

**AS and A LEVEL**

**Guide to Non-exam Assessment (NEA)**

# **PHYSICAL EDUCATION**

**H155, H555**

For first teaching in 2016

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# 1. Introduction

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

Non-exam assessment (NEA) is the name for the internally assessed component of Physical Education (PE); this includes the practical performances and the Evaluation and Analysis of Performance for Improvement (EAPI) contained in Component 03.

High, medium or low control levels will be set for each of the NEA stages: task setting, task taking and

task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and learners.

Weighting of non-exam assessment is defined by the DfE subject criteria and will be 30% of the total assessment for either AS or GCE in Physical Education.

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## 1b. Controls and restrictions placed on the NEA

### 1b.1. Controls

The levels of control are defined as follows:

- Formal supervision (high level of control) – the learner must be in direct sight of the supervisor at all times. Use of resources and interaction with other learners is tightly prescribed.
- Informal supervision (medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual learners are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to learners.
- Limited supervision (low level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

### 1b.2. Restrictions placed on the NEA

Within the AS or GCE in PE, learners complete **one** activity; this activity must be taken from the approved DfE list.

This list in full can be found in section 2e.

Appendix B contains details of 'off-site' activities where filmed evidence is required for every learner being assessed in the activity. For all other activities you are required to film a sample of these sports as detailed in the guidance in section 3c.4 and also to

film the day of moderation as detailed in the guidance given in section 3c.3. Where an activity must be filmed, for example swimming, if you are not able to provide filmed evidence for the activity then you cannot assess learners in it and must use an alternative activity.

For filmed activities it is recommended that you film the core skills and advanced skills in a number of competitive situations. If some skills do not occur in competitive situations please film them in isolation.

## 1c. Summary of the NEA component

### Internal assessment

Learners are internally assessed and externally moderated through the NEA in **one** practical activity and **one** Evaluation and Analysis of Performance for Improvement (EAPI) task.

### Practical performances

For the practical performances approved activities list see section 2e.

This list is fixed and cannot be added to. The only exception to this is detailed in sections 1d and 1e.

Learners can be assessed in the role of either Performer or Coach.

Learners are required to demonstrate effective performance, the use of tactics and techniques as well as the ability to observe the rules and conventions under applied conditions and assessment is carried out by the teacher using the assessment criteria found in sections 2b.3 and 2c.1.

### The Evaluation and Analysis of Performance for Improvement (EAPI)

In addition to practical performance or coaching, learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Assessment is carried out by the teacher using the assessment criteria found in section 2d.4.

## 1d. Access arrangements for learners

Ensuring access to Physical Education for learners with disabilities can pose a particular challenge for centres. This document aims to work alongside JCQ regulations on access arrangements to provide greater detail and advice in this area.

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

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

Centres wishing to enter a learner with disabilities who will require reasonable adjustments for Physical Education must instigate a dialogue with OCR before the start or at an early stage in the course.

You should download the *activity adjustment request form* from the admin area of the PE subject web page.

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

A dialogue with OCR at an early stage should ensure that a positive outcome can be achieved. Activity adjustment requests need to be submitted to OCR no later than the 1 December of the first year of study and centres should identify any access issues which may affect learners at the beginning of the course. However, it is worth noting that in selecting courses centres must ensure they are guiding all learners to make appropriate choices.

Learners with a documented and evidenced need may require more time than the maximum stated for the EAPI response or to submit a response in a different format. In such cases, centres should in the first instance discuss the particular learner with their SENCo/SENDco to discuss appropriate access arrangements and reasonable adjustments. To request extra time or to submit in a non-speaking format, centres need to contact the Special Requirements Team at [srteam@ocr.org.uk](mailto:srteam@ocr.org.uk) or via Access Arrangements Online selecting 'other' in advance of the assessment taking place.

## 1e. Requesting an activity adjustment for learners with disabilities

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

### When to make an activity adjustment request

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

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

### How to request an activity adjustment

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

Centres must complete (in full) the *activity adjustment request* form. Centres must submit the completed form to the special requirements team at OCR by no later than **1 December** of the first year of study. Submissions have to meet a number of requirements in order to be approved. Using the form will assist centres in ensuring that they address all requirements of the procedure, and should be used when adjusting the assessment criteria for the activity the centre wish to assess.

### Process for submissions

- 1) Centres contact our PE subject advisors to discuss the requirements of the candidates.
- 2) Centres complete the *activity adjustment request form* using their knowledge of the candidates and the assessment criteria listed in the specification. Centres may wish to seek advice from external parties (coach, leader, trainer, centre or instructor) and external sources (National Governing Bodies).
- 3) \*Once completed, centres should email the form, including supporting information, to [pe@ocr.org.uk](mailto:pe@ocr.org.uk) by no later than **1 December** of the first year of study.

- 4) OCR will review and provide feedback to the centre by no later than 31 January (unless the centre is notified of any delay in processing submissions in advance).
- 5) Where necessary, and permitted by OCR, centres will have until 1 March to revise their criteria in line with feedback from OCR and re-submit the amended criteria. This will be the final submission allowed. Centres will be advised as to whether criteria has been approved or declined no later than 1 April.

\*Late submissions will not be accepted, unless there are exceptional circumstances. Any initial enquiries, any other questions about this process and your completed forms should be emailed to [pe@ocr.org.uk](mailto:pe@ocr.org.uk).

### Approval

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

- description of the activity
- National Governing Body details (where applicable)
- classification rules/requirements to participate in the activity
- specific assessment criteria for the activity:
  - skills
  - filmed/other evidence
  - moderation activities

### Non-approval

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

- The adjustment proposed is not an activity on the DfE list
- The adjustment(s) proposed does not provide enough scope for assessment in line with the subject criteria and aims



- The adjustment proposed does not offer a competitive structure or scenario in which assessment can take place.
- There is a legal or liability reason why the activity proposed should not be permitted, such as an age restriction that prohibits a learner from participating.
- The adjustment to the activity proposed adapts the sport to suit the candidate and what they can do, rather than someone of that disability could be expected to do.  
e.g removes, the depth, breadth and/or complexity of skills because the candidate is not skillful enough to complete them

## 2. Assessment criteria

### 2a. Generic guidance for use with the performance criteria

This guidance is for use with **all** activities.

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

#### Knowledge

Learners should be taught the necessary knowledge to participate in each activity. This knowledge will include applicable rules and regulations, tactics and strategies, team formations (where appropriate) and safety. It is presumed that learners will know appropriate warm up and cool down procedures and, unless stated, will not need to demonstrate warm up and cool down as part of their performance for assessment. Where appropriate, further details will be listed in the individual skills criteria.

This knowledge will only be assessed through the participation of the Learner **unless** it is stated otherwise in the skills criteria of that activity.

#### Assessment Criteria

Learners should be assessed in the range and quality of their skills, their decision making and use of physical attributes in a variety of performance situations within each activity, which enable them to show their full ability.

Where appropriate, further details will be listed within the skills criteria of the activity.

#### Assessment Conditions

Learners should be assessed demonstrating skills within conditioned, competitive situations and in normal performance conditions. For the GCE this must contain full, formal competitive situations, (which must adhere to NGB requirements) but may be full or small-sided games for AS Level.

Males and females should be assessed separately.

Where appropriate, further details will be listed in the skills criteria for the activity.

#### Filmed/Other evidence

Please ensure that **all** off-site activities are filmed as well as a sample of on-site activities. See sections 3c.3, 3c.4 and Appendix B for further guidance on filming.

#### Safety Considerations

Learners should demonstrate that they can participate safely. This does not include warm up/cool down but relates to their knowledge and ability to apply rules/regulations that ensure safe practice. Where appropriate, further details will be listed in the skills criteria for that activity.

#### Performance activities with distinct, separate elements for assessment

In some activities learners are assessed in more than one distinct element or event, for example wicket keeping and batting in cricket. In activities such as these, the two elements should both be assessed. Each mark should then be entered onto the Practical activity form; the total will then automatically be calculated for you.

#### Performance tables

In Athletics, Cycling, Swimming and Triathlon are assessed in one event and measured against performance tables for this.

Performance on the activity should be assessed against both the assessment and skill criteria and the performance tables. These two marks should be entered onto the Practical activity form; the total will then automatically be calculated for you. **These marks will be weighted at 1/3 for the skills and 2/3 for the time/distance achieved in the performance.**

## 2b.1. Assessment of the NEA

The learner's practical performance, knowledge and understanding are assessed in the NEA component, Performance in physical education.

The Learner is assessed in the selection, application and performance of skills in an open environment (effective performance) in one activity together with the Evaluation and Analysis of Performance for Improvement (EAPI), through observation and synopsis of knowledge (oral response) in that or another activity (must be from the approved list).

The effective performance is assessed out of 30 marks and the EAPI is assessed out of 30 marks.

Learners will be assessed in:

- performing one chosen activity from the approved lists and the EAPI.

or

- coaching one chosen activity from the approved lists and the EAPI.

## 2b.2. Practical activity assessment – performance

For the AS and GCE specifications, learners are assessed in performing or coaching one activity chosen from the activity list.

AS = mastery of skills and techniques + effective performance under competitive pressure.

GCE = mastery of skills and techniques + effective performance in full, formal competitive situations.

Learners complete logs of competitive participation in their activities/sports to show their frequency and level of participation. These will be called upon as supporting evidence.

At AS and GCE level, learners will be assessed in their performance based on their ability to select and perform appropriate skills consistently, precisely and with control and fluency, adapting them to suit a variety of situations in authentic conditioned, competitive environments for their chosen activity. The GCE assessment must include performance in full, formal competitive situations.

Learners should be able to:

- perform a range of core and advanced skills in varied conditioned, competitive situations. Competitive situations should adhere

to NGB guidelines and be of a level appropriate to allow the learner to show their skills.

- perform specialist skills for given positions/ roles within the activity where applicable
- select and apply skills, strategies and tactics/ compositional ideas in conditioned, competitive environments, demonstrating understanding of the perceptual requirements of the activity
- demonstrate understanding and application of the relevant rules, regulations and code of practice of the activity
- use physical attributes to their best effect when performing.

Learners also complete a log of competitive participation in their sport to show the level they participate at.

The conditioned, competitive environments should:

- focus on mastering the range of core, advanced and specific skills (where applicable) to be assessed

- be structured to allow learners to develop strategic and tactical/compositional awareness
- be varied to allow different aspects of performance to be refined and assessed under pressure whilst applying appropriate normal rules/regulations and codes of practice, for example:
  - practices/drills for specific skills
  - performing skills or techniques
  - linking skills together in practice conditions
  - altering the number of participants in different situations (e.g. small sided games; attack vs. defence)
  - altering the space available in which to perform
  - full performance in 'practice' conditions (e.g. a training game or rehearsal of a routine).

Within the GCE, in addition to the above, learners must also demonstrate their ability to perform under pressure in formal, full performance conditions such as those found in a recognised competition for their chosen activity.

While the assessment criteria focus on the quality and consistency of performance, the context in which

the performance takes place (e.g. age group; level of competition such as playing for a club in a local or regional league) needs to be considered in arriving at an overall judgement about the level of performance.

Linked to this, assessment will place considerable emphasis not only on the selection and execution of skills, but also on the level of sophistication in the performance. Learners aspiring to the higher levels must demonstrate their composure and accuracy under pressure, maintaining the quality of their performance in formal competition conditions and showing their appreciation of the need to be able to produce the highest levels of performance at critical times. In team activities, strategic decision making and the ability to influence both game situations and other performers around them are among the attributes which will mark out those performing in the top levels.

## 2b.3. Assessment criteria for practical activities

Please see pages 10 to 13 for the practical activity assessment criteria.

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

For example, where a learner shows:

- Range of skills – all of the core and advanced skills in competitive situations = top end of Level 6
- Quality of skills – core skills are performed consistently with a very good standard of accuracy control and fluency (top end of Level 4)
- 5) while advanced skills are performed consistently to a good standard (top end of Level 4) so overall = middle of Level 5
- Physical attributes – allow them to perform very effectively = middle of Level 5
- Decision making – skill selection appropriate on most occasions; excellent understanding of tactics

and awareness of rules and regulations and safety = top end of Level 5

- Effective performance – the overall level of the performance is considered outstanding = top end of Level 6

Best fit = on average top of Level 5

The following four pages are one grid, to be marked out of 30 overall. A double-sided A3 sized PDF of this document is available from the subject page of the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk)

Centres may like to use a form of tick sheet based on the Levels of Response like the one below to tick where in each level a learner is

positioned. For example, ticks on the left indicate high in the band, ticks in the middle for middle of the

level marks and ticks to the right indicate low marks in the level:

	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Best fit
Level 6	✓				✓	
Level 5			✓	✓		✓
Level 4		✓				
Level 3						
Level 2						
Level 1						
0						

Level	Range of skills	Quality of skills	Physical attributes
6 (27–30 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills under competitive pressure in authentic performance situations <b>and full performance conditions (GCE).</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed very consistently with an outstanding standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed very consistently with an excellent standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates outstanding levels of physical fitness and psychological control to perform highly effectively.</li> </ul>
5 (22–26 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills under competitive pressure in authentic performance situations <b>and full performance conditions (GCE).</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed very consistently with an excellent standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed consistently with a very good standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very good levels of physical fitness and psychological control to perform very effectively.</li> </ul>
4 (16–21 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and many advanced skills under competitive pressure in authentic performance situations <b>and full performance conditions (GCE).</b></li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with a very good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates good levels of physical fitness and psychological control to perform very effectively.</li> </ul>

Decision making	Effective performance	Level
<ul style="list-style-type: none"> <li>successfully selects and uses the most appropriate skills on almost all occasions, maintaining their composure under competitive pressure</li> <li>demonstrates an outstanding understanding of the activity through their application of team strategies/tactics/compositional ideas</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates outstanding awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) (GCE)</b></li> <li><b>communication with other player(s)/performer(s) is outstanding (team activities only) (GCE).</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of skills performed is maintained under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has a very significant influence on game situations and other performers around them</li> <li>the overall level of performance is outstanding and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at an outstanding level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation.</li> </ul>	<b>6</b>  (27–30 marks)
<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on most occasions</li> <li>demonstrates an excellent understanding of the activity through their application of team strategies/tactics/compositional ideas</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) (GCE)</b></li> <li><b>communication with other player(s)/performer(s) is excellent (team activities only) (GCE).</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of skills performed is maintained under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has a significant influence on game situations and other performers around them</li> <li>the overall level of performance is excellent and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at an excellent level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation.</li> </ul>	<b>5</b>  (22–26 marks)
<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on many occasions</li> <li>demonstrates a very good understanding of the activity through their application of appropriate team strategies/tactics/compositional ideas</li> <li>demonstrates very good awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) (GCE)</b></li> <li><b>communication with other player(s)/performer(s) is very good (team activities only) (GCE).</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of skills performed is maintained under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner influences some game situations and other performers around them</li> <li>the overall level of performance is very good and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at a very good level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation.</li> </ul>	<b>4</b>  (16–21 marks)

Level	Range of skills	Quality of skills	Physical attributes
3 (10–15 marks)	<ul style="list-style-type: none"> <li>demonstrates most core skills and some advanced skills under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed consistently with a good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates appropriate levels of physical fitness and psychological control to perform effectively.</li> </ul>
2 (5–9 marks)	<ul style="list-style-type: none"> <li>demonstrates many core skills and few advanced skills under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed with limited consistency and some accuracy, control and fluency.</li> <li>the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates sufficient physical fitness and psychological control to perform with some effectiveness.</li> </ul>
1 (1 – 4 marks)	<ul style="list-style-type: none"> <li>demonstrates some core skills for the activity under competitive pressure in authentic performance situations <b>and full performance conditions (GCE)</b></li> <li>few, if any of the advanced skills for the activity are attempted.</li> </ul>	<ul style="list-style-type: none"> <li>core skills are performed inconsistently and with limited accuracy, control and fluency.</li> <li>any advanced skills attempted are performed with little success.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited physical fitness and psychological control during performance.</li> </ul>
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit



Decision making	Effective performance	Level
<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on some occasions</li> <li>demonstrates a good understanding of the activity through their application of appropriate team strategies/tactics/compositional ideas</li> <li>demonstrates good awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) (GCE)</b></li> <li><b>communication with other player(s)/performer(s) is good (team activities only) (GCE).</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of core skills performed is maintained under pressure in full performance conditions; the accuracy of advanced skills may be reduced</li> <li>through their own performance, decision making and communication, the learner has some influence on the overall game</li> <li>the overall level of performance is good and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at a good level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation.</li> </ul>	<b>3</b>  (10–15 marks)
<ul style="list-style-type: none"> <li>selects and uses appropriate skills on some occasions</li> <li>sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</li> <li>demonstrates limited awareness of the rules/regulations of the activity during performance.</li> <li><b>demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) (GCE)</b></li> <li><b>communication with other player(s)/performer(s) is limited (team activities only) (GCE).</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of the skills performed is reduced under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has limited influence on the overall game</li> <li>the overall level of performance is competent and this is reflected in the level of competition within which the learner is being assessed.</li> <li><b>full performance takes place at a low level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participation.</li> </ul>	<b>2</b>  (5–9 marks)
<ul style="list-style-type: none"> <li>selects and uses appropriate skills on few occasions</li> <li>rarely applies team strategies/tactics/compositional ideas, demonstrating little understanding of the activity</li> <li>demonstrates little awareness of the rules/regulations of the activity during performance</li> <li><b>demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) (GCE)</b></li> <li><b>rarely communicates with other player(s)/performer(s) (team activities only) (GCE).</b></li> </ul>	<ul style="list-style-type: none"> <li>the range and quality of the skills performed is reduced under pressure in full performance conditions</li> <li>through their own performance, decision making and communication, the learner has little influence on the overall game</li> <li>the overall level of performance is limited and this is reflected in the level of competition within which the learner is being assessed</li> <li><b>full performance takes place at a very low level of competition for the activity and age group (GCE)</b></li> <li>this is supported by the log of participations.</li> </ul>	<b>1</b>  (1–4 marks)
No evidence worthy of credit.	No evidence worthy of credit.	0

## 2c. Practical activity assessment – coaching

### Planning and organisation

This will include:

- a scheme of work which includes individual session plans for a **minimum** of:
  - 10 sessions for AS
  - 20 sessions for GCE
- long and short term objectives
- facility details
- equipment details
- participant information
- health and safety issues, including:
  - risk assessments
  - warm up
  - 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
- ability to adapt sessions.

