at competition aim to achieve the following criteria in **either Slalom, Trick or Jump**:

Candidates must complete a **single discipline** to level 3.

NB: These skills must be demonstrated at a British Water Ski & Wakeboard sanctioned competition.

## Slalom

Candidates are assessed in their ability to slalom ski the full 6 buoys of a slalom course, where the rope is 18 meters long. The boat speed is optional and should be decided by the skier but does have an influence on the overall mark awarded (see table). The candidate should aim to have a smooth, consistent style keeping the upper body in the same position throughout the pass and their technique in doing so will be taken into consideration when assessing the final mark.



A pass is considered complete when the student ski's through the entry and exit gates and ski's round all six buoys. Buoys are counted where the skier rounds the buoy and returns to the boat wake in the skiers position (still holding the handle and in control).

Marking band	Marks achievable	Boat speed	Rope length	Size of course	Number of Buoys
<b>Band 1</b>	33-40 marks	58kph / 36mph	18 meters	Full	6
<b>Band 2</b>	25-32 marks	55kph / 34mph	18 meters	Full	6
<b>Band 3</b>	17-24 marks	52kph / 32mph	18 meters	Full	6
<b>Band 4</b>	8-16 marks	49kph / 30mph	18 meters	Full	6
<b>Band 5</b>	0-8 marks	46kph / 28mph	18 meters	Full	6

## Trick

Candidates are assessed in their ability to complete enough unique tricks in two 20 second passes to accumulate points (trick points chart can be found in the G454 Performance tables, which are published separately). This means that the candidate cannot fall and it must be clear that each trick has been completed successfully. This normally means slowly and under control.

The boat speed is optional and should be decided by the skier.

### Level 3

Marking band	Marks achievable	Trick run points required (top of band)
<b>Band 1</b>	33-40 marks	1280 points
<b>Band 2</b>	25-32 marks	980 points
<b>Band 3</b>	17-24 marks	760 points
<b>Band 4</b>	8-16 marks	680 points
<b>Band 5</b>	0-8 marks	500 points

### Jump

Candidates are assessed in their ability to perform a jump with a half, full or double cut to the ramp and the candidate must be in control and ski away after landing.

The candidate will receive three chances to jump, with the optional jump heights of 1.5, 1.65 or 1.8 meters. The boat can travel at any speed the skier wishes up to a maximum of 57 kph.

### Level 3

Marking band	Marks achievable	Criteria
<b>Band 1</b>	33-40 marks	Jump 24 meters or more
<b>Band 2</b>	25-32 marks	Jump 20 meters
<b>Band 3</b>	17-24 marks	Jump 15 meters
<b>Band 4</b>	8-16 marks	Jump 10 meters
<b>Band 5</b>	0-8 marks	Jump 5 meters

### Regulations

- Appropriate safety procedures must be applied as detailed in 'Safety Recommendations'.
- Competition rules and guidelines will be followed as laid down by British Water Ski & Wakeboard.

The candidate must maintain a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of candidate's competitive record in the previous 12 months
- Planning for their event & performance.
- Details of the event being performed (slalom, trick and jump) and associated skills, techniques, considerations.
- Dates and periods of training.
- Date(s) of the competition(s).
- Details of any safety considerations for both participant and equipment (wind speed and direction and boat type, power, personal safety equipment i.e. helmet, lifejacket, jump suit).
- Discussion of safety principles to be applied such as hand signals required for safe water skiing practice.

- Evaluative comments about their performance in the chosen event.
- Detail warm up and tactical preparation prior to performance.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous activities.

Scores will be recorded in the competitors BSW Tournament Licence. This should be signed by the Chief Judge.

## 18 Windsurfing

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The candidate is assessed performing the acquired and developed skills of Windsurfing.

The focus of the tasks and challenge will include:

- Organisation and use of equipment
- Rigging the board
- Canoeing/landing
- Tacking
- Gibing
- Going about
- Capsizing
- Application of knowledge of where to sail
- Knowledge of health and safety(including distress signals)
- Application of the spirit and content of the ethics of sailing/windsurfing.

Candidates are assessed in their ability to demonstrate their acquired and developed skills whilst completing a set course on water in a formal competitive event in which they perform a minimum of fifteen tactical moves both upwind and downwind.

The following regulations will apply:

- Appropriate safety procedures must be applied
- The candidate must wear the appropriate equipment and the boat must carry the appropriate safety equipment

The candidate maintains a log which covers both the planning of the challenge and the challenge itself

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Evidence of candidate's competitive record in the previous 12 months
- Details of personal equipment and the reasons for using it
- Details of the group equipment and the reasons for taking it
- Details of safety prior to the activity
- Discussion of safety principles to be applied
- Identification of the code of ethics to be applied

- Details of nutritional planning
- Evaluative comments in relation to the Windsurfing and the formal competitive event.