### Evaluation and reflection

This will include:

- performer's strengths and weaknesses during the session
- 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.

**Attainment is evidenced through both performance in coaching and through a coaching plan; candidates must include a minimum of 2 filmed sessions within their coaching plan.**

Professional judgement needs to be used by the assessor; some aspects of the coaching plan will simply be present or not, other sections will vary in terms of demonstrating relevant knowledge and understanding. Some aspects of the overall coaching level may be evidenced through the learners performance or their coaching plan, or a combination of the two.

Aspects of coaching	(Evidence through) Performance	(Evidence through) Coaching plan
Planning and organisation	<ul style="list-style-type: none"> <li>warm up and cool down included for at least one of the (part) sessions filmed</li> <li>filmed evidence shows extent to which facilities and equipment have been prepared/set up.</li> </ul>	<ul style="list-style-type: none"> <li>scheme of work which includes individual session plans for a minimum of 10 sessions for AS or 20 sessions for GCE</li> <li>long and short term objectives</li> <li>facility details, equipment details</li> <li>participant information, and health and safety issues including risk assessments, warm up and cool down, child protection details.</li> </ul>
Delivery	<ul style="list-style-type: none"> <li>execution of individual session plans for a minimum of two sessions (filmed)</li> <li>appearance</li> <li>presence and personality</li> <li>communication               <ul style="list-style-type: none"> <li>voice tone</li> <li>body language</li> <li>verbal explanations</li> <li>demonstrations</li> <li>guidance and feedback</li> </ul> </li> <li>control and timekeeping</li> <li>positioning</li> <li>positive relationship with participants               <ul style="list-style-type: none"> <li>motivation (e.g. goal setting)</li> <li>praise</li> <li>enthusiasm</li> <li>patience</li> <li>equal treatment of participants</li> </ul> </li> <li>inclusion</li> <li>involvement (i.e. all participants actively involved most of the time)</li> <li>safe practice.</li> </ul>	<ul style="list-style-type: none"> <li>communication               <ul style="list-style-type: none"> <li>demonstrations</li> <li>guidance and feedback</li> </ul> </li> <li>control and timekeeping</li> <li>inclusion</li> <li>safe practice.</li> </ul>
Evaluation and reflection	<ul style="list-style-type: none"> <li>identification of and reaction to each performer's strengths and weaknesses during the session.</li> </ul>	<ul style="list-style-type: none"> <li>identification of their own strengths and weaknesses in delivering the session</li> <li>the strengths and weaknesses of the sessions.</li> </ul>
Technical knowledge	<ul style="list-style-type: none"> <li>knowledge of the correct technical models for the skills of the activity and the analytical phases</li> <li>knowledge of progressive practices to develop skills</li> <li>ability to demonstrate/explain technical models.</li> </ul>	<ul style="list-style-type: none"> <li>knowledge of the correct technical models for the skills of the activity and the analytical phases</li> <li>knowledge of progressive practices to develop skills.</li> </ul>

**Core skills to include:****Planning and organisation:**

- overall coaching plan which includes individual session plans (for a minimum of 10 sessions for AS or 20 sessions for GCE)
- long and short term objectives
- facility details, equipment details
- participant information, and health and safety issues including risk assessments, warm up and cool down, child protection details.

**Delivery:**

- execution of individual session plans for a minimum of two sessions (filmed)
- appearance
- communication
  - verbal explanations
  - demonstrations
  - guidance and feedback
- control and timekeeping
- positive relationship with participants
  - praise
  - enthusiasm
  - patience
- safe practice.

**Technical knowledge:**

- knowledge of the correct technical models for the skills of the activity and the analytical phases
- ability to demonstrate/explain technical models
- evaluation and reflection:
- strengths and weaknesses in delivering the session
- strengths and weaknesses of session plans.

**Advanced skills to include:****Planning and organisation:**

- takes account of ongoing evaluation and reflection.

**Delivery:**

- presence and personality
- communication
  - voice tone
  - body language
  - specific coaching points to correct/improve participants' performance
- positioning
- positive relationship with participants
  - motivation (e.g. goal setting)
  - equal treatment of participants
- inclusion
- involvement (i.e. all participants actively involved most of the time).

**Technical knowledge:**

- application of progressive practices to develop skills
- ability to analyse performance against technical models and provide corrective feedback.

**Evaluation and reflection:**

- ability to recognise issues and adapt sessions appropriately during delivery and in subsequent plans.

Professional judgment needs to be used by the assessor regarding the assessment of the candidate within 'technical knowledge'.

It is appropriate for the assessor to reference the 'practical' element of the specification as a guide for the range of core & advanced skills a candidate should be delivering within their coaching of a particular activity/sport; this might have an effect on the age of the group a candidate coaches.

## 2c.1. Assessment criteria for coaching

**Please turn over to see the coaching assessment criteria.**

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

For example, where a learner shows:

- Range and quality – all of the core and advanced skills for coaching = top end of Level 6
- Planning and organisation – Planning and organisation is excellent, awareness of health and safety is very good = high Level 4
- Delivery – excellent understanding and awareness with high quality demonstrations = top of Level 5
- Technical knowledge – excellent knowledge of technical models, slightly weaker on their

explanation of these though = lower end of Level 5

- Evaluation – Awareness of their own strengths and weaknesses is good and their ability to adapt as the session progresses is made with some success = top end of Level 4
- Coaching plan – The plan is both detailed and comprehensive and fully supports everything = Top of Level 6

Best fit = on average top of Level 5

The following four pages are one grid, to be marked out of 30 overall. A double-sided A3 sized PDF of this document is available from the subject page of the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk)

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

	Range and quality	Planning and organisation	Delivery	Technical knowledge	Evaluation and reflection	Coaching plan	Best fit
Level 6	✓					✓	
Level 5			✓	✓			✓
Level 4		✓			✓		
Level 3							
Level 2							
Level 1							
0							

Level	Range and quality	Planning and organisation	Delivery
6 (27–30 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills for coaching</li> <li>core skills are performed very consistently with an outstanding standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed very consistently with an excellent standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>the planning and organisation of individual coaching sessions and the overall coaching plan are outstanding, taking full consideration of all the key requirements for the sessions</li> <li>there are clear short and long term objectives which are very appropriate for the participants being coached</li> <li>the learner demonstrates outstanding awareness of health and safety and child protection issues and includes comprehensive risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an outstanding understanding of how to coach the activity through their application of a variety of highly appropriate strategies and approaches.</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during sessions</li> <li>demonstrates outstanding awareness of and response to the strengths, weaknesses and actions of the participants during the sessions</li> <li>communication with participants is outstanding</li> <li>verbal instructions are accurate and clear to understand;</li> <li>demonstrations are of very high quality and aid participants' understanding</li> <li>detailed guidance and feedback is provided to participants.</li> </ul>
5 (22–26 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills for coaching</li> <li>core skills are performed very consistently with an excellent standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed consistently with a very good standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>the planning and organisation of individual coaching sessions and the overall coaching plan are excellent, taking consideration of all the key requirements for the sessions</li> <li>there are clear short and long term objectives which are very appropriate for the participants being coached</li> <li>the learner demonstrates excellent awareness of health and safety and child protection issues and includes detailed risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an excellent understanding of how to coach the activity through their application of a variety of highly appropriate strategies and approaches</li> <li>demonstrates excellent awareness of the rules/regulations of the activity during sessions</li> <li>demonstrates excellent awareness of and response to the strengths, weaknesses and actions of the participants during the sessions</li> <li>communication with participants is excellent</li> <li>verbal instructions are accurate and clear to understand</li> <li>demonstrations are of high quality and aid participants' understanding</li> <li>detailed guidance and feedback is provided to participants.</li> </ul>
4 (16–21 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and many advanced skills for coaching</li> <li>core skills are performed consistently with a very good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and with a good standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>the planning and organisation of individual coaching sessions and the overall coaching plan are very good, taking consideration of many key requirements for the sessions</li> <li>there are clear short and long term objectives which are appropriate for the participants being coached</li> <li>the learner demonstrates very good awareness of health and safety and child protection issues and includes appropriate risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a very good understanding of how to coach the activity through their application of a variety of appropriate strategies and approaches</li> <li>demonstrates very good awareness of the rules/regulations of the activity during sessions</li> <li>demonstrates very good awareness of and response to the strengths, weaknesses and actions of the participants during the sessions</li> <li>communication with participants is very good</li> <li>verbal instructions are accurate and clear to understand</li> <li>demonstrations are of good quality</li> <li>guidance and feedback is provided to participants.</li> </ul>

Technical Knowledge	Evaluation and reflection	Coaching plan	Level
<ul style="list-style-type: none"> <li>demonstrates outstanding knowledge of the correct technical models for the skills and analytical phases of the activity and of progressive practices to develop these</li> <li>the learner demonstrates outstanding ability to demonstrate/explain relevant technical models for the activity being coached.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates excellent awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards</li> <li>demonstrates outstanding ability to adapt individual sessions, the overall coaching plan and aspects of their approach both during delivery and for subsequent sessions</li> <li>evaluation and reflection on their own coaching performance is thoughtful and shows a very well developed appreciation of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>a detailed and comprehensive plan which fully supports this level of attainment is present.</li> </ul>	<b>6</b>  (27–30 marks)
<ul style="list-style-type: none"> <li>demonstrates excellent knowledge of the correct technical models for the skills and analytical phases of the activity and of progressive practices to develop these.</li> <li>demonstrates excellent ability to demonstrate/explain relevant technical models for the activity being coached.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very good awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards</li> <li>demonstrates excellent ability to adapt individual sessions, the overall coaching plan and aspects of their approach both during delivery and for subsequent sessions</li> <li>the learners' evaluation and reflection on their own coaching performance is thoughtful and shows a well-developed appreciation of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>a detailed and comprehensive plan which supports this level of attainment is present.</li> </ul>	<b>5</b>  (22–26 marks)
<ul style="list-style-type: none"> <li>demonstrates very good knowledge of the correct technical models for the skills and analytical phases of the activity and of progressive practices to develop these</li> <li>demonstrates good ability to demonstrate/explain relevant technical models for the activity being coached.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates good awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards.</li> <li>demonstrates very good ability to adapt individual sessions, the overall coaching plan and aspects of their approach for subsequent sessions. Some successful adaptations are made during delivery.</li> <li>evaluation and reflection on their own coaching performance shows a good appreciation of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>a detailed plan which supports this level of attainment is present.</li> </ul>	<b>4</b>  (16–21 marks)

Level	Range and quality	Planning and organisation	Delivery
<b>3</b> (10–15 marks)	<ul style="list-style-type: none"> <li>demonstrates most core skills and some advanced skills for coaching</li> <li>core skills are performed consistently with a good standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with some consistency and with a good standard of accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>the planning and organisation of individual coaching sessions and the overall coaching plan are good, taking consideration of some key requirements for the sessions</li> <li>there are short and long term objectives which are mostly appropriate for the participants being coached</li> <li>the learner demonstrates good awareness of health and safety and child protection issues and includes appropriate risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a good understanding of how to coach the activity through their application of appropriate strategies and approaches</li> <li>demonstrates good awareness of the rules/regulations of the activity during sessions</li> <li>demonstrates some awareness of and response to the strengths, weaknesses and actions of the participants during the session</li> <li>communication with participants is good.</li> <li>verbal instructions are mostly accurate</li> <li>demonstrations are of good quality</li> <li>some guidance and feedback is provided to participants.</li> </ul>
<b>2</b> (5–9 marks)	<ul style="list-style-type: none"> <li>demonstrates many core skills and few advanced skills for coaching</li> <li>core skills are performed with limited consistency and some standard of accuracy, control and fluency</li> <li>the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>the planning and organisation of individual coaching sessions and the overall coaching plan are adequate, showing some consideration of key requirements for the sessions</li> <li>there are limited short and long term objectives</li> <li>the learner demonstrates some awareness of health and safety and child protection issues and risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some understanding of how to coach the activity</li> <li>demonstrates some awareness of the rules/regulations of the activity during sessions</li> <li>demonstrates limited awareness of the strengths, weaknesses and actions of the participants during the sessions</li> <li>communication with participants is limited</li> <li>verbal instructions lack clarity</li> <li>demonstrations are basic</li> <li>minimal guidance and feedback is provided to participants.</li> </ul>
<b>1</b> (1–4 marks)	<ul style="list-style-type: none"> <li>demonstrates some core skills for coaching</li> <li>few, if any of the advanced skills for the activity are attempted</li> <li>core skills are performed inconsistently and with limited accuracy, control and fluency</li> <li>any advanced skills attempted are performed with little success.</li> </ul>	<ul style="list-style-type: none"> <li>the planning and organisation of individual coaching sessions and the overall coaching plan are limited, showing little consideration of key requirements for the sessions</li> <li>there are limited short and long term objective</li> <li>the learner demonstrates little awareness of health and safety and child protection issues and risk assessments.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding of how to coach the activity</li> <li>demonstrates little awareness of the rules/regulations of the activity during sessions</li> <li>demonstrates little awareness of the strengths, weaknesses and actions of the participants during the sessions</li> <li>communication with participants is limited</li> <li>verbal instructions lack clarity</li> <li>there are few, if any demonstrations; guidance and feedback is rarely provided to participants.</li> </ul>
<b>0</b>		No evidence worthy of credit.	No evidence worthy of credit.



Technical Knowledge	Evaluation and reflection	Coaching plan	Level
<ul style="list-style-type: none"> <li>demonstrates good knowledge of the correct technical models for the skills and analytical phases of the activity and some knowledge of progressive practices to develop these</li> <li>demonstrates some ability to demonstrate/explain relevant technical models for the activity being coached.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards</li> <li>demonstrates good ability to adapt individual sessions, the overall coaching plan and aspects of their approach for subsequent sessions</li> <li>evaluation and reflection on their own coaching performance shows a good appreciation of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>a detailed plan which supports this level of attainment in some aspects is present.</li> </ul>	<b>3</b>  (10–15 marks)
<ul style="list-style-type: none"> <li>demonstrates some knowledge of the correct technical models for the skills and analytical phases of the activity and limited knowledge of progressive practices to develop these</li> <li>demonstrates limited ability to demonstrate/explain relevant technical models for the activity being coached.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some awareness of their own strengths and weaknesses in delivering the sessions after delivery</li> <li>demonstrates limited ability to adapt the overall coaching plan or individual sessions</li> <li>evaluation and reflection on their own coaching performance shows a limited appreciation of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>a plan containing some information to support this level of attainment is present.</li> </ul>	<b>2</b>  (5–9 marks)
<ul style="list-style-type: none"> <li>demonstrates limited knowledge of the correct technical models for the skills and analytical phases of the activity or of how to develop these.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little awareness of their own strengths and weaknesses in delivering the sessions after delivery</li> <li>evaluation and reflection on their own coaching performance shows little appreciation of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>a plan containing limited information to support this level of attainment is present.</li> </ul>	<b>1</b>  (1 – 4 marks)
No evidence worthy of credit.	No evidence worthy of credit.	No evidence worthy of credit.	<b>0</b>

## 2d. The Evaluation and Analysis of Performance for Improvement (EAPI)

Learners will observe a live or recorded performance of a peer in either their own assessed performance activity or another activity from the approved list. This performance must be new to them to ensure that the response to it is not rehearsed.

Learners are assessed in their ability to evaluate an individual's performance (rather than that of a team) and propose a viable action plan (AS) or development plan (GCE) to improve that performance.

**The observation is always completed on a performer in the activity and not on a coach, even if the learner is acting as a coach for the performance part of their NEA.**

The learner should start their response as soon as an appropriate range of analysis opportunities has been viewed within the performance. While this will vary between different activities, in general between 10 and 20 minutes should provide the candidate observing with enough material to analyse and evaluate, and sufficient time to make any notes they wish to during the observation.

If the activity performance is short in its nature – e.g., a sprint or a trampoline routine – then you should consider how the performance observation can enable the learner observing to see enough to assess strengths and weaknesses. For example, they could observe more than one performance (e.g., a sprinter running in several different races), rather than watching a single performance repeated several times, which makes it hard to differentiate between a one-off example of poor execution and a more frequently occurring issue.

Responses (**not** including viewing the performance or the teacher's questions) should be no longer than a **maximum of:**

- **20 minutes for AS level**
- **30 minutes for A level.**

Where responses exceed these times, this should be reflected in the mark awarded as shown in the assessment criteria.

A sample of learners across the full range of marks are then recorded as they provide a verbal response to this observation, including the information detailed within 'the task' in sections 2d.1 or 2d.2.

### Activities which may be difficult to evaluate

It is recognised that some activities do not lend themselves as well to the EAPI as others. Reasons for this vary, but for the most part the nature of the activity means that observing a live performance at close quarters or via filmed evidence in order to then evaluate it may be difficult.

Learners should consider performing their task in an activity which does not feature on the list below.

Learners may however still conduct their evaluation on activities in this list should they wish to.

- 1 Road cycling
- 2 Canoeing
- 3 Cross country running
- 4 Equestrian
- 5 Kayaking
- 6 Outdoor rock climbing
- 7 Rowing
- 8 Sailing
- 9 Sculling
- 10 Skiing
- 11 Snowboarding
- 12 Triathlon
- 13 Windsurfing

## 2d.1. Advanced Subsidiary (AS) Level (H155) EAPI task

Learners will observe a live or recorded performance of a peer in either their own assessed performance activity or another activity from the list.

Centres must film all candidates as they complete their EAPI. OCR will then request a sample of these for moderation. The size of the sample requested will depend on the size of your cohort.

The performance must be new to them and be one which they have **not** seen before.

Learners will then give a verbal response in which they analyse and evaluate:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas\*
- the use of physical attributes during performance
- the overall effectiveness and success of the performance.

Learners will identify an area of weakness within the performance to prioritise for improvement and will propose a short term (3–4 weeks) action plan to improve the area of performance identified.

The action plan should include:

- justification of the weakness selected, using appropriate technical and specialist vocabulary, with reference to:
  - o the technique/technical model
  - o frequency of the weakness occurring in the observation
  - o its impact on overall performance
- frequency and duration of sessions
- progressive practices
- coaching points.\*\*

Learners will justify both their evaluative comments and their action plan with application of relevant knowledge and concepts which they have studied within both Components 01 and 02 of the AS level Physical Education specification. These must be drawn from the **prescribed theory content** (see appendix D).

\* It is noted that tactics will lend themselves more to some activities and compositional ideas to others. Learners are required to make reference to these as appropriate to the activity they are looking at. For example, where the focus of an activity is artistic impression (dance or gymnastics), compositional ideas may, at times, be more relevant than the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is achieved.

\*\* 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 the implementation in terms of number of sessions, sets and repetitions over the time period must be given.

## 2d.2. Advanced (GCE) Level EAPI task

Learners will observe a live or recorded performance of a peer in either their own assessed performance activity or another activity from the list.

Centres must film all candidates as they complete their EAPI. OCR will then request a sample of these for moderation. The size of the sample requested will depend on the size of your cohort.

The performance must be new to them and be one which they have **not** seen before.

Learners will then give a verbal response in which they analyse and critically evaluate:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas\*
- the use of physical attributes during performance
- the overall effectiveness and success of the performance.

Learners will identify and justify a major area of weakness within the performance to prioritise for improvement and will propose a long term (8-12 weeks) development plan to improve the area of performance identified.

The development plan should include:

- justification of the weakness selected, using appropriate technical and specialist vocabulary, with reference to:
  - the technique/technical model
  - frequency of the weakness occurring in the observation
  - its impact on overall performance
- frequency and duration of sessions
- detailed progressive practices
- detailed coaching points.\*\*

Learners will justify both their evaluative comments and their development plan with application of relevant knowledge and concepts which they have studied within Components 01, 02 and 03 of the GCE level Physical Education specification. These must be drawn from the **prescribed theory content** (see appendix D).

\* It is noted that tactics will lend themselves more to some activities and compositional ideas to others. Learners are required to make reference to these as appropriate to the activity they are observing. For example, where the focus of an activity is artistic impression (dance or gymnastics), compositional ideas may, at times, be more relevant than the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is achieved.

\*\* 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 the implementation in terms of number of sessions, sets and repetitions over the time period must be given.

## 2d.3. Controls

Centres must ensure that learners are assessed under supervised conditions.

Learners may make notes while they are observing the performance but must use either the EAPI candidate notes sheet provided by OCR or blank paper. Centre-devised templates **must not be** used. Any notes must be shown to the camera and submitted as part of their moderation evidence. They may not use any other form of notes or bring pre-prepared notes, scripts, textbooks or other reference documents with them.

The performance observed **must be new** to the learner.

The learner should start their response as soon as an appropriate range of analysis opportunities has been viewed within the performance. While this will vary between different activities, in general between 10 and 20 minutes should provide the candidate observing with enough material to analyse and evaluate and sufficient time to make any notes they wish to during the observation.

The response should be spontaneous, so learners should begin their response after the observation of a performance has finished without an extended break in between. It is permitted, however, for learners to have 2-3 minutes to collect their thoughts and review the notes they have taken during the observation.

**They should remain in-shot and filming should continue in this time.**

Responses (**not** including viewing the performance or the teacher's questions) should be no longer than a **maximum of:**

- **20 minutes for AS level**
- **30 minutes for A level.**

Where responses exceed these times this should be reflected in the mark awarded as shown in the assessment criteria.

### Conducting the assessment

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

Learners may have access to a EAPI candidate notes sheet or blank paper, and a pen to write notes during their observation should they wish to.

The whole process of the EAPI assessment must be filmed; this should include:

- the observation of the performance and production of notes,
- the EAPI response.

The centre should ensure that the learner is clearly identifiable and understandable on the recording.

The EAPI candidate notes must be held up to the camera at the start of the learner response to the performance they have observed and the notes themselves submitted for moderation along with the responses filmed.

### Candidate Notes Sheet

- Learners may have access to the blank template at any time in advance of their EAPI assessment to familiarise themselves with the layout and requirements.
- Learners **must not** be permitted to begin filling in or pre-preparing notes ahead of their observation.
- The purpose of submitting any notes is for transparency in the process, to evidence that tasks have been delivered appropriately, and to support the centre assessment which is being moderated.
- The notes themselves are **not being assessed** or marked by either the Centre or the moderator. They can be as detailed or brief as the learner finds helpful as long as they are captured during the observation.

The learner should be directed to the performer or aspect of the performance they are to focus on and may be reminded of the structure of their response by being given an opening statement and two further statements, such as:

#### For the AS level task

'You have just observed the performance of..... I would like you to analyse and evaluate and comment on:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas\*
- the use of physical attributes during performance
- the overall effectiveness and success of the performance
- You should justify your comments through the application of relevant theoretical knowledge and concepts.

Learners may then be told to move on to the creation of the action plan with a statement like:

- 'The final part of this task is to create a viable short-term action plan to improve this weakness of the performance, you should include:
  - justification of the area of weakness selected for improvement
  - frequency and duration of sessions
  - progressive practices
  - coaching points\*\*
- You should justify your action plan through the application of relevant theoretical knowledge and concepts.'

#### For the GCE task

'You have just observed the performance of..... I would like you to analyse and evaluate and comment on:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas\*
- the use of physical attributes during performance
- the overall effectiveness and success of the performance
- You should justify your comments through the application of relevant theoretical knowledge and concepts.'

Learners may then be told to move on to the creation of the development plan with a statement like:

- 'The final part of this task is to create a viable long-term development plan to improve this weakness of the performance, you should include:
  - justification of a major area of weakness selected for improvement
  - frequency and duration of sessions
  - detailed progressive practices
  - detailed coaching points\*\*
- You should justify your development plan through the application of relevant theoretical knowledge and concepts.'

To ensure learners have completed their response to each part teachers may finish with a generic question:

- 'Is there anything else you would like to add?'

If the Learner needs any further guidance beyond that given above, or reminding of areas not yet covered in their initial response then this should be done in the form of prompts which will allow the Learner to express their knowledge, understanding and opinions by directing them back the area(s) which need to be covered.

It should be noted however that the assessment criteria indicate that learners who require additional prompting and/or exceed the time allowed cannot be assessed above Level 3.

Examples of prompts are, but not limited to:

- breaking down what you have already told them in the same or another way
- 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 physical attributes which 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 physical attributes which you have observed
- now prioritise the weakness(es) you have identified
- within your plan, identify detailed coaching points
- within your plan, can you give me some detailed progressive practices?
- within your plan can you tell me about the frequency/duration of the sessions?
- what theoretical knowledge or concepts can you apply to your plan?

Learners should have a clear structure to their response. As noted earlier, though, learners should structure their evaluations themselves after the statements from the assessor; where additional prompting is required learners may not be assessed above level 3 as this indicates that learners have required assistance in structuring their response.

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**2**



## 2d.4. AS and GCE Evaluation and Analysis of Performance for Improvement (EAPI) assessment grid

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

For example, where a learner shows:

- Prompting and timing - no additional prompts required and within permitted time = potentially could be levels 4, 5 or 6 at this point.
- Evaluation of performance:
  - Strengths and weaknesses - many are showed and are accurately described = middle of level 4
  - Justification of selection - some is given = middle of level 4
- Action (AS)/Development (A Level) plan – a good plan is produced with good justification given along with a good range of ideas for sessions and progressive practices = top end of level 4

- Application of theory – very good application of relevant theory from several areas of the prescribed content for physiology and psychology and attempted for socio-cultural with some success = lower end of level 5

So going back to the prompting and timing column, we can see that as the rest of the statements the candidate is meeting are mainly in the top half of level 4, with one at the bottom of level 5 so we would judge this to be top end of level 4

- Best fit = top end of Level 4 (19/20 marks)

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

	Prompting and timing	Evaluation of performance	Action/development plan	Application of theory	Best fit
Level 6	✓				
Level 5	✓			✓	
Level 4	✓	✓	✓		✓
Level 3					
Level 2					
Level 1					
0					

The following four pages are one grid, to be marked out of 30 overall. An A3 sized PDF of this document is available from the subject page of the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk)

Level	Prompting and timing	Evaluation of performance
<b>6</b>  (26–30 marks)	<ul style="list-style-type: none"> <li>requires no additional prompting in their response</li> <li>does not exceed the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>accurately describes all the major strengths and weaknesses of the performance, including:               <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>
<b>5</b>  (21–25 marks)	<ul style="list-style-type: none"> <li>requires no additional prompting in their response</li> <li>does not exceed the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>accurately describes most of the major strengths and weaknesses of the performance, including:               <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>
<b>4</b>  (16–20 marks)	<ul style="list-style-type: none"> <li>requires no additional prompting in their response</li> <li>does not exceed the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>accurately describes many of the major strengths and weaknesses of the performance, including:               <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>

Action (AS) / Development (A Level) plan	Application of theory
<ul style="list-style-type: none"> <li>fully justifies their selection of an appropriate area of performance for improvement</li> <li>produces an excellent plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:               <ul style="list-style-type: none"> <li>appropriate frequency and duration of sessions</li> <li>an excellent range of progressive practices</li> <li>an excellent range of detailed coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>excellent use of relevant theoretical knowledge and concepts <u>from the prescribed content</u> which are applied accurately and with depth and detail to the response, including:               <ul style="list-style-type: none"> <li>across the response as a whole, a range of theory from several different topic areas in each of physiology and psychology must be applied successfully</li> <li>physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections)</li> <li>socio-cultural theory must be used in the response (but not necessarily in both sections)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>gives a very good justification for their selection of an appropriate area of performance for improvement</li> <li>produces a very good plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:               <ul style="list-style-type: none"> <li>appropriate frequency and duration of sessions</li> <li>a very good range of progressive practices</li> <li>a very good range of detailed coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>very good use of relevant theoretical knowledge and concepts <u>from the prescribed content</u> which are applied accurately and with depth and detail to the response, including:               <ul style="list-style-type: none"> <li>across the response as a whole, a range of theory from several different topic areas in each of physiology and psychology must be applied successfully</li> <li>physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections)</li> <li>socio-cultural theory must be used in the response (but not necessarily in both sections)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>gives a good justification for their selection of an appropriate area of performance for improvement</li> <li>produces a good plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:               <ul style="list-style-type: none"> <li>appropriate frequency and duration of sessions</li> <li>a good range of progressive practices</li> <li>a good range of detailed coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>good use of relevant theoretical knowledge and concepts <u>from the prescribed content</u> which are applied with reasonable accuracy, depth and detail to the response, including:               <ul style="list-style-type: none"> <li>across the whole response, a range of theory from each of physiology and psychology must be applied from several different topic areas; quality of application may be slightly inconsistent but generally successful</li> <li>physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections)</li> <li>socio-cultural theory may be limited in depth/detail/accuracy where included and may not be required for this level depending on the quality of the overall response</li> </ul> </li> </ul>

Level	Prompting and timing	Evaluation of performance
<b>3</b> (11–15 marks)	<ul style="list-style-type: none"> <li>requires an additional prompt in their response</li> <li>exceeds the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>with some accuracy, describes some of the major strengths and weaknesses of the performance, including:               <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>
<b>2</b> (6–10 marks)	<ul style="list-style-type: none"> <li>requires occasional additional prompting in their response</li> <li>exceeds the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>with limited accuracy, describes some of the strengths and weaknesses of the performance, including some of:               <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>
<b>1</b> (1 – 5 marks)	<ul style="list-style-type: none"> <li>requires regular additional prompting in their response</li> <li>exceeds the time allowed</li> </ul>	<ul style="list-style-type: none"> <li>with little accuracy, describes a few strengths and weaknesses of the performance, including some of:               <ul style="list-style-type: none"> <li>skills</li> <li>tactics/compositional ideas</li> <li>fitness</li> <li>overall success of the performance</li> </ul> </li> </ul>
<b>0</b>	No evidence worthy of credit	

Action (AS) / Development (A Level) plan	Application of theory
<ul style="list-style-type: none"> <li>gives some justification for their selection of an appropriate area of performance for improvement</li> <li>produces an adequate plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:               <ul style="list-style-type: none"> <li>appropriate frequency and duration of sessions</li> <li>an adequate range of progressive practices</li> <li>an adequate range of coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>uses some relevant theoretical knowledge and concepts <u>from the prescribed content</u> which are applied to the response, including:               <ul style="list-style-type: none"> <li>across the whole response, theory from each of physiology and psychology must be applied on several occasions; quality of application may be slightly inconsistent but generally successful</li> <li>physiological and psychological theory should be included in both the evaluation section and in the plan (but not necessarily evenly balanced between the two sections)</li> <li>socio-cultural theory is not required for this level (if included may be limited in depth/detail/accuracy)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>gives limited justification for their selection of an area of performance for improvement</li> <li>produces a limited plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:               <ul style="list-style-type: none"> <li>frequency and duration of sessions, which may be appropriate</li> <li>a limited range of progressive practices</li> <li>a limited range of coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>limited use of theoretical knowledge and concepts <u>from the prescribed content</u>:               <ul style="list-style-type: none"> <li>across the whole response, theory from each of physiology and psychology must be used</li> <li>some theory should be included in both the evaluation section and in the plan but may only be from physiology or psychology in each section</li> <li>quality of application may be inconsistent and lacking detail</li> <li>socio-cultural theory is not required at this level (if included may lack relevance and/or accuracy)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>gives little or no justification for their selection of an area of performance for improvement</li> <li>produces a very limited plan to improve the identified weakness over 3-4 weeks (AS) or 8-12 weeks (A Level), including:               <ul style="list-style-type: none"> <li>frequency and duration of sessions, which may be appropriate</li> <li>a very limited range of practices</li> <li>a very limited range of coaching points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>very limited use of theoretical knowledge <u>from the prescribed content</u>:               <ul style="list-style-type: none"> <li>some reference made to theory from physiology and/or psychology will be attempted within the whole response</li> <li>not applied and may lack relevance and accuracy</li> </ul> </li> </ul>
No evidence worthy of credit	

## 2e. Skills criteria for practical activities

Activity	Restrictions and allowances	Page
Acrobatic gymnastics		36
Amateur boxing		38
Association football	Cannot be five-a-side	39
Athletics		41
Badminton		43
Basketball		44
Blind cricket		45
BMX	Racing only (not trick)	46
Boccia		47
Camogie		48
Canoeing		49
Cricket		50
Cross country running		51
Cycling	Track or road cycling only	52
Dance		53
Diving	Platform diving	55
Equestrian		57
Figure skating		59
Futsal		61
Gaelic football		63
Goalball		65
Golf		66
Gymnastics	Floor routines and apparatus only.	68
Handball		70
Hockey	Must be field hockey	71
Hurling		73
Ice hockey		74
Inline roller hockey		76
Kayaking		78
Lacrosse		79

Activity	Restrictions and allowances	Page
Netball		81
Polybat		82
Powerchair football		83
Rock climbing	Can be indoor or outdoor	84
Rowing		85
Rugby league	Cannot be tag rugby	86
Rugby union	Can be assessed as sevens or fifteen a side. Cannot be tag rugby	87
Sailing	Candidates must be assessed within full competitive situations as the helmsperson in one of the following Royal Yachting Association (RYA) sailing boat classifications:  Individual - single hander <ul style="list-style-type: none"> <li>• ILCA 6 (laser radial)</li> <li>• ICLA 7 (laser standard)</li> </ul> Team - double hander <ul style="list-style-type: none"> <li>• 29ER</li> <li>• 420</li> <li>• Nacra 15</li> </ul>	89
Sculling		91
Skiing	Must take place on snow, can be indoor or outdoor	92
Snowboarding	Must take place on snow, can be indoor or outdoor	93
Squash		94
Swimming	Not synchronised swimming, personal survival or lifesaving	95
Table cricket		96
Table tennis		97
Tennis		98
Trampolining		99
Triathlon	Sprint only	100
Volleyball		102
Water polo		103
Wheelchair basketball		105
Wheelchair rugby		106
Windsurfing	Candidates must be assessed within full competitive situations in one of the following Royal Yachting Association windsurfing classifications: <ul style="list-style-type: none"> <li>• IQ Foil</li> <li>• RS:X 8.5</li> </ul>	108

## 2e.1. Acrobatic gymnastics

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

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

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

Candidates must be assessed within full competitive situations.