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

## 3.10 Swimming and Water Safety Activities

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- 1 Competitive Swimming (Sw)
- 2 Life Saving (Ls)



## Swimming and Water Safety Activities – Generic criteria

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### Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical endeavour, creativity and sportsmanship/fair play
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on movement phases appropriate to the activity:

- Shape
- Form
- Consistency
- Control.

The level of success in tactical awareness will be based on:

- Accurate replication
- Maximising performance
- Achieving goals.

Additionally the following factors will influence the candidate's success:

- Physical endeavour
- Sportsmanship/fair play.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.

- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

## **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

## Band 4 (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## Band 5 (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

## Competitive Swimming

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The candidate is assessed performing the acquired and developed skills of Competitive Swimming.

The candidate is assessed in **one** acquired and developed skill, this being selected from the following events:

- Front crawl
- Back stroke
- Breast stroke
- Butterfly.

There are two parts to the assessment:

A Assessment is based on performance in the authentic competitive situation where the candidate performs the acquired and developed skill under pressure. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Body position
- Arm action
- Leg action
- Breathing
- Overall efficiency.

The focus of the tasks will include:

- Racing starts
- Racing turns
- Full strokes
- Finishes.

These assessment phases are used in conjunction with the generic assessment criteria for Swimming and Water Safety Activities.

B Assessment is based on the performance as measured against the performance assessment tables (see separately published performance tables on the OCR website).

## Life Saving

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The candidate is assessed performing the acquired and developed skills of Life Saving.

The focus of the tasks and challenge will include:

- 1 Cardio Pulmonary Resuscitation (CPR)
  - a) Perform emergency resuscitation techniques on a casualty who is not breathing and shows no sign of circulation.
  - b) Demonstrate competence in:
    - i) the technique for turning a face down casualty into a face up position
    - ii) the techniques for determining signs of circulation in adults, young children and babies
    - iii) the technique for managing a casualty who is vomiting
    - iv) the technique used to place a casualty in the recovery position.
  - c) Demonstrate competence in the application of single CPR on a range of approved manikins.

## 2 Water rescue skills

- a) Practical rescue – immediate response  
Demonstrate a rescue using the principles of reaching, throwing or wading during a simulated incident.
- b) Contact rescue – deep water  
Demonstrate a contact rescue of a casualty in deep water over a short distance (minimum of 5 metres).
- c) Deep water recovery (minimum depth of 1.5 metres)  
Demonstrate the rescue and recovery of a casualty who is lying on the bottom of the deepest part of the pool.
- d) Timed swim rescue – conscious casualty (Under 65 seconds)  
Demonstrate personal fitness through performing the rapid rescue, over a distance, of a conscious casualty who is in deep water. (Swim 20 metres, Tow 20 metres).
- e) Timed swim rescue – unconscious casualty (Under 45 seconds)  
Demonstrate personal fitness through performing the rapid rescue, over a distance, of an unconscious casualty who is in deep water. (Swim 20 metres, Tow 10 metres).

These assessment phases are used in conjunction with the generic assessment criteria for Swimming and Water Safety Activities.

- Further details of the rescue etc can be found in The Royal Life Saving Society (RLSS) National Pool Lifeguard Qualification book.

## 3.11 Safe and Effective Exercise Activities

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### 1 Circuit Training (Ct)

### **Performance**

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical endeavour, creativity and sportsmanship/fair play
- The understanding and application of rules/health and safety implications/conventions

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enable candidates to demonstrate their ability in the areas above and be placed in a rank order in terms of their ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Form
- Consistency
- Control.

The level of success in appropriate strategic awareness will be based on:

- Maximising performance
- Achieving goals.

Additionally the following factors will influence the candidate's success:

- Specificity
- Progression
- Overload
- Regression
- Tedium
- Adaptation
- Creativity
- Physical endeavour
- Sportsmanship/fair play.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### **Band 1 (33-40)**

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.

- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions and health and safety aspects of the activity.
- A comprehensive, detailed log book which records the candidate's participation in safe and effective exercise activities is in evidence. All the evidence required is present.

### **Band 2 (25-32)**

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions and health and safety aspects of the activity.
- An extensive, detailed log book which records the candidate's participation in safe and effective exercise activities is in evidence. Most of the evidence required is present.

### **Band 3 (17-24)**

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under performance pressure.
- There is successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.



- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions and health and safety aspects of the activity.
- A detailed log book which records the candidate's participation in safe and effective exercise activities is in evidence. Most of the evidence required is present but lacks the necessary detail.