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

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

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

### Core skills, to include:

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

Starting and finishing

Take off & landing

Rolls, forwards and backwards

- To straddle
- Dive forward

Balances using different parts of the body

Cartwheels

Round offs

Jumps/leaps

Twists/pivots

Steps

Tumbling lines

Dance/artistic elements

Transitions

Low tariff holds and releases

Static holds

Throws

Catches

Flight

Stability

Swinging

### Advanced skills, to include:

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

Advanced rolls – roll to handstands

Hand/head springs

Somersaults

Salto – forwards and backwards

Walkovers

Higher tariff holds and releases

Boosts

Tempo

Planche

Powerlift



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

- Difficulty/tariff of routine to complete
- Composition of routine
- Teamwork and communication
- How to respond to and interpret the music (where appropriate)
- How to ensure that the routine flows
- Body awareness, how to move effectively, smoothly and precisely
- Use of flight, when to move
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other gymnasts e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

## 2e.2. Amateur boxing

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Body position, in both attack and defence:

- Stance
- Guard
- Balance
- Weight distribution

Punching with power and speed:

- Jab
- Cross
- Hook
- Uppercut
- Simple 'one, two' combinations
- Use of reach
- Longer combinations involving multiple numbers of punches

Footwork/ defensive movements:

- Duck
- Moving away

- Lateral footwork
- Blocking/parrying/covering up

### Advanced skills, to include:

Punching with power and speed:

- Longer combinations involving multiple types of punch

Footwork/defensive movements:

- Slip
- Switching the area and angle of attack
- Bounce step

### Decision making and tactical awareness, to include:

- Reading and anticipating your opponent
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent
- Awareness of strategies/tactics in attack and defence
- Awareness of strengths/weaknesses and actions of yourself and your opponents
- Rules and regulations of the sport and their application

### 2e.3. Association football

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

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

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

Regarding heading in this activity please take note of the updated guidance issued here: <https://www.thefa.com/news/2021/jul/28/20210728-new-heading-guidance-published?fbclid=IwAR2Fpd2lqOKUil0t43LUUsatJi52337-CdD2Rx5EoU8fAOVBN7hIT6klh3E>

#### Core skills, (all outfield positions) to include:

Ball Control using:

- Using both feet, chest, thigh

Passing: (dominant foot)

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

Non dominant foot passing

Shooting:

- Short and long range (dominant foot):
  - Volleys
- Shooting with the non dominant foot

Dribbling:

- Use of both feet
- Close control
- Ability to beat opponents

Heading:

- Defensive or attacking

Tackling:

- Block tackle
- Jockeying

Marking:

- Player with the ball

#### Core skills, (goalkeeper) to include:

Ball control using:

- Using both feet, chest, thigh
- Handling, catching, parrying, punching

Passing: (dominant foot)

- Short
- Long – both lofted and along the ground
- Clearance of backwards passes, goal kicks, kicking from hands, throws

Non dominant foot passing

Dribbling:

- Use of both feet
- Close control

Shot-stopping:

- Different shot heights and ranges
- Diving and standing saves
- Dealing with crosses

#### Advanced skills, (all outfield positions) to include:

Dribbling:

- Range of turns e.g. Maradona and Cruyff

Dominant foot shooting:

- Use of swerve

Non dominant foot shooting:

- Use of swerve
- Volleys

Heading:

- Defensive and attacking

Marking:

- Off the ball marking

**Advanced skills, (goalkeeper) to include:**

Shot-stopping: (goalkeeper only)

- Defending penalties
- One-against-ones

Clearance of back passes, (Non dominant foot)

**Decision making and tactical awareness, to include:**

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set

piece plays, corners

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

## 2e.4. Athletics

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

The learner is assessed performing the acquired and developed skills of track and field athletics.

The focus of the tasks will be:

**Any two** events for AS, chosen from the lists below. (may choose two from the same category)

**One** event for GCE, chosen from the lists below. For the GCE (H555) this should also be assessed against the performance tables supplied in Appendix C. The final mark awarded to the learners will reflect a 1/3 weighting to the skills element and a 2/3 weighting for the performance time/distance element. This is worked out for you on the PE Activity Marks Submission Form you complete to submit your marks to OCR.

- **Track**
  - 100m
  - 200m
  - 400m
  - 800m
  - 1500m
  - 3000m
  - 1500m/2000m steeple chase (gender appropriate distance)
  - 100m/110m hurdles (gender appropriate distance)
  - 400m hurdles
  - 5,000m
  - 10,000m
- **Jumping**
  - High jump
  - Long jump
  - Triple jump
  - Pole vault
- **Throwing**
  - Shot
  - Discus
  - Javelin
  - Hammer

### Track events

Candidates must be assessed within full competitive situations.

### Core skills, to include:

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

### Advanced skills, to include:

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

- Starting:
  - Use of blocks (where relevant)
- Leg action:
  - Foot strike
  - Cadence
- Bend running (where relevant)
- Stride pattern/pacing
- Hurdling with either leg (where relevant)

### Decision making and tactical awareness, to include:

- Pre-race tactics
- Changing and adapting your race tactics
- Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate)
- Timing of kicking for the finish line
- When to dip for the finish line
- Awareness of the rules and regulations of the event and their application (including officials commands/signals)

### Jumping events

Candidates must be assessed within full competitive situations.

**Core skills, to include:**

- Approach
- Synchronisation of arm and leg action
- Take off/pole plant
- Flight
- Landing

**Advanced skills, to include:**

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

- Approach:
  - Hitting appropriate speed for take off
- Efficient transition between technical phases of the movements
- Flight:
  - Appropriate elevation
- Landing:
  - movement of the body beyond initial point of contact (long jump and triple jump)

**Decision making and tactical awareness, to include:**

- Pre-event tactics
- Tactics for qualifying jumps/Entry height and the choice of when to 'pass' on a height/round
- Changing and adapting your jump tactics:
  - Consideration of weather conditions
  - Appropriate distance/number of steps chosen for run up
  - In competition check mark adjustment
- Awareness of the rules and regulations of the event and their application (including officials commands/signals)

**Throwing events**

Candidates must be assessed within full competitive situations.

**Core skills, to include:**

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

**Advanced skills, to include:**

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

- Travel:
  - use of cross step/glide (where applicable)
  - rotational throws (where applicable)
- Release phase:
  - Appropriate angle of release
- Efficient transition between technical phases of the movements

**Decision making and tactical awareness, to include:**

- Pre-event tactics
- Tactics for qualifying throws
- Changing and adapting your throwing tactics:
  - Consideration of weather conditions
  - Check mark adjustments (Javelin only)
- Awareness of the rules and regulations of the event and their application (including officials commands/signals)

## 2e.5. Badminton

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

Learners may be assessed either as a team – doubles **or** as an individual – singles.

The learner(s) is/are assessed performing the acquired and developed skills of badminton.

### **Core skills, to include:**

Candidates must be assessed within full competitive situations.

Serving:

- Short
- Long

Return of serve

Forehand Shots:

- Overhead clear
- Drop shot
- Lift/underarm clear
- Smash
- Drive

Net shots

Backhand shots:

- Drop shot
- Drive

Footwork and court positioning

Teamwork and communication with partner (doubles only)

### **Advanced skills, to include:**

Serving:

- Flick

Backhand shots:

- Overhead clear
- Lift/underarm clear
- Smash

### **Decision making and tactical awareness, to include:**

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations (singles or doubles tactics)
- Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles
- Applying other ploys/tactics to outwit opponent
- intercepting in doubles, disguising your shot, switching positions
- Awareness of the rules and regulations of the sport and their application

## 2e.6. Basketball (not street)

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Stance and footwork:

- Triple threat position
- Pivoting

Passing:

- Chest
- Bounce
- Javelin/overhead

Shooting:

- Set shot
- Jump shot
- Dominant hand lay up

Dribbling:

- Use of either hand

Marking:

- Player with the ball
- Player without the ball
- Intercepting passes

### Advanced skills, to include:

Shooting:

- Non dominant hand Lay up
- Hook shot

Rebounding:

Beating opponents: (individual)

- Fake and drive
- Cross over step

Beating opponents: (team)

- Cutting
- Screening/pick and roll
- Post play (where appropriate)

### Decision making and tactical awareness, to include:

- When to run/pass/shoot/dribble
- Where to run/pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking, zone defence, fast break, tandem defence(against fast break)
- Finding space
- Attacking positioning on court
- Defensive positioning on the court
- Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)



## 2e.7. Blind cricket

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

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

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

#### Batting:

- Selecting and playing the correct shots to the type of ball faced, including:
  - Footwork
  - Defensive shots off front foot
  - Defensive shots off of back foot
  - Off and on drives
  - Square cut
  - Pull shots
  - Running between the wickets
- Teamwork and communication with batting partner

#### Bowling:

- Repetition of action for one style of bowling:
  - Fast, medium or spin
- Line, flight and length of bowl

#### Fielding (outfield, infield and close):

- Judgement of the approaching ball
- Stopping the ball
- Catching
- Pick up and throw to the wicket keeper
- Teamwork and communication

#### Wicket keeping:

- Positioning in relation to pitch and type of bowler
- Stance
- Low and high takes
- Catches
- Stumping

### Advanced skills, to include:

#### Batting:

- Selecting and playing technically advanced shots to the type of ball faced, including:
  - Late cut
  - Hook shots
  - Sweep
  - Backfoot drives
  - Shot improvisation

#### Bowling:

- Variation in delivery in terms of line, flight and length of bowl

#### Fielding (outfield, infield and close):

- Pick up and throw for a run out

#### Wicket Keeping:

- Leg side and off-side takes and catches
- Standing up to medium pace bowlers

### Decision making and tactical awareness, to include:

- Awareness and application of team strategies/tactics
- Selection of appropriate shot
- Understanding and use of positions and roles in batting and fielding
- Principles of attack and defence
- Applying different systems of play in different situations e.g. switching bowling styles to keep the opposition guessing
- Effective decision making for running between wickets
- Awareness of the rules and regulations of the sport and their application

## 2e.8. BMX racing (not tricks/freestyle)

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

The learner is assessed performing the acquired and developed skills of BMX cycle racing.

Candidates must perform and show evidence for both of the following BMX events. Events must take place on recognised national tracks:

- Time trial
- Race

Candidates must be assessed within full competitive situations on a recognised national track.

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

### Core skills, to include:

- Race starting – using start gates
- Finishing
- Posture
- Leg action
- Hand/arm position
- Head carriage
- Pumping over jumps and rhythm sections
- Manuals over jumps and rhythm sections
- Jumping over jumps

### Advanced skills, to include:

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

### Speed Management:

- Down start ramp
- During cornering/berms
- Approaching Jumps and rhythm sections
- Sprint for finish line

### Overall efficiency

- Appropriate pedalling cadence (RPMs)
- Use of and adjustment of speed and braking

### Decision making and tactical awareness, to include:

- Applying tactics to cope with different track and weather conditions
- Applying race tactics
- Applying tactics to overcome any weaknesses you feel you may have
- Awareness of conditions
- Awareness of racing lines and positioning
- Knowing when to tuck or stand
- Awareness of the rules and regulations of the sport and their application including safety equipment

## 2e.9. Boccia

**Learners wishing to take part in this activity must meet the classification criteria. These can be found here: [www.boccia.uk.com/about-boccia](http://www.boccia.uk.com/about-boccia)**

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

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

Learners may be assessed only as an individual – singles.

Candidates must be assessed within full competitive situations.

### **Core skills, to include:**

Propelling the ball:

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

OR

- Using one foot or both feet

OR

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

Shot types:

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

Control of shot:

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

### **Advanced skills, to include:**

Propelling the ball:

- Propelling the ball from boxes 1, 2, 5 and 6 to 7 random areas of the court (including two opponent areas, one area that is a perceived weakness and the jack ball cross), covering a wide range of both:
  - Width (including a very wide position less than 30cm from the sideline)
  - Length (including just over the shortest part of the v-line at 1.5 meters and over 9.5 meters)

Shot types:

- Rolling on top (rolling over a group of balls to sit touching the jack)
- In-off/ricochet

#### Control of shot:

- Use of different pitch points to adjust the distance the ball travels
- Using a Lob (pitching the ball so it impacts directly on the target without hitting the ground first) to improve impact for knock-off or knock-on for more impact.
- Using bounce or spin to avoid blocking balls
- Aiming to take spin (intentional or not) into account
- Use of calibration (BC3s only) to improve consistency.
- Use of different balls for different objectives (i.e. harder ball for hitting shots)
- Use of different throwing techniques for different objectives
- Use of whole box to improve angle

#### Decision making and tactical awareness, to include:

- Which type of shot to make
- Where to aim
- Awareness of tactics in both attacking and defending situations e.g. what do when you are already closest to the Jack
- Principles of attack
- How to create scoring opportunities
- How to strategically position the balls
- Securing a lead
- Knowing when and how to block
- Awareness of strengths/weaknesses and actions of the opposing player
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

## 2e.10. Camogie

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Grip and swing

Striking:

- Stationary sliotar (dominant side)
- Stationary sliotar (non-dominant side)
- whilst moving (dominant side)
- free taking

Catching:

- Roll lift
- Chest
- Face
- Overhead
- Balancing the sliotar on the hurley/camogie stick

Carrying:

- Dribbling
- Palming
- Raising moving sliotar into hand
- Running
- The hand pass
- Doubling forward
- Jab lift
- Solo running

Tackling:

- Ground block
- Ground flick
- Shoulder clash
- Striking from hand
- Simple evasion
- Feint/side stepping

Marking:

- Player with the ball

### Advanced skills, to include:

Striking:

- Whilst moving (non-dominant side)
- From the hand
- Overhead
- Sideline cut

Defending

- Frontal air block
- The hook
- Blocking the sliotar overhead
- The roll off
- Checking

Marking:

- Player without the ball

### Decision making and tactical awareness, to include:

- When to run/pass/tackle/shoot
- Where to run/pass/tackle/shoot
- Which pass to make
- Beating opponents
- Finding space
- Attacking positioning on field
- Defensive positioning on the field
- Supporting team mates through positional cover, providing passing options, communication
- Sliotar distribution/retention
- Defensive plays – man to man marking
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Positioning and organisation at defensive set pieces, calling for the sliotar.
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

## 2e.11. Canoeing

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

2

The learner is assessed performing the acquired and developed skills of canoeing in an outdoor competitive environment.

Learners must be assessed within full competitive situations.

### **Core skills, to include:**

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

Introduction:

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

Strokes:

- Forward paddling using a J stroke
- Ferry glide across a flow using forward paddling and a stern rudder
- Moving sideways on the move with a draw stroke
- Recovery stroke using a low recovery stroke

Turns:

- Turning on the move using Forward Sweeps  
Stern rudder

### **Advanced skills, to include:**

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

Strokes:

- Breaking in and out of the flow using a power pry and cross deck bow rudder

Turns:

- Surfing a wave using a stern rudder

### **Decision making and tactical awareness, to include:**

- Selection of an appropriate canoe and outfitting for moving water
- Selection of clothing appropriate to conditions
- Applying tactics to cope with different weather and water conditions
- Applying tactics in different competitive situations
- Awareness of conditions
- Awareness of strengths/weaknesses and actions of other canoeists
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

## 2e.12. Cricket

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

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

#### Batting:

- Footwork
- Defensive shots off front foot
- Defensive shots off back foot
- Off and on drives
- Square cut
- Pull shots
- Running between the wickets

#### Bowling:

- Repetition of action for **one** style of bowling fast, medium or spin
- Line, flight and length of bowl

#### Fielding: (outfield, infield and close)

- Stopping the ball
- Catching
- Pick up and throw to the wicket keeper – underarm and overarm
- Pick up and throw on the run

#### Wicket keeping:

- Positioning in relation to pitch and type of bowler
- Stance
- Low and high takes

- Catches
- Stumping
- Run outs

### Advanced skills, to include:

#### Batting:

- Late cut
- Hook shots
- Sweep
- Backfoot drives
- Shot improvisation

#### Bowling:

- Variation in delivery in terms of line, flight, speed and length of bowl

#### Fielding: (outfield, infield and close)

- Pick up and throw for a run out – underarm and overarm
- Close or slip catching

#### Wicket keeping:

- Leg side takes and catches
- Standing up to medium pace bowlers

### Decision making and tactical awareness, to include:

- Awareness and application of team strategies/tactics
- Selection of appropriate shot
- Understanding and use of positions and roles in batting and fielding
- Principals of attack and defence
- Applying different systems of play in different situations e.g. switching bowling styles to keep the opposition guessing
- Effective decision making for running between wickets
- Awareness of the rules and regulations of the game and their application

### 2.e.13 Cross country running

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

The learner is assessed performing the acquired and developed skills of cross country running.

Candidates must be assessed within full competitive situations.

#### The following rules must be met:

- Girls courses must be between 3500m-4500m in length.
- Boys courses must be between 6000-7500m in length.
- Learners must complete a flagged and guided course that is off-road, mixed terrain and contains inclines/undulations of at least 20m per course.
- The start must contain a clear run of 250m.
- The finish must contain a clear run of 230m.
- It should not include any roads or artificial surfaces (unless they are being crossed).
- **Flat running e.g. round a track or round the football pitches is not permitted.**

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

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

#### Core skills, to include:

Starting  
Finishing  
Posture  
Leg action  
Arm action  
Head carriage

Hill running

- Ascending
- Descending

#### Advanced skills, to include:

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

Leg action:

- Foot strike
- Cadence

Stride pattern  
Pacing

#### Decision making and tactical awareness, to include:

- Pre-race tactics
- Changing and adapting your race tactics
- Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate)
- Timing of kicking for the finish line
- Adjusting for terrain and conditions
- Awareness of the rules and regulations of the event and their application (including officials commands / signals)



## 2e.14. Cycling

Learners may complete this activity on either the road **or** on a track.

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

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

**Any two** events for AS, chosen from the lists below. (may choose two from the same category)

**One** event for GCE, chosen from the lists below. For the GCE (H555) this should also be assessed against the performance tables supplied in Appendix C. The final mark awarded to the learners will reflect a 1/3 weighting to the skills element and a 2/3 weighting for the performance time element.

This is worked out for you on the PE Activity Marks Submission Form you complete to submit your marks to OCR.

- Track
  - 200m sprint (male and female)
  - 500m time trial (female)
  - 1km time trial (male)
  - 2km pursuit (female)
  - 3km pursuit (male)
- Road
  - 10 mile time trial
  - 25 mile time trial
  - Road racing (for use within the AS only)

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Race starting

Race finishing

- Posture
- Leg action
- Hand/arm position
- Head carriage

### Advanced skills to include:

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

Pacing:

- Climbing and descending (road cycling only)
- During the bank (track cycling only)
- During cornering (road cycling only)

Overall efficiency:

- Appropriate pedalling RPMs
- Appropriate use of gears (if not using a fixed wheel bike)
- Use of and adjustment of speed and braking

Ability to slip stream (where relevant)

### Decision making and tactical awareness, to include:

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

## 2e.15. Dance

Learners may complete this activity in any form of contemporary or required response dance.

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

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

The learner may be assessed in, and can provide evidence for any of the following:

**Ballet**  
**Ballroom**  
**Contemporary**  
**Folk**  
**Irish**  
**Street**  
**Tap**

**For AS level** learners must complete 2 dances of a length sufficient to demonstrate the skills and an appreciation of the stimulus being used.