#### **Band 4 (9-16)**

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under performance pressure.
- There is successful selection and application of advanced techniques which, under performance pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions and health and safety aspects of the activity.
- A limited log book which records the candidate's participation in safe and effective exercise activities is in evidence. Some of the evidence required is present but lacks the necessary detail.

#### **Band 5 (0-8)**

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under performance pressure.
- There is successful selection and application of advanced techniques which, under performance pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions and health and safety aspects of the activity.
- The log book records little or no evidence of the candidate's participation in safe and effective exercise activities.

# 1 Circuit Training

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The candidate will be assessed in the design and implementation of an extended exercise programme. The programme will be designed to bring about physiological adaptation in at least **two** of the following areas:

- Strength
- Suppleness
- Stamina
- Speed

The exercise programme will extend over a **minimum period of six months**.

The circuit designed for the exercise programme should contain a **minimum of ten exercises** selected from any or all of the following areas:

- Body weight exercises
- Free weights and resistance machines
- Cardiovascular equipment exercises

Below is a suggested list of exercises within each area; however candidates may use alternative appropriate exercises within these areas providing that their categorisation and use is justified in the log book kept.

Body weight exercises

- Press ups
- Planche
- Pull ups
- Chin ups
- Triceps dips
- Sit ups
- Twisted sit ups
- Abdominal crunches
- Back extension
- Dynamic lunges
- Squats
- Burpees
- Leg raises
- Side lying leg lifts
- Standing calf raises

Candidates may incorporate the use of free weights into body weight exercises. How this meets the needs of the individual candidate should be justified in the log book kept.

## Free weights and resistance machines

- Bench press - incline, decline, narrow grip, push-up, neck press, vertical dips, horizontal dips
- Deadlift
- Barbell snatch
- Dumbbell fly - incline, decline, cable crossover
- Dumbbell press – overhead, lateral
- Dumbbell raise – front, lateral
- Lunges – barbell, dumbbell
- Rows – seated, upright, bent over rows, cable rows
- Lateral pulldown
- Pec-dec fly
- Biceps curl
- Preacher curl
- Tricep press, tricep extension
- Inclined sit ups
- Total abdominal crunches
- Leg press
- Leg curls
- Leg extensions
- Squats – barbell, dumbbell, one-leg bench squats, static squat (wall sit)
- Calf raises – standing, seated
- Standing cable pull
- Appropriate Swiss ball core exercises
- Appropriate medicine ball core exercises

## Cardiovascular equipment exercises

- Static bike
- Treadmill
- Elliptical trainer
- Rower
- Stepper
- Cross trainer
- Stairmaster
- Vertical climber
- Upper body trainer

The implementation of the exercise programme designed, should be tailored to the needs of the individual candidate; how these meet their needs should be justified in the log book. The rationale, design and implementation of the programme should be coherent and show an understanding of training principles and their application in order to bring about the identified physiological adaptations.

#### DVD/CD-Rom record

Centres must maintain DVD/CD-Rom evidence which, along with the candidate's log book, demonstrates progression in their exercise programme over its duration. The DVD/CD-Rom evidence should contain, as a minimum, footage of two complete exercise sessions from the devised programme; one from during the first month of the programmes' implementation, and one during the last month of its implementation. Reference to this will be included in the record of implementation in the log book.

#### Log books

For the exercise programme a detailed log should be kept which includes:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Time scale – a minimum of 6 months for the programme
- The goals of the exercise programme
  - physiological adaptations it aims to achieve
  - muscle groups targeted
  - muscle fibres targeted
  - energy systems targeted
  - specific, measurable goals which are evaluated during and on completion of the programme
- A rationale for the design and implementation of the programme
  - number and frequency of sessions determined
  - number of sets, repetitions, rest intervals, weights determined
  - how progression is implemented and measured
- Identification and detailed description of each exercise involved
- Detailed description of personal warm up and cool down
- Health and safety implications for the programme
- Record of implementation of the programme with evaluative comments; detail of progression should be present with reference to the DVD/CD Rom evidence produced to support this.
- Assessment and evaluation of goals
- Authentication statement from a qualified instructor (this may be the PE teacher)

The depth and detail of coverage of the above elements in the log book should demonstrate the candidates' awareness, understanding and application of principles of training in the design and/or implementation of their exercise programme, including:

- Specificity
- Progression

- Overload
- Regression
- Tedium
- Adaptation

# 4 Coaching – Assessment Criteria

The candidate is assessed in coaching an activity from the eleven activity profiles.

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and strategies
- The understanding of rules/regulations/conventions
- Technical knowledge.

The assessment should take place in situations where tasks of appropriate pitch and challenge enable candidates to:

- Deliver safe, purposeful and enjoyable sessions
- Demonstrate a range of basic and advanced acquired and developed skills in an authentic context
- Demonstrate competence in organisational skills related to the planning and delivery of sessions
- Demonstrate an understanding and appreciation of health and safety procedures
- Implement risk assessment procedures
- Demonstrate a knowledge and understanding of the fitness and health aspects of the activity
- Evaluate sessions delivered and plan for improvement
- Demonstrate an awareness of Child Protection issues
- Operate the principle of inclusion in their sessions.

Suitable situations could be generated by candidates working with secondary school pupils and youth groups. Candidates will be assessed in their ability to deliver safe, purposeful and enjoyable activities whilst exhibiting motivation, responsibility, control and confidence. Candidates who participate in courses leading to the British Sports Trust's Higher Sports Leader's Award or a Governing Body Coaching award will develop many (but not necessarily all) of the skills and qualities required by the criteria. Candidates are **not required to hold these awards**.

The tasks generated should identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable ability differentials to be displayed.

The level of success of their basic and advanced skills together with their strategic awareness will be based on:

- Planning and organisation
- Delivery
- Evaluation and reflection
- Technical knowledge
- The production of a detailed log.

## Planning and organisation

This will include: a scheme of work which includes individual session plans for a minimum of ten sessions (session plans from a candidates' AS coaching cannot be included as part of the ten), identification of long and short term objectives, facility details, equipment details, participant information, health and safety issues including risk assessments, warm up and cool down, child protection details.

Coaching sessions should be a minimum of 40 minutes in duration.

## Delivery

This will include: appearance, presence and personality, communication, voice tone, demonstrations, control, positioning, motivation/praise, enthusiasm, positive relationship with participants, equal treatment of participants, inclusion, timekeeping.

## Evaluation and reflection

This will include: identification of each performer's strengths and weaknesses during the session, identification of their own strengths and weaknesses in delivering the session, the strengths and weaknesses of the sessions.

## Technical knowledge

This will include: knowledge of the correct technical models for the skills of the activity and the analytical phases, knowledge of progressive practices to develop skills, ability to demonstrate/explain technical models.

## The production of a detailed log

This will include:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Records of their coaching activities over a twelve month period (this may include some of their records of participation from AS level). The record should demonstrate ongoing involvement in coaching the activity throughout this time and include a minimum of ten sessions (session plans from a candidates' AS coaching cannot be included as part of the ten)
- A scheme of work which identifies progression and has individual session plans for a minimum of ten sessions (session plans from a candidates' AS coaching cannot be included as part of the ten) together with appropriate evaluations of each of the sessions and risk assessments
- A personal DVD/CD Rom record of a minimum of forty minutes of coaching taken from a maximum of two of the A2 sessions delivered;
- Details of health and safety issues relevant to the activity
- Details of child protection procedures in operation for the activity together with evidence of the candidates' DBS clearance (Disclosure and Barring Service, formerly CRB) where appropriate.
- Evidence of the candidate's appropriate first aid qualification; suitable courses would be either the St John's Ambulance Sports First Aid course or a first aid course offered by the relevant National Governing Body for the activity.

These assessment phases will be used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

## **Band 1 (33-40)**

An excellent level of basic and advanced coaching skills is demonstrated.

A wide range of appropriate strategies is successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual aspects of coaching.

The candidate demonstrates excellent awareness of health and safety issues.

The candidate demonstrates excellent implementation of risk assessments.

The candidate demonstrates excellent awareness of child protection issues.

The candidate demonstrates excellent awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is excellent and indicative of high levels of learning and understanding.

Excellent organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates excellent knowledge and understanding of the rules, regulations/conventions of the activity.

There are excellent evaluative/reflective skills in relation to sessions delivered.

A detailed and comprehensive log containing all the prescribed information is present.

The possession of the British Sports Trust's Higher Sports Leader's Award or a Governing Body Coaching qualification **may** be indicative of attainment at this standard but the assessment criteria must still be met.

## **Band 2 (25-32)**

A high level of basic and advanced coaching skills is demonstrated.

A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a good understanding of the perceptual aspects of coaching.

The candidate demonstrates a high level of awareness of health and safety issues.

The candidate demonstrates a very good implementation of risk assessments.

The candidate demonstrates very good awareness of child protection issues.

The candidate demonstrates very good awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is very good and indicative of good levels of learning and understanding.

Very good organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates very good knowledge and understanding of the rules, regulations/conventions of the activity.

There are very good evaluative/reflective skills in relation to sessions delivered.

A detailed log containing all the prescribed information is present.

The possession of the British Sports Trust's Higher Sports Leader's Award or a Governing Body Coaching qualification **may** be indicative of attainment at this standard but the assessment criteria must still be met.