**For the full GCE level** learners must complete 1 dance of a length sufficient to demonstrate the skills and an appreciation of the stimulus being used.

Learners must produce a written programme prior to assessment and moderation which, depending on the style of dance, will include:

- A description of steps
- Counts/beats
- Explanation of the stimulus selected
- Development of motifs
- Repetition
- Phasing of the dance

**The level of success of the core skills is measured through the movement phases identified below:**

- Posture/placement
- Alignment
- Tension
- Use of space, levels and flight

**The level of success of the advanced skills is measured through the movement phases identified below:**

Movement skills completed with varying:

- Speed
- Energy
- Rhythm
- Flair
- Originality

Candidates must be assessed within full competitive situations.

**Core skills, (applies to all disciplines) to include:**

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

- Ballet:
  - Pirouettes
  - Leaps
  - Balances
- Ballroom:
  - Turns/spins
  - Chasse
  - Walks
- Contemporary:
  - Leaps
  - Balances
  - Turns and traveling
  - Step patterns
- Folk:
  - Step patterns
  - Movement
  - Rhythm
- Irish:
  - Leaps/jumps
  - Balances
  - Turns and traveling
  - Step patterns
- Street:
  - Jumps
  - Holds/grabs
  - Step patterns
  - Turns and traveling
- Tap:
  - Steps with one sound building to compound steps

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

Technique of manoeuvres:

- Aesthetics of movements – body tension/extension, coordination of body parts
- Balance
- Control of body shape

**Advanced skills, (applies to all disciplines) to include:**

Dance movement skills applied to the appropriate discipline being assessed with more efficient and technically difficult versions of:

- Ballet:
  - Pirouettes
  - Leaps
  - Balances
- Ballroom:
  - Turns/spins
  - Chasse
  - Walks
- Contemporary:
  - Leaps
  - Balances
  - Turns and traveling
  - Step pattern
- Folk:
  - Step patterns
  - Movement
  - Rhythm
- Irish:
  - Leaps/jumps
  - Balances
  - Turns and traveling
  - Step patterns
- Street:
  - Jumps
  - Holds/grabs
  - Step patterns
  - Turns and traveling
- Tap:
  - Steps with one sound building to compound steps

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

Technique of manoeuvres completed with high levels of:

- Aesthetics of movements – body tension/extension, coordination of body parts
- Balance
- Control of body shape
- Expression

Choreography of routines:

- Motifs
- Theme and variation
- Repetition
- Climax

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

- Difficulty of routine
- Choreography of routine
- Responses and Interpretation to music
- How to ensure the routine flows
- Body awareness and ensuring that you choose movements that work well for you
- Use of flight – leaps
- Acceleration/deceleration of movements
- Spatial awareness and moving into space
- When to use showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other dancers e.g. adopt a different routine depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

Where dance is on onsite activity, filming is only required if using as part of your sample. If however you cannot reproduce the performance live on the day of moderation, we require you to film this activity, i.e. in situations of team dance where the whole team is not from the school cohort.

## 2e.16. Diving

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

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

Learners are expected to perform eight dives in total, chosen from the lists below. Dives should show the full range of skills of the learner and their performance should contain a mixture of core and advanced dives (as appropriate) to enable the learner to access the mark point they are deserving of.

**The level of success of the core and advanced skills are measured through the movement phases identified below:**

Forwards and backwards take off:

- Arm swing
- Posture
- Hip position
- Height
- Safety

Body shape:

- Aesthetic quality
- Elongated
- Toe position
- Tension

Candidates must be assessed within full competitive situations.

**Core skills, to include:**

**Dives will be performed from a 1m board.**

Travel during the dive:

- Height at apex of dive
- Appropriate distance from board
- Body positioning during dive
- Transition between body positions
- Control

Entry:

- Upright
- Clean
- Straight
- Toes pointed

Type of dive:

- Forward dive piked
- Forward jump, piked (arm swing)
- Inward dive with tuck
- Forward somersault open-pike
- Back dive, ½ twist
- Forward jump
- Pike fall
- Forward somersault piked
- Back dive with tuck
- Reverse dive with tuck
- Inward dive pike
- Forward somersault
- Back dive, ½ twist

**Advanced skills, to include higher tariff dives:**

**Dives may be performed from a 3m or 5m board.**

Type of dive:

- Forward dive piked
- Back tuck roll (crouch)
- Reverse dive with tuck
- Forward 1½ somersault
- 1 twist
- Back dive, ½ twist
- Forward jump, piked
- Forward pike roll
- Forward 1 ½ somersaults, piked
- Back dive with tuck
- Reverse dive piked
- Inward 1½ somersaults tuck
- Inward 1½ Somersault pike
- Back 1½ Somersault, ½ twist

Entry:

- Ripped (no splash)

**Decision making and tactical awareness, to include:**

- Selection of appropriate dives for your ability
  - Selection of appropriate height of board
  - Principles of the dive being completed
  - Applying tactics/strategy in different situations
  - Body awareness
  - Use of flight
- Awareness of strengths/weaknesses and actions of other divers e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
  - Awareness of the rules and regulations of the activity and their application (including judging signals)

## 2e.17. Equestrian

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

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

The learner may be assessed in, and can provide evidence for any of the following:

**Dressage**  
**Show jumping**  
**Cross country**  
**Horse racing**

Candidates must be assessed within full competitive situations.

### Core skills, (applies to all disciplines) to include:

Preparation and handling skills:

- Safe handling
- Putting saddle/bridle on
- Leading the horse
- Safe mounting and dismounting

Rider position and rein hold:

- Posture/body is correctly aligned most of the time
- Position/seat is appropriate most of the time
- Hand and leg position
- Sitting and rising
- Balance
- Control
- Recovery
- Correction
- Rhythm
- Tempo and timing
- Impulsion
- Effectiveness

Use of Aids:

- Natural:
  - Legs – inside and outside
  - Hands – inside and outside

- Body and seat
- Voice
- Artificial: (where relevant)
  - Whips
  - Spurs
  - Knowledge of when they are permitted

Pace work:

- Working at different paces – increase and decrease pace
- Flatwork drills in walk, trot and canter – with stirrups

Jumping: (where required)

- Posture/body is correctly aligned most of the time
- Position/seat is appropriate most of the time
- Hand and leg position
- Control
- Recovery
- Correction
- Rhythm
- Tempo and timing
- Impulsion
- Effectiveness
- Clears jumps up to 1m in height
- Horse may refuse up to 2 jumps in a round
- An intermediate level of faults are given in a round

Tactics appropriate to the discipline, to include:

- Flow of routine/ route over course
- Body awareness
- Use of showmanship (Dressage)

### Advanced skills, (applies to all disciplines) to include:

Rider position:

- Posture/body is correctly aligned all of the time
- Position/seat is appropriate all of the time

Pace work:

- Flatwork drills in walk, trot and canter – without stirrups

**Advanced pace work:**

- Flatwork drills in and the transition between –
  - Free/medium/collected/extended walk
  - Medium/working/collected/extended trot
  - Medium/working/collected/extended canter

**Jumping: (where required)**

- Posture/body is correctly aligned all of the time
- Position/seat is appropriate all of the time
- Clears jumps up to 1.2m in height
- Horse may refuse up to 2 jumps in a round
- An intermediate level of faults are given in a round

**Decision making and tactical awareness, to include:**

- Difficulty of course/routine, balance of difficulty with quality of execution
- Composition and flow of routine (dressage)
- When to change pace
- Which route to take (show jumping/cross country)
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other performers e.g. adopt a different routine/route/pace depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

## 2.e.18 Figure skating

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

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

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

Candidates must be assessed within full competitive situations.

Learners must complete one dance of a length sufficient to demonstrate the skills of the activity and meet the requirements of a full competition entry.

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

### Core skills, to include:

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

Jumps:

- Three jump
- Top loop
- Loop
- Salchow

Spins:

- Upright
- Camel
- Sit

Turns:

- Outside three turns
- Inside three turns

Steps:

- Inside Mohawk
- Outside Mohawk

Skating skills:

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

Transitions:

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

Lifts (pairs only)

- Armpit hold
- Waist hold
- Hand to hip hold

Lifts (ice dance only)

Short:

- Stationary
- Straight line
- Curve

Required elements (synchronised skating only)

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

### Advanced skills, to include:

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

Jumps:

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

Spins:

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

Turns:



- Bracket
- Counter
- Twizzle
- Loop
- Rocker

Steps:

- Choctaw – inside/outside

Lifts (pairs only)

Hand to hand:

- Press
- Lasso:
  - o Top or step
  - o Axel or backwards
  - o Reverse

Lifts (ice dance only)

Short:

- Rotational

Long:

- Reverse rotational
- Serpentine
- Combination

Required elements (synchronised skating only)

- Wheel – with changes to rotational direction / footwork
- Block with addition of step sequences
- Circle with additional of step sequences / travelling
- Intersection from a whip
- Line, incorporating retrogression

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

- Difficulty/tariff of routine to complete
- Composition of routine
- How to respond to and interpret the music (where appropriate)
- How to ensure that the routine flows
- Body awareness, how to move effectively, smoothly and precisely
- Use of flight, when to move
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other skaters e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

## 2.e.19 Futsal

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

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

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

### Core skills, (all outfield positions) to include:

Ball control using:

- Using both feet, chest, thigh
- Shielding the ball
- Direction change
- Sole of foot

Passing (dominant foot):

- Short
- Long
- Kick ins
- parallel, wall & diagonal
- Inside, outside and sole of foot

Non dominant foot passing

Shooting with power and accuracy:

- Short and long range (dominant and non-dominant foot):
- First time

Movement:

- Feinting
- Creating space

Dribbling:

- Use of both feet
- Close control
- Use of sole of foot

Ability to beat opponents 1v1, 2v1:

- Step overs
- Turns
- Give and go / 1-2 with team mates

Tackling:

- Block
- Jockeying

Marking

- Player with the ball

### Core skill, (goalkeeper) to include:

Ball control using:

- Using both feet
- Handling, catching, parrying
- Throws

Passing (dominant foot)

- Short
- Long
- Clearance of backwards passes, goal clearances, throws
- Lofted
- On the ground

Non dominant foot passing

- Inside and outside of the foot

Shot-stopping

- Different shot heights and ranges
- Blocking
- Split saves

**Advanced skills, (all outfield positions) to include:**

Ball control using disguise

Dribbling

- Range of turns/step overs e.g. Maradona and Cruyff

Dominant foot shooting

- Disguised finishing
- Volleys and half volleys
- First time

Non dominant foot shooting:

- Use of swerve

Ability to beat opponents:

- Feinting
- Blocking / Screening

Marking

- Off the ball marking

Defending:

- Cutting passing lines
- When overloaded

**Advanced skills, (goalkeeper) to include:**

Defending penalties/direct free kicks

One against ones

Two against ones

Defending set plays

Clearance of back passes (non-dominant foot)

**Decision making and tactical awareness, to include:**

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Use of timeouts
- When to substitute
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners
  - Attacking positioning on the field
  - Defensive positioning on the field
  - Defensive plays – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at set pieces, communication, command of area, use of penalty area to judge interceptions (goalkeeper only)

## 2e.20. Gaelic football

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

The learner is assessed performing the acquired and developed skills of gaelic football

Candidates must be assessed within full competitive situations.

### Core skills, (all outfield positions) to include:

Catching: (with either or both hands)

- Body
- Low
- Reach

Maintaining possession:

- The bounce
- The toe tap

Kicking:

- Punt (dominant and non-dominant side)
- Hook (dominant side)
- Penalty (dominant side)
- From the floor and from the hand (dominant and non-dominant side)

Passing: (mostly dominant side passing with some non-dominant seen at times)

- Fist
- Hand

Tackling:

- Side to side charge
- Simple evasion
- Roll off
- The near/hand tackle
- The block down
- Feint/side stepping

Marking:

- Player with the ball

Shooting:

- Kicking the ball
- Punching the ball

### Core skills, (goalkeeper) to include:

Catching: (with either or both hands)

- Body
- Low
- Reach

Kicking:

- Punt (dominant and non-dominant side)
- Hook (dominant side)
- From the floor and from the hand (dominant and non-dominant side)

Passing: (mostly dominant side passing with some non-dominant seen at times)

- Fist
- Hand

Shot-stopping:

- Catching
- Kicking

### Advanced skills, (all outfield positions) to include:

Catching: (with either or both hands)

- Crouch lift
- High

Maintaining possession:

- Soloing

Kicking: (dominant and non-dominant side)

- Hook

Passing: (can be performed equally on dominant and non-dominant sides)

- Fist
- Hand

Tackling:

- The near/hand tackle
- The block down
- Checking

#### Marking:

- Player without the ball

#### Advanced skills, (goalkeeper) to include:

##### Catching: (with either or both hands)

- Crouch lift
- High

##### Kicking: (dominant and non-dominant side)

- Hook

##### Passing: (can be performed equally on dominant and non-dominant sides)

- Fist
- Hand

##### Shot-stopping:

- Punching
- Different shot heights and ranges

#### Decision making and tactical awareness, to include:

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners
  - Attacking positioning on the field
  - Defensive positioning on the field
  - Defensive plays – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces

## 2e.21. Goalball

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

**The laws of the game also state that all players must have a visual impairment and that all players wear eyeshades, ensuring that no one can see.**

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Positioning:

- In attack
- In defence

Throws – from stationary:

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

Throws – with one or more strides:

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

Anticipation:

- Spatial awareness of court and team positioning
- Auditory localisation
- Reaction time

- Awareness of timekeeping

Defence – barrier position:

- Dominant side

Advanced skills, to include:

Throws – with one or more strides:

- Non-dominant bounce shot
- Non-dominant rotation shot
- Bounces once in each required zone
- With 360 degree turn

Defence – barrier position:

- Non-dominant side

### Decision making and tactical awareness, to include:

- Selection of appropriate throw
- Understanding of roles
- Principals of attack and defence
- Applying different systems of play in different situations e.g. when winning or losing
- Applying other plays/tactics to outwit opponent
- Effective decision making in defence and attack
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other players e.g. left handed players
- Awareness of the rules and regulations of the sport and their application

## 2e.22. Golf

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

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

Learners should be assessed on both isolated movement patterns and under a normal competitive environment (medal or stableford).

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Course management:

- Club selection
- Target accuracy

Putting:

- < 2 Foot
- 2 – 6 Foot
- 6 – 10 Foot

Short irons: (9, PW, SW, LW)

- Chipping
- Pitching

Mid irons: (5, 6, 7, 8),

- Stroke action from fairway

Long irons: (3, 4)

- Stroke action from fairway

Fairway woods/hybrids:

- Stroke action from fairway

Driving:

- Stroke action

Playing from different lies:

- Fairway
- Light rough
- Deep rough

### Advanced skills, to include:

Course management:

- Distance control

Putting:

- > 10 Foot
- Uphill
- Downhill

Short irons: (9, PW, SW, LW)

- Bunker play (greenside and fairway)
- Punch
- Flop
- Spin control

Mid irons: (5, 6, 7, 8)

- Stroke action from tee
- Draw
- Fade

Long irons: (3, 4)

- Stroke action from tee
- Draw
- Fade

Fairway woods/hybrids:

- Stroke action from tee
- Draw
- Fade

Driving:

- Draw
- Fade

Playing from different lies:

- Ball above the feet
- Ball below the feet

### Decision making and tactical awareness, to include:

- When to opt for safe, strategic or aggressive play
- How to plan for a 'break' (Left, Right and Multiple) on the green and how to control your putt

- How much power to put into a stroke in order to control the distance the ball travels
- Awareness of how far the ball carries off of different clubs
- Where to aim for optimal target accuracy
- Awareness of environmental conditions and how they can affect the shots you play
- Awareness of how the lie of the ground can affect the shot selection
- Off the green
- In a playable hazard
- Divots
- Awareness of the rules and regulations of the sport and their application



## 2e.23. Gymnastics

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

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

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

### **Olympic gymnastics –**

Vaulting

Floor

Pommel horse (male)

Rings (male)

Bar (male)

Asymmetric/uneven bars (female)

Beam (female)

Or

### **Rhythmic gymnastics –**

Ball

Clubs

Hoops

Rope

Ribbon

Where a routine is required it should be of a length sufficient to demonstrate the full range of core and advanced skills the learner is capable of (and if applicable, an appreciation of the stimulus being used) to enable the learner to access the mark point they are deserving of.

Candidates must be assessed within full competitive situations.

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

**Core skills, to include as applicable to the disciplines chosen:**

Olympic gymnastics skills applied to the appropriate discipline being assessed with intermediate tariff versions of:

Take off, flight and landing:

- Rolls – forward and backward variations:
  - to straddle
  - dive forward

Balances using different parts of the body

Cartwheels

Round offs

Jumps/leaps

Twists/pivots

Steps

Tumbling lines

Dance elements

Transitions

Low tariff release/dismounts off equipment

Basic vaulting:

- Squat and straddle
- Handspring
- Long arm
  - Run up
  - Use of spring board/trampette
  - dismount

Pommel horse:

- Single and double leg work
- Clockwise or counter-clockwise
- Turns

Rings:

- One static strength move within your routine

Bar/bars:

- Controlled swinging/circling

Rhythmic gymnastics skills applied to the appropriate discipline being assessed with intermediate tariff versions of:

Skipping

Circles

Figures of 8

Balancing equipment on the body

Swinging

Throwing

Rolling

Rotating

Clubs:

- Tapping/beating

Hoop:

- Passing through/over

Ball:

- Trapping
- Bouncing

Ribbon:

- Coils
- Snaking
- Spiralling

### Advanced skills, to include:

Olympic gymnastics skills applied to the appropriate discipline being assessed with high tariff versions of:

Advanced rolls – roll to handstands

Hand/head springs

Somersaults

Saltos – forwards/backwards

Walkover

Higher tariff dismounts off equipment

Advanced vaults:

- Handspring with half turn on/off
- Round off over vault
- Longarm with full twist
- Any vault from the FIG code of points

Pommel horse:

- Flares

Rings:

- Two or more static strength moves within your routine

Rhythmic gymnastics skills applied to the appropriate discipline being assessed with high tariff versions of:

Skipping

Circles

Figures of 8

Balancing equipment on the body

Swinging

Throwing

Rolling

Rotating

Clubs:

- Tapping/beating

Hoop:

- Passing through/over

Ball:

- Trapping
- Bouncing

Ribbon:

- Coils
- Snaking
- Spiralling

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

- Difficulty/tariff of routine to complete
- Composition of routine
- How to respond to and interpret the music (where appropriate)
- How to ensure that the routine flows
- Body awareness, how to move effectively, smoothly and precisely
- Use of flight, when to move
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other gymnasts e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

## 2e.24. Handball

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

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

Candidates must be assessed within full competitive situations.