### **Band 3 (17-24)**

An sound level of basic and advanced coaching skills is demonstrated.

A range of appropriate strategies is successfully and consistently used by the candidate demonstrating an sound understanding of the perceptual aspects of coaching.

The candidate demonstrates a sound awareness of health and safety issues.

The candidate demonstrates sound implementation of risk assessments.

The candidate demonstrates sound awareness of child protection issues.

The candidate demonstrates sound awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is sound and indicative of sound levels of learning and understanding.

Sound organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates sound knowledge and understanding of the rules, regulations/conventions of the activity.

There are sound evaluative/reflective skills in relation to sessions delivered.

A detailed log containing most of the prescribed information is present.

The possession of the British Sports Trust's Higher Sports Leader's Award or a Governing Body Coaching qualification **may** be indicative of attainment at this standard but the assessment criteria must still be met.

### **Band 4 (9-16)**

A limited level of basic and advanced coaching skills is demonstrated.

Some appropriate strategies are successfully and consistently used by the candidate demonstrating a limited understanding of the perceptual aspects of coaching.

The candidate demonstrates limited awareness of health and safety issues.

The candidate demonstrates limited implementation of risk assessments.

The candidate demonstrates limited awareness of child protection issues.

The candidate demonstrates limited awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is limited, inconsistent and indicative of limited learning and understanding.

Limited organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates limited knowledge and understanding of the rules, regulations/conventions of the activity.

There are limited evaluative/reflective skills in relation to sessions delivered.

A log containing some of the prescribed information is present.

The possession of the British Sports Trust's Higher Sports Leader's Award or a Governing Body Coaching qualification may be indicative of attainment at this standard but the assessment criteria must still be met.

### **Band 5 (0-8)**

A poor level of basic and advanced coaching skills is demonstrated.

Appropriate strategies are rarely used by the candidate demonstrating a poor understanding of the perceptual aspects of coaching.

The candidate demonstrates poor awareness of health and safety issues.

The candidate demonstrates poor implementation of risk assessments.

The candidate demonstrates poor awareness of child protection issues.

The candidate demonstrates poor awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is poor, inconsistent and indicative of limited levels of learning and understanding.

Poor organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates little knowledge and understanding of the rules, regulations/conventions of the activity.

There are poor evaluative/reflective skills in relation to sessions delivered.

A log containing little of the prescribed information is present.

# 5 Officiating - Assessment Criteria

The candidate is assessed in officiating an activity from the invasion game activity profile. It MUST be an activity which the candidate was assessed in at AS level, although candidates may change role within activities from AS to A2, so could perform in the activity at AS and officiate in it at A2. The candidate must be fulfilling the role of the main match official or referee, not the role of either an assistant (such as an assistant referee in association football) or a support role (such as a table judge in basketball).

The candidate is assessed in officiating one activity from:

ASSOC FOOTBALL
BASKETBALL
FIELD HOCKEY
Gaelic FOOTBALL
HURLING
NETBALL
RUGBY LEAGUE
RUGBY UNION
HANDBALL
LACROSSE

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and strategies
- The understanding of rules/regulations/conventions

The assessment should take place in situations where tasks of appropriate pitch and challenge enable candidates to:

- Officiate safe, purposeful and enjoyable sessions
- Demonstrate a range of basic and advanced acquired and developed skills in an authentic context
- Demonstrate competence in decision making skills related to the application of the rules/regulations/conventions of the activity
- Demonstrate an understanding and appreciation of health and safety procedures
- Implement risk assessment procedures
- Demonstrate a knowledge and understanding of the fitness and health aspects of the activity
- Evaluate sessions officiated and plan for improvement
- Demonstrate an awareness of Child Protection issues.

Suitable situations could be generated by candidates working with secondary school pupils and youth groups. Candidates will be assessed in their ability to officiate in safe, purposeful and enjoyable matches whilst exhibiting responsibility, control and confidence. Candidates who participate in courses leading to a Level Two Governing Body Officiating award will develop many (but not necessarily all) of the skills and qualities required by the criteria. Candidates do **not** need to hold this award.

The tasks generated should identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable ability differentials to be displayed.

The level of success of their basic and advanced skills together with their strategic awareness will be based on:

- Planning and organisation
- Officiating
- Evaluation and reflection
- Technical knowledge
- The production of a detailed log.

### **Planning and organisation**

This will include: knowledge of participants, knowledge of rules of competition, knowledge of venue/facility, risk assessments/health and safety, child protection, preparation of equipment.

### **Officiating**

This will include: appearance, interaction with participants, managing participants, decision making, positioning, consistency, equity, fitness, team work with other officials (where appropriate).

### **Evaluation and reflection**

This will include: identifying the strengths and weaknesses of their performance in terms of their planning and organisation, officiating and technical knowledge.

### **Technical knowledge**

This will include: knowledge and application of the rules and regulations of the activity, candidate's appropriate level of fitness.

### **The production of a detailed log**

This will include:

- the relevant log book cover sheet (available on the OCR GCE PE webpage)
- Records of their officiating activities over a twelve month period (this may include records of the candidate's participation at AS level). The record should demonstrate ongoing involvement in officiating the activity throughout this time and include a minimum of ten matches (matches from a candidates' AS coaching cannot be included as part of the ten)
- A minimum of four qualified assessor evaluations of the matches officiated. This can be by a member of the PE department providing that they are a qualified official in the activity themselves.
- Evidence of risk assessments undertaken
- Have a personal DVD/CD Rom record of a minimum of forty minutes of officiating taken from a maximum of two of the matches officiated.
- Details of health and safety issues relevant to the activity
- Details of child protection procedures in operation for the activity together with evidence of the candidate's DBS clearance (Disclosure and Barring Service, formerly CRB) where appropriate.

These assessment phases will be used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

### **Band 1 (33-40)**

An excellent level of basic and advanced officiating skills is demonstrated.

A wide range of appropriate strategies is successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual aspects of officiating.

The candidate demonstrates excellent awareness of health and safety issues.

The candidate demonstrates excellent implementation of risk assessments.

The candidate demonstrates excellent awareness of child protection issues.

The candidate demonstrates excellent awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is excellent and indicative of high levels of learning and understanding.

Excellent organisational skills in the preparation to officiate activity sessions are demonstrated.

The candidate demonstrates excellent knowledge, understanding and consistent application of the rules, regulations/conventions of the activity.

There are excellent evaluative and reflective skills in relation to sessions officiated.

A detailed and comprehensive log containing all the prescribed information is present.

The possession of a Governing Body Officiating qualification **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

### **Band 2 (25-32)**

A high level of basic and advanced officiating skills is demonstrated.

A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a good understanding of the perceptual aspects of officiating.

The candidate demonstrates a high level of awareness of health and safety issues.

The candidate demonstrates a very good implementation of risk assessments.

The candidate demonstrates very good awareness of child protection issues.

The candidate demonstrates very good awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is very good and indicative of good levels of learning and understanding.

Very good organisational skills in the preparation to officiate activity sessions are demonstrated.

The candidate demonstrates very good knowledge, understanding and consistent application of the rules, regulations/conventions of the activity.

There are very good evaluative and reflective skills in relation to sessions officiated.

A detailed log containing all the prescribed information is present.

The possession of a Governing Body Officiating qualification (or equivalent) **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

### **Band 3 (17-24)**

A sound level of basic and advanced officiating skills is demonstrated.

A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a sound understanding of the perceptual aspects of officiating.

The candidate demonstrates sound awareness of health and safety issues.

The candidate demonstrates sound implementation of risk assessments.

The candidate demonstrates sound awareness of child protection issues.

The candidate demonstrates sound awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is sound and indicative of sound levels of learning and understanding.

Sound organisational skills in the preparation to officiate activity sessions are demonstrated.

The candidate demonstrates sound knowledge, understanding and consistent application of the rules, regulations/conventions of the activity.

There are sound evaluative and reflective skills in relation to sessions officiated.

A detailed log containing most of the prescribed information is present.

The possession of a Governing Body Officiating qualification **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

#### **Band 4 (9-16)**

A limited level of basic and advanced officiating skills is demonstrated.

Some appropriate strategies are successfully used by the candidate demonstrating a limited understanding of the perceptual aspects of officiating.

The candidate demonstrates limited awareness of health and safety issues.

The candidate demonstrates limited implementation of risk assessments.

The candidate demonstrates limited awareness of child protection issues.

The candidate demonstrates limited awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is limited and indicative of limited levels of learning and understanding.

Limited organisational skills in the preparation to officiate activity sessions are demonstrated.

The candidate demonstrates limited knowledge, understanding and inconsistent application of the rules, regulations/conventions of the activity.

There are limited evaluative and reflective skills in relation to sessions officiated.

A log containing some of the prescribed information is present.

The possession of a Governing Body Officiating qualification may be an indicator of attainment at this standard but the assessment criteria must still be met.

#### **Band 5 (0-8)**

A poor level of basic and advanced officiating skills is demonstrated.

Appropriate strategies are rarely used by the candidate demonstrating a poor understanding of the perceptual aspects of officiating.

The candidate demonstrates poor awareness of health and safety issues.