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

Catching: (two handed)

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

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

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

Positions for catching the ball:

- Frontal
- Sideways

Dribbling with either or both hands

Passing:

- Standing
- Running
- Forward jumping

Shooting (as appropriate to your position):

- Vertical jump shot
- Shot in place
- Shot in movement

Offensive and defensive movement:

- Feinting with the body
- Feinting a shot
- Feinting a pass
- Screening an opponent without the ball
- Tackling

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

Catching: (one handed, assisted on both sides)

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

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

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

Shooting (as appropriate to your position):

- Striding/jump shot
- Shot whilst falling

Offensive and defensive movement:

- Stealing the ball
- Screening an opponent with the ball

### **Decision making and tactical awareness, to include:**

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
  - Attacking positioning on the field
  - Defensive positioning on the field
  - Defensive plays – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication

## 2e.25. Hockey

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

The learner is assessed performing the acquired and developed skills of hockey

Candidates must be assessed within full competitive situations.

### Core skills, (all outfield positions) to include:

Front and reverse stick passing:

- Push
- Hit
- Slap

Receiving the ball whilst stationary:

- Using Reverse stick

Dribbling:

- Keeping the ball on the stick
- Tap dribbling

Shooting:

- Open side hitting technique

Tackling:

- Block
- Jab – front and reverse

Marking:

- Player with the ball

### Core skills, (goalkeeper) to include:

Shot stopping:

- Ground saves
- Controlled kicking
- Kick clear
- Block save
- Right leg save
- Left leg save

### Advanced skills, (all outfield positions) to include:

Open or reverse stick passing:

- Flick

Receiving the ball whilst on the move

Dribbling:

- Indian dribble
  - Close control

Shooting:

- Reverse stick technique

Marking:

- help side marking (non-ball side)
- ball side marking (man to man)

Tackling

- Front and reverse shave

### Advanced skills, (goalkeeper) to include:

Shot stopping:

- Penalties
- Ariel saves (stick and glove side)

Interceptions:

- Slide tackles (open and reverse)
- Diving
- Closing down

Specialist saves:

- Penalty corners
- 8 second one on one

**Technical Decision making:****With the ball:**

- Timing of the dribble/pass/shot
- Accuracy of pass/shot/angle of dribble
- Choice of passing technique
- Choice of scoring technique

**Without the ball:**

- Timing of the tackle
- Accuracy of the tackle
- Choice of tackling technique

**Tactical Awareness:****With the ball:**

- Attacking penalty corners
- Attacking long corners
- Attacking free hits outside the circle
- Out letting (16 yards)
- Attacking positioning on the field

**Without the ball:**

- Defending penalty corners
- Defending long corners
- Defending free hits outside the circle
- The defensive press (16 yards)
- Defensive positioning on the field
- Man to man vs zonal marking

**Goalkeepers:**

- Positioning and organisation of defenders at set pieces, communication, command of the D.

**General:**

- Knowledge of the rules of the game and their application (including refereeing signals).

## 2e.26. Hurling

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Grip and swing

Striking:

- Stationary sliotar (dominant side)
- Stationary sliotar (non-dominant side)
- Whilst moving (dominant side)
- Free taking/taking a free

Catching:

- Roll lift
- Chest
- Face
- Overhead
- Balancing the sliotar on the hurley
- Jab lift
- Solo running

Carrying:

- Dribbling
- Palming
- Raising moving sliotar into hand
- Running
- The hand pass
- Doubling forward

Tackling:

- Ground block
- Ground flick
- Shoulder clash
- Striking from hand
- Simple evasion

Marking:

- Player with the ball

### Advanced skills, to include:

Striking:

- Whilst moving (non-dominant side)
- From the hand
- Overhead
- Sideline cut

Defending:

- Frontal air block
- The hook
- Blocking the sliotar overhead
- The roll off
- Feint/side stepping
- Checking

Marking:

- Player without the ball

### Decision making and tactical awareness, to include:

- When to run/pass/tackle/shoot
- Where to run/pass/tackle/shoot
- Which pass to make
- Beating opponents
- Finding space
- Attacking positioning on field
- Defensive positioning on the field
- Supporting team mates through positional cover, providing passing options, communication
- Sliotar distribution/retention
- Defensive ploys – man to man marking
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Positioning and organisation at defensive set pieces, calling for the sliotar.
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

## 2e.27. Ice hockey

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include: (skaters)

Skating (forwards):

- Stride
- C cuts – both sides
- Slalom

Skating (backwards):

- Stride
- C cuts – both sides
- Slalom

Direction changes:

- Tight turns – left and right
- Crossovers (forwards and backwards)  
(this needs to be fulfilled both clockwise and anti-clockwise)

Stopping:

- Hockey stop forwards – left and right
- Backward stops single foot – left and right

Passing:

- Forehand
- Backhand

Puck control – moving:

- Side-side
- Front-back
- Toe drags
- Figure 8

Shooting:

- Wrist shot
- Slap shot
- Snap shot
- Rebound

Checking:

- Poke
- Sweep

Faking:

- Head
- Shoulder

### Advanced skills, to include: (skaters)

Skating (forwards):

- Alternating C cuts
- Inside edges – left and right
- Outside edges – left and right

Direction changes:

- Pivots – forward to backwards (left and right)
- Pivots – backwards to forwards (left and right)
- Mohawk – left and right

Passing:

- Saucer

Puck control – moving:

- One hand (forehand and backhand)
- Foot control/coordination (recovery)
- Backwards

Shooting:

- One timer
- Backhand
- Breakaway

Checking:

- Body contact – angling
- Stick lift
- Stick press

Faking:

- Stick fake
- Shooting fake

**Core skills, to include: (net minder)**

## Stance:

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

## Positioning:

- Depth
- Angle

## Skating:

- T push
- Shuffle
- C cuts forwards and backwards
- Butterfly slide

## Shot stopping:

- Half and full butterfly
- Rebound control
- Glove catch
- Stick save

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

## Shot stopping:

- Recovery

## Shot stopping:

- Angle positioning
- Anticipatory positioning
- Reaction time

**Decision making and tactical awareness, to include:**

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, penalties
- Attacking positioning on the ice
- Defensive positioning on the ice
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at set pieces, communication



## 2e.28. Inline roller hockey

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

The learner is assessed performing the acquired and developed skills of inline roller hockey.

Candidates must be assessed within full competitive situations.

### Core skills, to include: (skaters)

Skating (forwards):

- Stride
- C cuts – both sides
- Slalom

Skating (backwards):

- Stride
- C cuts – both sides
- Slalom

Direction changes:

- Tight turns – left and right
- Crossovers (forwards and backwards)  
(this needs to be fulfilled both clockwise and anti-clockwise)

Stopping:

- Hockey stop forwards – left and right
- Backward stops single foot – left and right

Passing:

- Forehand
- Backhand

Puck control – moving:

- Side-side
- Front-back
- Toe drags
- Figure 8

Shooting:

- Wrist shot
- Slap shot
- Snap shot

- Rebound

Checking:

- Poke
- Sweep

Faking:

- Head
- Shoulder

### Advanced skills, to include: (skaters)

Skating (forwards):

- Alternating C cuts
- Inside edges – left and right
- Outside edges – left and right

Direction changes:

- Pivots – forward to backwards  
(left and right)
- Pivots – backwards to forwards  
(left and right)
- Mohawk – left and right

Passing:

- Saucer

Puck control – moving:

- One hand (forehand and backhand)
- Foot control/coordination (recovery)
- Backwards

Shooting:

- One timer
- Backhand
- Breakaway

Checking:

- Body contact – angling
- Stick lift
- Stick press

Faking:

- Stick fake
- Shooting fake

**Core skills, to include: (net minder)**

## Stance:

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

## Positioning:

- Depth
- Angle

## Skating:

- T push
- Shuffle
- C cuts forwards and backwards
- Butterfly slide

## Shot stopping:

- Half and full butterfly
- Rebound control
- Glove catch
- Stick save

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

## Shot stopping:

- Recovery

## Shot stopping:

- Angle positioning
- Anticipatory positioning
- Reaction time

**Decision making and tactical awareness, to include:**

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, penalties
- Attacking positioning on the rink
- Defensive positioning on the rink
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at set pieces, communication

## 2e.29. Kayaking

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

The learner is assessed performing the acquired and developed skills of kayaking, which allows for the demonstration of all skills on grade 3 moving water.

Candidates must be assessed within full competitive situations.

### Core skills, to include:

#### These skills should be demonstrated on moving water at grade 3 or above

##### Introduction:

- Launching and landing
- Stopping/emergency stop
- Capsize and roll

##### Strokes:

- Forward paddling
- Breaking in and out of the flow using forward paddling and forward sweeps
- Recovery stroke using a low recovery stroke

##### Turns:

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

Peer rescue in deep water

### Advanced skills, to include:

#### These skills should be demonstrated on moving water at grade 3 or above

##### Strokes:

- Use of a wave/feature to manoeuvre using a forward paddling and stern rudder/squeeze

##### Turns:

- Surfing a wave using a stern rudder

Cutting in and out of moving water

#### Decision making and tactical awareness, to include:

- Selection of an appropriate kayak and outfitting for moving water
- Selection of clothing appropriate to conditions
- Applying tactics to cope with different weather and water conditions
- Applying tactics in different competitive situations
- Awareness of conditions
- Awareness of strengths/weaknesses and actions of other kayakers
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

## 2e.30. Lacrosse

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

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

Candidates must be assessed within full competitive situations.

### Core skills, (all outfield positions) to include:

Drawing:

- Push
- Pull

Possession:

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

Ground balls:

- Position and action for some angles of pick up

Boxing out

Receiving the ball:

- From the front
- From the left or the right
- Cradle action
- On the run from some angles
- From the left and the right

Passing the ball:

- Change of hand position for overarm throw
- Passing over different distances

Self starts

Tackling and body checking:

- Closing down
- Tackling safely
- Positioning 'goal side' and 'ball side'
- Stick tackles (within the rules)

Shooting:

- Bounce shots
- Short shots

Dodging:

- Moving to either side of a defender
- Protecting the stick

Marking:

Player with the ball

### Core skills, (goalkeeper) to include:

Ground balls:

- Position and action for some angles of pick up

Receiving the ball:

- From the front
- From the left or the right
- Cradle action
- On the move from some angles
- From the left and the right

Passing the ball:

- Change of hand position for overarm throw
- Passing over different distances

Shot stopping:

- Different heights
- From different distances

### Advanced skills, (all outfield positions) to include:

Ground balls:

- Position and action for all possible angles of pick up

Receiving the ball:

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

Shooting:

- Corner shots

**Dodging:**

- Rolling dodge
- Using fakes

**Marking:**

- Player without the ball
- Interceptions

**Advanced skills, (goalkeeper) to include:****Ground balls:**

- Position and action for all possible angles of pick up

**Receiving the ball:**

- From the rear/over the shoulder
- On the move from all angles

**Decision making and tactical awareness, to include:**

- When to pass/tackle/shoot/switch stick hands
- Where to pass/tackle/shoot
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/penalty
  - Attacking positioning on the field
  - Defensive positioning on the field
  - Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication

## 2e.31. Netball

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

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

Candidates must be assessed within full competitive situations.

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

Footwork:

- Stopping/landing
- Pivoting

Dodging

Ball handling:

- Catching whilst stationary
- Catching in the air

Passing over any distance:

- Chest
- Overhead
- Bounce
- Shoulder pass

Shooting: (GS and GA only)

- Stationary
- Stepping

Rebounds (GA, GS, GD, GK only)

Marking:

- Player with the ball
- Player without the ball
- Shadowing

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

Dodging:

- Holding space

Ball handling:

- Catching on the run
- One handed receiving
- Catching and turning in the air before landing

Passing over mid-long distance:

- On the move

Defence:

- Interception
- Screening

**Decision making and tactical awareness, to include:**

- When to pass/shoot/dodge
- Where to pass/shoot/dodge
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/penalty
  - Attacking positioning on the court
  - Defensive positioning on the court
  - Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at set pieces, communication

## 2e.32. Polybat

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

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

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

Learners may be assessed only as an individual – singles.

The learner(s) is/are assessed performing the acquired and developed skills of polybat.

Candidates must be assessed within full competitive situations.

### **Core skills, to include:**

Service:

- Varied angle of strike to a side panel
- Use of different side panels

Return of service

Strokes:

- Hit
- Push
- Forehand
- Backhand
- Pace of ball is consistently the same
- Ability to keep ball on the table

Positioning and reactions:

- Being in the right place
- Having your bat in the right place
- Bat placement
- Low-medium speed of reaction to the ball

### **Advanced skills, to include:**

Service:

- Varied angle of strike to both side panels

Strokes:

- Variation in pace of ball

Positioning and reactions:

- Anticipating the ball
- fast speed of reaction to the ball

### **Decision making and tactical awareness, to include:**

- Selection of appropriate shot
- Understanding of positioning for attack and defence
- Principals of attack and defence
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent e.g. adjusting the speed of return
- Awareness of strengths/weaknesses and actions/ability of your opposition
- Awareness of the rules and regulations of the sport and their application

## 2e.33. Powerchair football

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

These can be found at: <http://www.thefa.com/get-involved/player/disability/grassroots-disability-football/powerchair-football>

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

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

Candidates must be assessed within full competitive situations.

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

Ball Control using:

- Using front of chair
- Using the side of the chair

Passing:

- Short
- Long
- Using both edges of the chair
- Goal kicks (goalkeeper only)
- Kick ins
- Free kicks
- 180 degree spin

Shooting:

- Short range
- Shot-stopping (goalkeeper only)
  - Short range shots
  - blocking

Dribbling:

- Close control

Tackling:

- Jockeying

Marking:

- Player with the ball

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

Passing:

- Power
- 360 degree spin

Shooting:

- Long range
- Shot-stopping (goalkeeper only)
  - different shot ranges
- Penalty kicks

Dribbling:

- Ability to beat opponents

Marking:

- Player without the ball

Defence:

- Blocking

**Decision making and tactical awareness, to include:**

- When to pass/shoot/block
- Where to pass/shoot/block
- Which pass to make
- Awareness of the 2 on 1 rule and its application to the game
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners
  - Attacking positioning on the court
  - Defensive positioning on the court
  - Defensive plays – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication, command of area (goalkeeper only)



## 2e.34. Rock climbing

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

The learner is assessed performing the acquired and developed skills of rock climbing either indoors or outdoors.

Candidates must be assessed within full competitive situations.

Learners take part in competitions for either:

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

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

### Core skills, to include:

#### Technical Safety:

- Understanding of the hazards and risks involved with climbing.
- Fitting of equipment:
  - Harness
  - Helmet
 (climbing outdoors or if centre uses them still)
- Attaching rope to harness with figure of 8 knot
- Pre climb checks and communication:
  - Harness
  - Knot
  - Belay plate
  - Climbing calls
- Belay a climber using correct hand sequence
- Lower a climber to the ground in a controlled manner
- Attaching to ground anchors.
- Belay Holding a simple climbing fall (controlled/pre warned)
- Descend from a boulder wall correctly

#### Core Techniques:

- Upper body:
  - Jugs
  - Crimps
  - Matching
  - Side pulls
  - Undercuts
  - Slopers
  - Straight arm hang
- Lower body:
  - Edging
  - Smearing
  - Foot swaps
  - Step through
  - Bridging

#### Physical skills:

- Ascend a rock face making route assessment
- Tie a figure of 8
- Safe Use of a boulder wall or low-level traverse
- Understanding of basic warm ups
- Knowledge of climbing and bouldering grades
- Identify and use a variety of different handholds
- Identify and use a variety of different footholds
- Demonstrate an understanding of centre of gravity/balance and weight transfer (and basic climbing techniques)

#### Technical:

- Belay using a variety of different belay devices
- Belay holding random/surprise falls
- Abseil confidently in a controlled manner halting descent when asked.

#### Physical:

- Climb a chosen route with increased difficulty
- Climb on more challenging terrain such as overhanging walls
- Take part in a competitive environment eg. speed climbing or climbing competition (in house)
- Use more advanced climbing techniques.

**Advanced techniques:**

- Flagging
- Heel/toe hook
- Rock over
- Frogging
- Deadpoint
- Lay back
- Drop knee/Egyptian.

**Decision making and tactical awareness, to include:**

- Use of appropriate equipment
- Which route to take
- When to take risks
- Applying tactics to cope with different

conditions/levels of difficulty

- Applying tactics to a competitive environment
- Awareness of conditions
- Awareness of strategies/tactics when climbing
- Awareness of strengths/weaknesses and actions of other climbers e.g. ability to complete a more technical route and moves to beat an opponent
- Application of safety principles
- Awareness of the rules and regulations and their application in competitive situations

## 2e.35. Rowing

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

Candidates must be assessed within full competitive situations.