The candidate demonstrates poor implementation of risk assessments.

The candidate demonstrates poor awareness of child protection issues.

The candidate demonstrates poor awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is poor and indicative of limited levels of learning and understanding.

Poor organisational skills in the preparation to officiate activity sessions are demonstrated.

A log containing little of the prescribed information is present.

# 6 Evaluation, Appreciation and the Improvement of Performance

Candidates are assessed on their ability to produce an oral response in which they evaluate and appreciate the live effective performance of a fellow candidate (rather than that of a team), through observation whilst applying their knowledge from a range of disciplines in order to recommend an appropriate strategy to improve the performance.

Whilst it is not possible to be prescriptive on the length of the response due to differences in speed of speech, confidence etc. candidates are able to access Band 1(16-20) with a response lasting 15 – 20 minutes.

Candidates will observe a live performance by a fellow candidate in their own assessed activity (or their other AS activity if one of the exceptions listed in section 2.3 of this guidance) and then compare it to the factors that make for an effective and efficient performance.

Candidates should be asked to observe a performance with a view to:

- Making evaluative and appreciative comments in order to judge the quality of performance using appropriate technical language;
- Prioritise an area which needs improvement;
- Describing in detail an appropriate strategy to improve the performance in the area identified;
- Support their evaluative and appreciative comments and their strategy with the application of relevant principles and concepts from the disciplines they have studied using appropriate technical language.

Candidates should be able to give a detailed structured response which:

- Accurately identifies and describes in detail the strengths of the performance in relation to skills, tactics and strategies/compositional ideas and fitness;  
  
\* 'Tactics/compositional ideas' - 'Compositional ideas' may only be appropriate in certain activities - so in dance, we would not really refer to 'tactics' in the way that one would in some sports, but an equivalent aspect to be considered may be compositional ideas. This could be the music which accompanies the dance (why it has been chosen, works for the style of dance, contributes to the theme etc...) or how the candidate expresses the themes or emotions which their dance is intended to. Similarly this could be applied to gymnastics, figure skating and so on.

Where the focus of an activity is artistic impression, compositional ideas would be like the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is partly achieved.

- Accurately identifies and describes in detail the major weaknesses of the performance in relation to skills, tactics and strategies/compositional ideas and fitness;
- Identifies an area of the performance they would prioritise for improvement;
- Formulates a detailed, viable action plan for the area of performance identified for improvement. This action plan should have detailed coaching points, detailed progressive practices together with a timescale for the plan;

\* Coaching points – where the action plan relates to a component of fitness, details of the exercises to be performed, their relevance to the weakness identified, and implementation in terms of number of sessions, sets and repetitions over the timescale must be given.



- Justifies both their evaluative comments and their action plan with the appropriate application of relevant knowledge and concepts from the physiological, psychological and socio-cultural areas they have studied.

Candidates should observe a fellow candidate's performance in their chosen activity. The performance should be one which is new to them and which they have not seen before. The candidate may, if they wish, make notes as the performance progresses in order to facilitate their response. The candidates' response to the performance should take place immediately after their observation of the performance; **pre-prepared notes are not permitted** and candidates should not be allowed time immediately after the observation to add to or re-structure the notes made during the performance. **Centres should ensure that candidates are assessed under supervised conditions, in an environment that is free from noise and interruptions.**

The process should be continuous with the candidate observing the performance and commencing their response as soon as they feel that they have observed enough of the performance. There should NOT be a break for the candidate to prepare their response, which should be spontaneous.

The candidate should be directed to the performer or aspect of the performance they are to focus on and be reminded of the structure of their response by being given an opening statement such as:

'I would like you to observe the performance of ..... and comment on:

- The strengths of the performance observed in relation to skills, tactics/compositional ideas and fitness;
- The weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness;
- An area of the performance you would prioritise for improvement.
- Create a viable action plan to improve the area of performance to include detailed coaching points and detailed progressive practices;
- Justify your evaluative comments and your action plan by applying relevant knowledge and concepts from your physiological, psychological and socio – cultural studies'.

If the candidate needs guidance during their evaluation then this should be done in the form of prompts which will allow the candidate to express their knowledge, understanding and opinions by directing them back to the area(s) which need to be covered. However it should be noted that the assessment criteria indicate that candidates who require prompting will be assessed in bands 3 or 4.

Examples may be:

Describe the strengths of the skills applied in the performance you have observed. Describe the strengths of the tactics/strategies applied in the performance you have observed.

Describe the strengths of the compositional ideas applied in the performance you have observed.

Describe the strengths of the performer's fitness you have observed.

Describe the weaknesses of the skills applied in the performance you have observed.

Describe the weaknesses of the tactics/strategies applied in the performance you have observed.

Describe the weaknesses of the compositional ideas applied in the performance you have observed.

Describe the weaknesses of the performer's fitness you have observed.

Prioritise a weakness you have identified.

Create a viable action plan to improve the weakness that you have identified and include detailed coaching points, detailed progressive practices and a timescale.

What physiological knowledge can you apply to the performance you have observed and your action plan?

What psychological knowledge can you apply to the performance you have observed and your action plan?

What socio-cultural knowledge can you apply to the performance you have observed and your action plan?

The following assessment criteria are used for the candidate's oral response:

### **Band 1 (16-20)**

- The candidate:
- Accurately describes all the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Accurately describes all the major weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Accurately prioritises a major weakness of the performance which needs improvement.
- Creates a viable action plan for the prioritised weakness which contains all the detailed coaching points, a range of detailed progressive practices together with a timescale.
- Justifies their evaluative comments and their action plan with the appropriate application of a range of relevant physiological, psychological and socio-cultural knowledge and concepts.

### **Band 2 (11-15)**

The candidate:

- Accurately describes most of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Accurately describes most of the major weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Prioritises a major weakness of the performance which needs improvement.
- Creates a viable action plan for the prioritised weakness which contains the detailed coaching points, detailed progressive practices together with a timescale.
- Justifies their evaluative comments and their action plan with the appropriate application of a limited range of relevant physiological, psychological and socio-cultural knowledge and concepts.

### **Band 3 (6-10)**

The candidate with some supplementary prompting:

- Describes some of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Describes some of weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Prioritises a weakness of the performance which needs improvement.

- Creates a viable action plan for the prioritised weakness which contains some detailed coaching points, some detailed progressive practices and a timescale.
- Justifies their evaluative comments and their action plan with some application of relevant physiological, psychological and socio-cultural knowledge and concepts.

## Band 4 (0-5)

The candidate with extensive supplementary prompting:

- Identifies a limited number of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Identifies a limited number of the weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Prioritises inaccurately an area of the performance which needs improvement.
- Creates an action plan for the prioritised weakness which contains some limited coaching points, limited progressive practices and a limited timescale.
- Justifies their limited evaluative comments and their limited action plan with the application of limited relevant physiological, psychological and socio-cultural knowledge and concepts.

The following represent **some** of the knowledge and concept areas which the candidate **could apply** providing they are **relevant** to the performance observed. Candidates would **not** be expected to apply them all.

### Physiological

- identification of joint type and its movement range
- identification of muscles involved and the type of movements and contractions
- strength and flexibility requirements of the movement
- speed and strength needs of the movement and its relationship to the fibre content of muscles
- a movement analysis of the skills/techniques involved
- the importance of a warm up and cool down in the plan
- the energy continuum
- the recovery process
- training and its relationship to the components of fitness important to the activity
- importance of other aspects which affect performance such as: body composition, balance, co-ordination-ordination, agility, reaction time and speed to the activity
- influence of nutrition and other factors which can enhance performance
- energy systems continuum relation to the activity
- recovery process in the activity
- training for the activity in relation to the relevant components of fitness
- influence of ergogenic aids on the activity
- biomechanical analysis of human movement
- importance/relevance of Newton's Laws in the performance

- application of principles of angular momentum to the performance
- Impact of the activity on a healthy, balanced lifestyle.

### **Psychological**

- classification of the skill/technique involved
- identification of the abilities needed
- information processing demands
- influences of reaction time
- use of feedback in the plan
- involvement of schema
- application of learning theories
- S-R bond application
- observational learning
- phases of learning
- transfer of learning
- task analysis – complexity and organisation
- presentation of skills
- practice conditions
- use of guidance
- sport-specific achievement motivated in relation to the activity
- group and team theories and their relevance/influence in the activity
- importance of mental preparation
- competition effects on sports performance – social facilitation, aggression.

### **Socio-Cultural Studies**

- participation in the activity
- the activity in relation to the leisure and recreation context
- organisational status of the activity – support for them in the activity
- influence of cultural factors on performance
- own position on the performance pyramid and support given to them to develop
- role of the media in the activity
- discrimination within the activity.

Discuss the activity observed in relation to one of the following three aspects:

- popular recreation and its impact on the activity today
- public school athleticism and its impact on the activity today
- rational recreation in the 19th Century and its impact on the activity today.

In relation to:

- who was involved
- level of organisation
- the values identified within it.

Discuss the activity observed in relation to one of the following two countries:

- Australia, in comparison with the UK
- United States of America, in comparison with the UK.

in relation to:

- excellence
- mass participation
- place in schools
- popularity
- media coverage
- commercialism
- funding
- significance of ethnic activities.