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

### Core skills, to include:

Phases of rowing:

- Catch
- Draw
- Finish
- Recovery
- Balance

Demonstrating appropriate positioning of the:

- Legs
- Body
- Arms
- Posture

Rowing on either stroke or bow side

Paddling

Teamwork and communication with partner/teammates/cox

### Advanced skills, to include more efficient versions of:

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

Phases of rowing:

- Catch
- Draw
- Finish
- Recovery
- Balance

Being able to row on both stroke and bow side equally and as required

Working together as a co-ordinated team

### Decision making and tactical awareness, to include:

- Speed of start
- Selection of appropriate boat size (2, 4, 8, coxed or uncoxed)
- Understanding your partner/teammates and working together
- Principles of attack and defence
- Race tactics in relation to either sprint or head race events
- River positioning
- Tactical rowing e.g. when to lead, when to follow and when to kick for the finish
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other rowers
- Awareness of the rules and regulations of the sport and their application

## 2e.36. Rugby league

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Handling and carrying skills:

- Picking up a ball:
  - Stationary
  - Moving
  - Falling on the ball

Passing:

- Both hands in either direction
- Off-loading
- Kicking

Receiving:

- On the move

Running with the ball, balanced running

Beating opponents:

- Hand off
- Side-step
- Change of pace/direction
- Kick ahead
- Feint
- Swerve
- Dummying

Try scoring:

- Grounding the ball with downward pressure
- When and when not to use one/two hands

Playing the ball in contact:

- Retaining the ball
- Play of the ball

Contact skills:

Tackling

- Basic technique from front and side
- Close contact tackling

### Advanced skills, to include:

Handling and carrying skills:

Passing:

- Spin, both ways

Contact skills:

Beating opponents

- Switching
- Other set plays

Contact skills:

Tackling:

- Basic technique from rear
- Smothering

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

- Scrum – individual positions and roles, ball distribution, support play once ball is out
- Set scrummaging – binding, position of feet;
- Kicking – high ball, grubber, box, place, positional, drop outs, place or drop kicking for conversions/penalties/drop goal

### Decision making and tactical awareness, to include:

- When to run/pass/kick
- Where to run/pass/kick
- Which pass to make
- Controlled phase possession
- Collective alignment
- Methods to cross the gain line
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
  - Attacking positioning on the field
  - Defensive positioning on the field
  - Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

## 2e.37. Rugby union

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Handling and carrying skills:

- Picking up a ball:
  - Stationary
  - Moving
  - Falling on the ball

Passing:

- Both hands in either direction
- Off-loading
- Kicking

Receiving:

- On the move
- Stationary
- Ground pick-up

Running with the ball, balanced running

Beating opponents:

- Hand off
- Side-step
- Change of pace/direction
- Feint
- Swerve
- Dummying

Try scoring:

- Grounding the ball with downward pressure
- When and when not to use one/two hands

Contact skills:

Tackling:

- Basic technique from front, side and rear
- Close contact tackling

Ruck:

- Going to ground
- Placing ball behind
- Support roles
- Clear out

Maul:

- Staying on feet
- Body positioning
- Support roles
- Rolling maul
- Tactics

### Advanced skills, to include:

Handling and carrying skills:

Passing:

- Spin, both ways

Beating opponents:

- Switching

Contact skills:

- Jackal
- Counter ruck

Tackling:

- Smothering

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

- Scrum – individual positions and roles, collective skills of pushing and holding, ball distribution, support play once ball is out
- Set scrummaging – binding, position of feet; angle of drive for each row
- Line out play – tactics, roles and support
- Kicking – high ball, grubber, box, place, positional, drop outs, place or drop kicking for conversions/penalties/drop goal

**Decision making and tactical awareness, to include:**

- When to run/pass/kick
  - Where to run/pass/kick
  - Which pass to make
  - Controlled phase possession
  - Collective alignment
  - Methods to cross the gain line
  - Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Attacking positioning on the field
  - Defensive positioning on the field
  - Defensive plays – man to man marking
  - Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
  - Awareness of the rules and regulations of the game and their application (including refereeing signals)

## 2e.38. Sailing

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

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

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

Individual - single hander

- ILCA 6 (laser radial)
- ICLA 7 (laser standard)

Team - double hander

- 29ER
- 420
- Nacra 15

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

### Core skills, to include:

Introduction:

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

Starting

Finishing

Landing

Tacking:

- Port
- Starboard

Sail setting:

- Main sheet

Points of sail:

- Beam reach
- Board reach
- Running

Boat balance

Fore and aft trim

Centre board positioning

Knot tying:

- Double overhand
- Sheet bend
- Round turn, two half hitch
- Figure 8
- Reef
- Clove hitch
- Bowline

Tacking

Balance

Centre board positioning

### Advanced skills, to include:

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

Gybe

- Port
- Starboard

Points of sail

- Close haul
- Closed reach

Navigation:

- Course made good
- Racing line

#### Overall efficiency

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

#### Decision making and tactical awareness, to include:

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



## 2e.39. Sculling

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

Candidates must be assessed within full competitive situations.

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

### Core skills, to include:

Phases of sculling

- Catch
- Draw
- Finish
- Recovery
- Balance
- Steering

Demonstrating appropriate positioning of:

- Legs
- Body
- Arms
- Hands
- Posture

Paddling

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

### Advanced skills, to include more efficient versions of:

Phases of sculling

- Catch
- Draw
- Finish
- Recovery
- Balance
- Steering

Working together as a co-ordinated team (doubles or fours only)

### Decision making and tactical awareness, to include:

- Speed of start
- Selection of appropriate boat size (1, 2, 4, coxed or uncoxed)
- Understanding your partner/teammates and working together
- Race tactics in relation to either sprint or regatta events
- River positioning
- Tactical rowing e.g. when to lead, when to follow and when to go 'all out' for the finish
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other rowers
- Awareness of the rules and regulations of the sport and their application

## 2e.40. Skiing

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

The learner is assessed performing the acquired and developed skills of (alpine) skiing. Learners must be assessed on snow, however this may be outdoors or inside. The use of dry ski slopes is not permitted.

Candidates must be assessed within full competitive situations.

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

### Core skills, to include:

#### These should be demonstrated on appropriate terrain on a minimum of a red run

- Ascend and descend a short slope of moderate gradient
- Control rate of descent by ploughing
- Control speed and direction of travel whilst plough steering
- Show the development of plough steering to plough parallel turning
- Show plough parallel turning over a range of amplitudes
- Skid to a halt to both sides
- Show rhythmical parallel turning with a pole plant across a variety of conditions
- Parallel turning showing carved and skidded arcs as requested by assessor and/or as appropriate
- Parallel turning showing carved and skidded arcs as appropriate

### Advanced skills, to include:

#### These should be demonstrated on appropriate terrain on a black run

- Modify tempo and intensity of turning to control speed of travel as appropriate
- Make rhythmical arcs within differing corridors
- Make rhythmical arcs and change amplitude of arcs during the descent
- Skate round arcs [showing support against outside ski before the skis travel through fall line)
- Make rhythmical short radius turns staying in or close to the fall-line on steeper terrain
- Perform linked turns leaving well defined tracks without skidding and using the shape and side-cut of the ski to change direction

**Quality of performance:** Across all tasks the learner should show and maintain appropriate posture and balance with good coordination of biomechanically sound movements.

### Decision making and tactical awareness, to include:

- Application of safety principles including knowledge of the ski way code
- Select appropriate competitions considering their own ability
- Selection and application of appropriate skills
- Choosing an appropriate line when skiing in a competition course, terrain park, or in Moguls.
- Modify speed and line as a response to more challenging terrain, conditions or course
- React to changing snow and/or weather characteristics
- Awareness of hazards [including an ability to identify/predict hazards which are probable though unseen]
- Awareness of the rules and regulations of the sport and their application

## 2e.41. Snowboarding

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

The learner is assessed performing the acquired and developed skills of snowboarding. Learners must be assessed on snow, however this may be outdoors or inside. The use of dry ski slopes is not permitted.

Candidates must be assessed within full competitive situations.

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

### Core skills, to include:

**These should be demonstrated on appropriate terrain on a minimum of a red run**

- Identify key components of snowboard equipment
- Ascend and descend a short slope of moderate gradient
- Control rate of descent by side-slipping (toe and heel edge)
- Control speed and direction of travel whilst side-slipping on both edges [diagonal side-slipping]
- Use a ski lift
- Show a development of 'falling leaf' over into the fall line, where steering is achieved by 'twisting' the board (foot steering) on both toe and heel edge
- Show 'falling leaf over' a range of angles of descent
- Show linked basic turning with rhythmical arcs
- Skid to a halt – (from both edges)
- Show rhythmical turning across a variety of conditions
  - Linked turning showing carved and skidded arcs as appropriate

### Advanced skills, to include:

**These should be demonstrated on appropriate terrain on a black run**

- Modify tempo and intensity of turning to control speed of travel as appropriate
- Make rhythmical arcs within a corridor
- Able to make rhythmical arcs and change amplitude of arcs during the descent
- Link switch turns (travelling with the back foot leading) on easier terrain
- Perform linked turns leaving a thin line without skidding using the shape and side-cut of the board to change direction
- Perform frontside and backside 180's and/or ride switch confidently
- Show various grabs over a small jump
- Perform creatively in a terrain park

**Quality of performance:** Across all tasks the learner should show and maintain appropriate posture and balance with good coordination of biomechanically sound movements.

### Decision making and tactical awareness, to include:

- Application of safety principles including knowledge of the ski way code and/or snow park etiquette
- Select appropriate competitions considering their own ability
- Selection and application of appropriate skills
- Choosing an appropriate line when riding in a competition course or terrain park
- Modify speed and line as a response to more challenging terrain, conditions or course
- React to changing snow and/or weather characteristics
- Awareness of hazards [including an ability to identify/predict hazards which are probable though unseen]
- Awareness of the rules and regulations of the sport and their application

## 2e.42. Squash

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

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

The learner(s) is/are assessed performing the acquired and developed skills of squash.

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Serving

Return of serve

Drives: (forehand and backhand)

- Straight drive
- Cross court

Boasts: (forehand and backhand)

- Simple boast
- Trickle boast

Boasts: (forehand)

- Squeeze boast
- Back wall boast
- Skid boast

Volleys (forehand and backhand)

Drop shot

Lob:

- Cross court
- straight

Kill shots (forehand and backhand)

- Simple kill shot

Teamwork and communication with partner (doubles only)

### Advanced skills, to include:

Boasts: (backhand)

- Squeeze boast
- Back wall boast
- Skid boast

Lob: (forehand and backhand)

- Cross court
- Straight

Kill shots:

- Nick shot (forehand only)
- Rolling nick (forehand only)
- Corkscrew

Footwork and court positioning

### Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principals of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence e.g. dominating the T, interference and obstruction
- Applying tactics in different competitive situations
- Applying different systems/formations of play in different competitive situations e.g. (singles and doubles tactics)
- Applying other ploys/tactics to outwit opponent e.g. serve and volley, intercepting in doubles, disguising your shot, switching positions
- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application

## 2e.43. Swimming

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

The learner is assessed performing the acquired and developed skills of swimming: the focus of the tasks will be:

**Any two** events for AS, chosen from the lists below. (these may be the same stroke)

**One** event for GCE, chosen from the lists below. For the GCE (H555) this should also be assessed against the performance tables supplied in Appendix C. The final mark awarded to the learners will reflect a 1/3 weighting to the skills element and a 2/3 weighting for the performance time element. This is worked out for you on the PE Activity Marks Submission Form you complete to submit your marks to OCR.

Front crawl: 50m, 100m, 200m, 400m, 800m, 1500m  
Back crawl: 50m, 100m, 200m  
Breaststroke: 50m, 100m, 200m  
Butterfly: 50m, 100m, 200m

Candidates must be assessed within full competitive situations.

### **Core skills, to include:**

Racing starts

Racing turns

Racing finishes

Quality of execution of chosen two events:

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

### **Advanced skills, to include:**

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

Optimal breathing techniques

Optimise the distance travelled underwater following a start or a turn

Efficient transition between technical phases

Stroke number/pacing

### **Decision making and tactical awareness, to include:**

- Timing of breathing
- How far to travel underwater after a start/turn
- When to turn e.g. knowing your number of strokes per length/from the flags
- Application of strategy to sprints and longer races and the difference this makes to your stroke
- Application of race tactics to your events
- Awareness of your position in the lane
- Awareness of the rules and regulations of the sport and their application

## 2e.44. Table cricket

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

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

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

#### Batting:

- Selecting and playing the correct shot to the type of ball faced, including:
  - Grip
  - Ability to hit the ball
  - Keeping the ball on the table
  - Control
  - Adjusting the angle of hit

#### Bowling:

- Different speeds of push
- Knowing which ball to use
- Appropriate use of the swing ball

#### Fielding:

- Slow to medium speed of reaction to the ball
- Appropriate positioning of your fielder
- Ability to move fielder without being penalised for touching the next fielder
- Use of either hand to move fielder (may not be relevant to all learners)

### Advanced skills, to include:

#### Batting:

- Selecting and playing the correct shot to the type of ball faced, including:
  - Adjusting the power of hit
  - Ability to aim for scoring zones

#### Bowling:

- Adjusting the angle of the ramp

#### Fielding:

- Anticipating the ball
- Fast speed of reaction to the ball
- Catching the batter out through deliberate movement of fielder

### Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Understanding of positions and roles batting and fielding
- Principals of attack and defence
- Applying tactics in different situations
- Applying different systems of play in different situations e.g. switching bowling styles or balls to keep the opposition guessing
- Applying other ploys/tactics to outwit opponent
- Effective decision making for batting order
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions and ability of other players
- Awareness of the rules and regulations of the sport and their application

## 2e.45. Table tennis

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

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

The learner(s) is/are assessed performing the acquired and developed skills of table tennis

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Serving

Return of serve

Offensive strokes: (forehand and backhand)

- Hit
- Flick
- Smash
- Loop (forehand only)
- Counter-hit (forehand only)

Defensive strokes: (forehand and backhand)

- Push/slice
- Chop

Application of spin on strokes:

- Topspin
- Backspin
- Sidespin

Teamwork and communication with partner (doubles only)

### Advanced skills, to include:

High toss service

Offensive strokes: (forehand and backhand)

- Loop
- Counter-hit

Defensive strokes: (forehand only)

- Block
- Lob

Application of spin on strokes:

- Corkspin

Footwork and positioning

### Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations
- Applying different systems/formations of play in different competitive situations e.g. (singles or doubles tactics)
- Applying other ploys/tactics to outwit opponent e.g. serve, disguising your shot, switching positions
- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions and ability of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application

## 2e.46. Tennis

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

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

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

Candidates must be assessed within full competitive situations.

### **Core skills, to include: (both singles and doubles unless stated)**

Serving

Return of serve

Groundstrokes:

- Forehand with topspin
- Backhand

Volleys:

- Forehand
- Backhand

Lob

### **Advanced skills, to include: (both singles and doubles unless stated)**

Serve:

- Use of topspin
- Second serve

Serve and volley

Groundstrokes:

- Backhand, with topspin

Drop shot/volley

Overhead/smash

Backhand lob

Court positioning:

- Baseline play
- Net play

Footwork and court positioning

### **Decision making and tactical awareness, to include:**

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations
- Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles
- Applying other ploys/tactics to outwit opponent e.g. serve, second serve and volley, intercepting in doubles, disguising your shot, switching positions
- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application



## 2e.47. Trampolining

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

The learner is assessed in two 10 contact routines the acquired and developed skills of trampolining.

Learners must perform two 10 contact routines, these should show the full range of skills of the learner and contain a mixture of core and advanced skills (as appropriate) to enable the learner to access the mark point they are deserving of.

Candidates must be assessed within full competitive situations.

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

### Core skills, to include:

Shapes:

- Tuck
- Straddle
- Pike

Twists:

- Half
- Full

Seat drop

Back to front

Front to back

Rotational movements:

- Front landing
- Back landing

Combined movements:

- Swivel hips
- Half twist in/out of front and back landing
- Seat to front
- Front to seat

Quality of execution:

Form, to include:

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

Consistency:

- Continuity/flow of the sequence

Control, to include:

- Success in both the individual elements and the sequence as a whole;
- Centring;
- Phasing.
- Maintenance of height and body position

### Advanced skills, to include:

- Half turntable
- Cradle
- Front somersault (tucked and piked)
- Back somersault (tucked, piked and straight)

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

- Difficulty of routine, balance of difficulty with quality of execution
- Composition of routine
- Flow of routine
- Order of the skills in routine
- Body awareness
- Use of flight
- Acceleration/deceleration of movements
- Spatial awareness
- Use of showmanship
- Awareness of strengths/weaknesses and actions of other performers e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

## 2e.48. Triathlon

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

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

Candidates must be assessed within full competitive situations within a sprint triathlon. This is an event which meets the following distances completed as one event with 2 official transitions:

- Swim 750m (open water) or 400m (pool based)
- Cycle 20km
- Run 5km

For the GCE (H555) the candidates event should also be assessed against the performance tables supplied in Appendix C. The final mark awarded to the learners will reflect a 1/3 weighting to the skills element and a 2/3 weighting for the performance time/distance element. This is worked out for you on the PE Activity Marks Submission Form you complete to submit your marks to OCR.

### Core skills, to include:

#### Swim

Racing starts

Racing turns (as required)

Quality of execution:

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

Overtaking

Exiting into T1

#### T1 transition

Wetsuit removal/clothing change

Equipment placement

Equipment pick up

Mounting

Exiting

#### Cycle

Starting from T1

Quality of execution

- Posture
- Leg action
- Head/arm position
- Head carriage

Overtaking

Dismounting into T2

#### T2 transition

Approach

Dismount

Racking

Changing

Exiting

Run

Starting from T2

Quality of execution

- Posture
- Leg action
- Arm carriage
- Head carriage

Finishing

**Advanced skills, to include:**

Learners should follow appropriate technical models for all five parts which leads to effective performance in this activity.

**Swim**

Optimal breathing techniques  
Stroke pacing  
Sighting techniques (open water only)

**T1 transition**

Efficient transition  
Optimal placement of equipment

**Cycle**

Running start from T1  
Pacing:

- Climbing
- Descending
- Cornering

Overall efficiency

- Appropriate pedalling RPM's
- Appropriate use of gears

Use of and adjustment of speed and braking  
Drafting

**T2 transition**

Efficient transition  
Optimal placement of equipment

**Run**

Leg action:

- Foot strike
- Cadence
- Stride pattern

Pacing

**Decision making and tactical awareness, to include:****Swim**

- Timing of breathing
- Pacing

**T1**

- Speed of exit from water into T1
- Where to place your kit

**Cycle**

- Applying tactics to cope with different road and weather conditions
- Awareness of racing/pace lines
- Kit management

**T2**

- Speed of entry into T2
- Where to place your kit

**Run**

- When to kick for the line

**General**

- Application of race tactics
- Awareness of yours and other positions
- Awareness of the rules and regulations of the sport and their application
- Applying tactics to overcome any weaknesses you might have
- What hydration and nutrition to have available and when
- Positioning in the field, when to lead and when to follow

## 2e.49. Volleyball

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Serving:

- Tennis
- Float

Return of serve

Overhead techniques:

- Volley
- Setting
- Spike
- Block

Underhand techniques:

- Dig
- Receiving service

Rebounding

Reacting to the ball

Teamwork and communication

### Advanced skills, to include:

Serving:

- Jump-topspin
- Jump-float

Underhand techniques

- Emergency retrieve techniques

Net play

Back court play

Anticipating the ball

Footwork and court positioning

### Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Understanding of positions and roles in attack and defence
- Principles of attack and defence
- Applying tactics in different situations
- Applying different systems/formations of play in different situations e.g. serving and receiving serve to keep the opposition guessing
- Applying other plays/tactics to outwit opponent e.g. disguising shots and serves or switching positions
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other players
- Awareness of the rules and regulations of the sport and their application

## 2e.50. Water polo

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

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

Candidates must be assessed within full competitive situations.

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

Base Position:

- Eggbeater

Movement in the pool:

- On front
- On back
- Change of direction

Raising up out of the water

Ball control

- Picking up the ball
- Receiving the ball

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

- Wrist flick
- Sweep/sling
- Backhand
- Half backhand
- Backhand wrist flick
- Full arm throw
- Lob

Shooting (dominant arm only)

- Short
- Long
- Bounce

Dribbling

- Use of either hand
- Close control

Tackling  
Blocking  
Jockeying

Marking

- Player with the ball
- Player without the ball

Support

**Core skills, (goalkeeper) to include:**

Shot stopping:

- Variety of heights
- Body in correct position in relation to shooter
- Defending the bounce shot

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

Passing, dominant and non dominant side, short distance

- Screw
- T-shot
- Full arm

Shooting, dominant side

- Skip

Shooting, non-dominant side

- Short
- Long
- Bounce

Faking

Interceptions

Marking

- Players without the ball

**Advanced skills, (goalkeeper) to include:**

Shot stopping:

- Penalties
- One v one

**Decision making and tactical awareness, to include:**

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass/shot to make
- Awareness of team strategies/tactics in both attack and defence situations. E.g. set piece plays, free throws
- Attacking/defensive positioning/defensive plays – man to man marking
- Awareness of strengths and weaknesses and actions of other players. E.g. adopt a variety of roles in attack and defence in the game
- Positioning and organisation at set pieces, communication and command of the area (goalkeeper only)
- Coordination of the defence (goalkeeper only)
- Awareness of the rules and regulations of the game and their application, including refereeing signals

## 2e.51. Wheelchair basketball

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

These can be found here: <https://britishwheelchairbasketball.co.uk/rules-regulations/classification/guide-to-classification>

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

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

Candidates must be assessed within full competitive situations.

### Core skills, to include:

Chair control:

- Starting
- Stopping
- Hand position on wheels
- Forwards movement
- Direction change
- Can move quickly and effectively around the court

Gaining possession:

- Catching the ball
- Ball pick up

Passing:

- Chest
- Feed off
- Hook

Shooting:

- Set shots
- Free shots
- One handed shot
- Two handed shot

Dribbling:

- 2 pushes, 1 bounce
- Use of both hands (where able)
- Ability to beat opponents

Marking:

- Player with the ball

**Advanced skills, (applies to all points classifications except where stated) to include:**

Chair control:

- Pivoting sharply

Passing:

- Hand off
- Bounce (1 and 2 point players only)
- Overhead (1 and 2 point players only)

Catching the ball

Shooting:

- Lay ups
- Hook shots

Dribbling:

- Continuous dribble

Marking:

- Player without the ball

**Decision making and tactical awareness, to include:**

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking, zone defence, fast break, tandem defence (against fast break)
- Finding space
- Attacking positioning on court
- Defensive positioning on the court
- Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

## 2e.52. Wheelchair rugby

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

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

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

Candidates must be assessed within full competitive situations.

**Core skills, (applies to all points classifications except where stated) to include:**

Chair control:

- Starting
- Stopping
- Hand position on wheels
- Forwards movement
- Direction change
- Can move quickly and effectively around the court

Gaining possession:

- Catching the ball with both hands
- Ball pick up

Passing: (some passes will not be relevant to those learners with a points classification of less than 2.0)

- Roll
- Bump pass
- Scoop
- Two handed toss
- Forearm
- Chest
- Flip
- Hook
- One handed overhead
- Two handed overhead
- Throw in

Attacking/scoring:

- Controlled possession on the ball
- Catching before the line
- Evading defence
- Crossing the line

Dribbling:

- Use of both hands (where able)
- Ability to beat opponents

Defending:

- Marking – Know your man
- Closing down an opponent
- Corner trap
- Double trap
- Picks:
  - Front
  - Double side

**Advanced skills, (applies to all points classifications except where stated) to include:**

Chair control:

- Pivoting sharply

Gaining possession:

- Catching the ball with one hand (may not be relevant to some points classifications)

Passing: (some passes will not be relevant to those learners with a points classification of less than 2.0)

- Flip
- Hook
- One handed overhead
- Two handed overhead
- Throw in

Defending:

- Picks:
  - Wheel backs
  - Double front back
  - Back to wheel



### **Decision making and tactical awareness, to include:**

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking, zone defence, fast break, tandem defence (against fast break)
- Finding space
- Attacking positioning on court
- Defensive positioning on court
- Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

## 2e.53. Windsurfing

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

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

Candidates must be assessed in one of the following Royal Yachting Association windsurfing classifications:

- IQ foil
- RS:X 8.5

Learners should be assessed on both isolated movement skills and under a competitive environment. Competitive situations may include racing, slalom, speed, wave or freestyle.

### Core skills, to include:

Introduction:

- Stopping/emergency stopping
- Capsize drill

Uphauling

Stance

Hand position/grip

Arm position

Sail position

Starting

Finishing

Landing

Steering:

- Upwind
- Downwind

Turning:

- Tack
- 180 degrees

Points of sail:

- Beam Reach
- Board Reach
- Running

Planing

Pumping

### Advanced skills, to include:

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

Gybe turn

Points of sail:

- Close haul
- Closed reach

Use of foot strap

Use of harness

Overall efficiency:

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

### Decision making and tactical awareness, to include:

- Selection of appropriate board and sail size
- Applying tactics to cope with different water conditions
- Applying tactics in different competitive situations
- Awareness of conditions
- Awareness of strengths/weaknesses and actions of other windsurfers
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

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

### Team activities

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

### Individual activities

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

Although some centres may have suitable on-site facilities for some of the activities listed, many will not. In some cases, the availability of other suitable participants for moderation activities may also be unlikely, for example in amateur boxing or blind cricket.

Where centres do have facilities, which enable on-site assessment of activities listed, they are still required to produce filmed evidence for all learners being assessed in them as moderation is conducted in groups of centres, and they may not be the 'host' for the moderation visit.

Ofqual's Subject Level Conditions and Requirements for Physical Education require that any sport or activity which is not capable of live moderation is supported by an audio-visual recording of the evidence generated by each learner in that assessment. Activities deemed by OCR to present this challenge are referred to as being 'off-site'.

## 3. Teacher guidance on planning the NEA

### 3a. Guidance on the release of the NEA performance/coaching tasks to learners

#### 3a.1. Choice of NEA task

**For the practical/coaching performances** teachers will be able to design their own tasks according to the assessment criteria and skills criteria provided by OCR.

Centres should generate tasks of suitable pitch and challenge to enable learners to access the full range of marks as indicated in the assessment criteria and offer them scope to demonstrate the skills and techniques required.

**For the Evaluating and Analysing Performance for Improvement tasks (EAPI)**, the tasks are set for the life of the specification. Learners should produce a verbal response to a performance which they have observed that enables them to meet the requirements of the task, as detailed in the assessment criteria and guidance provided.

#### 3a.2. Setting of NEA for practical performances and The Evaluation and Analysis of Performance for Improvement (EAPI).

**For the practical/coaching options** OCR will assume a limited level of control in relation to the setting of tasks. Centres should therefore follow the guidance below when setting tasks.

Centres must consider the accessibility of activities when planning the delivery of these assessments. The need to access particular facilities, locations and equipment, and the frequency with which learners will need to participate in an activity so as to be able to access the full range of marks must be taken into account in making these decisions. For instance, a task which incorporates participation in an on-site activity (e.g. Netball) twice a week for 12 weeks would in most cases give greater accessibility to the full range of marks than a task which requires participation at an off-site location which can only be accessed infrequently (e.g. rock climbing). The disparity between the learners' ability access to the full range of marks which the design of the above two tasks creates needs to be mitigated by the centre. Careful consideration also needs to be given to how filmed evidence for the assessments can be captured.

Where a learner is undertaking an off-site activity the centre is advised to discuss with them both accessibility to the activity (how accessible are the ski slopes to them? how frequently they can access the ski slopes?) and the period of time the task will run for to ensure that access to the full range of marks is available. In some cases limitations around access to an activity may mean that another activity should be chosen.

**Evaluating and Analysing Performance for Improvement tasks (EAPI)** are set by OCR; however, learners do have to decide which activity (from the approved lists) they will analyse and evaluate a performance in. Centres should assist learners in making this choice, discussing what would make a suitable project and provide suitable scope to meet the task requirements, e.g. it may be more difficult for learners to plan appropriate improvements in their preferred activity, even though their inclination may be to choose this. It is also vital that the performance observed is suitable in terms of level and format (e.g. if filmed rather than live) to enable the learner full access to the assessment criteria for the task.

### 3a.3. When and how to give out the NEA tasks

**For the practical/coaching tasks**, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task.

Many learners will already have prior knowledge and/or experience of the activities they will be assessed in; however, learners must be informed of the tasks set by the centre for the activity and both the skills criteria and the assessment criteria.

Where a learner with disabilities wishes to be assessed in an activity listed in the specification, but requires assessment adjustments to be considered to make this accessible, centres may request an activity

adjustment. Neither centres nor learners should assume that approval will be given; therefore, learners should have an alternative activity in case of non-approval.

**For the Evaluating and Analysing Performance for Improvement tasks (EAPI)**, learners need to be able to apply relevant knowledge and understanding from other components within the qualifications as well as drawing upon their own practical performance experience. The timing of when the tasks are conducted and internally assessed needs to take account of these requirements.

### 3a.4. Guidance on NEA controls

One member of staff should be designated as being responsible for all AS or GCE Physical Education marks. This designated member of staff will be responsible for ensuring that comparability across all activities, all learners and all persons awarding marks is achieved.

#### Authenticity control

**Practical activity/coaching tasks** – learners will complete all work for assessment under direct teacher supervision except where the activity is off-site and/or is under the supervision of a specialist coach. In these instances it is the responsibility of the designated member of staff at the centre to provide the OCR criteria for the activity to the specialist over-seeing the assessment and to communicate with them about the assessment. The teacher assessing the work must be able to authenticate the work. The designated member of staff responsible for all AS or GCE Physical Education marks also needs to be able to conduct internal standardisation of the marks awarded, including those in activities that may have been assessed using advice given by external parties (coach, leader, trainer, centre or instructor).

**Evaluating and Analysing Performance for Improvement tasks (EAPI)** – learners will complete all aspects of the task under direct teacher supervision to ensure that the performance observed is captured as part of the evidence required and is new to the learner. The only material which learners may have to support their EAPI response is the notes they make during the observation of performance on the Candidate Notes Sheet or blank paper provided. Centres must ensure that no other form of pre-prepared notes, scripts, textbooks or other reference documents are used.

#### Feedback control

Feedback to learners will be encouraged but tightly defined. Within AS and GCE Physical Education, OCR expects teachers to supervise and guide learners who are undertaking work that is internally assessed. The degree of teacher guidance in learners' work will vary according to the kinds of work being undertaken. It should be remembered; however, that learners are required to reach their own judgements and conclusions. When setting tasks, teachers are expected to:

- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures
- have one member of staff who is responsible for all AS or GCE Physical Education marks, ensuring that comparability across all activities, all learners and all persons awarding marks is achieved.

### Time control

**Practical activity/coaching tasks** – where time control is appropriate for a physical activity within the specification, it will be stipulated in the skills criteria for that activity within this booklet.

**Evaluating and Analysing Performance for Improvement tasks (EAPI)** – responses (**not** including viewing the performance or the teacher's questions) should be no longer than a maximum of 20 minutes for AS level and 30 minutes for A level. Where responses exceed these times this should be reflected in the mark awarded as shown in the assessment criteria.

## 3a.5. Presentation of work

Any activity that cannot be reasonably moderated live is defined as being 'off-site'. Centres must provide filmed evidence of all learners assessed in off-site activities as noted in Appendix B. Where the environment in which the activity is taking place is relevant to the assessment of the activity, centres must include a thorough and accurate description, for example the type of slope in skiing or grade of a climb in rock climbing.

Learners being filmed need to be very clearly identified.

The sample of EAPI, as identified in Section 2d.1 and 2d.2, should ensure that the learner is clearly identifiable and understandable on the recording. The filmed evidence must also contain the performance upon which the response is based. Centres are reminded that the whole process of the EAPI assessment must be filmed; this should include:

- the observation of the live performance and production of notes (which must be held up to the camera at the start of the learner's response to what they have watched and submitted for moderation),
- the EAPI response.

A sample will be requested for moderation.

Centres must also arrange for the filming of all learners involved on day of moderation. All learners and all activities performed for moderation must be recorded. A failure to arrange for all candidates to be filmed and this footage not being sent to OCR will be considered maladministration.

All centres must complete Section 1 of the *moderation day filmed evidence cover sheet*.

## 3b. Guidance on marking the NEA tasks

### 3b.1. Marking

**For the Practical activity/coaching tasks** each practical activity should be marked by the centre according to the given marking criteria and specific activity information. Marking should be positive, using a 'best fit' approach and rewarding achievement. The award of marks **must be** directly related to the marking criteria.

**For the Practical activity/coaching tasks** the starting point for marking the tasks is either the practical activity or coaching assessment criteria. Using the relevant criteria centres should familiarise themselves with the standard of achievement within each level. Centres should then refer to the relevant specific activity information to assess the level of the learner's achievement in the activity. Centres should use their professional judgement in selecting the descriptor that best describes the work of the Learner. .

Centres should use the full range of marks available to them as applicable to the attainment evidenced; centres must award full marks in any level for work that fully meets that descriptor.

Centres should also ensure that they rank order their learners to award the correct mark within the level.

For the Practical activity/coaching tasks assessment needs to be on-going rather than based on performance on one occasion. learners' marks must be based on what they are able to do consistently in order that they can replicate that level of performance in a moderation situation. On-going assessment can also assist in centres establishing

correct rank order for all of their learners within activities and across activities, as well as informing any special requirements requests in situations where learners incur injury which prevents them from being moderated or completing the performance aspects of the qualification fully.

For the Evaluation and Analysis of Performance for Improvement (EAPI) the basis for marking the tasks is the EAPI criteria and associated guidance. Teachers use their professional judgement in selecting the descriptor that best describes the work of the Learner for each aspect of the assessment criteria and then make a best-fit judgment on the overall mark.

### 3b.2. Internal standardisation of the NEA marking

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors, teaching groups and different physical activities takes place using an appropriate procedure.

One member of staff must be designated as being responsible for all AS or GCE Physical Education marks. The designated member of staff will ensure that comparability across all activities, all learners and all persons awarding marks is achieved.

Each centre is required to internally standardise assessment across different activities that have been taught by different members of staff to ensure that all learners are fairly assessed. This fairness applies to comparisons between learners and relative fairness and ability between activities. The designated member of staff responsible for all AS or GCE Physical Education marks will be responsible for ensuring that all assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment.

### 3c. Moderation of the NEA tasks

#### 3c.1. Minimum requirements for the NEA

There should be clear evidence that work has been attempted and some work produced. For the practical activity tasks it is suggested that assessment is continuous, so that in the event of injury or illness the centre still has evidence of attainment up to that point.

If a Learner submits no work for the internally assessed component, then the Learner should be

indicated as being absent from that component when submitting marks to OCR via Interchange or EDI. If a Learner completes any work at all for the internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

#### 3c.2. Submission dates for the NEA

Learners' final component marks for both NEA components must be submitted to OCR via Interchange or EDI and your activity marks must be submitted via the Activity Marks Submission section on the OCR PE Moderation Service by 15 March.

The filmed evidence of all off-site activities and any supporting evidence for the practical component must be uploaded to Submit for Assessment by 15 March in the year of moderation.

#### 3c.3. Requirement to film the moderation day

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

All performances the moderator sees on the day of moderation must be recorded as they happen. All learners must be clearly identifiable in the footage recorded.

This filmed evidence must be uploaded to Submit for Assessment within 10 working days of the moderation day and will be used (alongside film of any offsite activities) if a review of moderation is later requested.

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

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

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

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

Whichever choice you make **all centres must** complete section 1 of the *moderation day filmed evidence cover sheet* – one per centre. If appropriate, these cover sheets should be given to the centre submitting the filmed evidence who must upload it with your video evidence. Any centre submitting filmed evidence **must** also complete section 2 of their *moderation day filmed evidence cover sheet*.

*The moderation day filmed evidence cover sheet* can be downloaded from the forms section of Teach Cambridge for AS and A Level PE.

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



### 3c.4. Requirement to film a sample of on-site activities

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#### **Requirement to film a sample of on-site activities.**

To support moderation, centres are requested to keep the following as a minimum filmed evidence sample of on-site activities:

- At least 8 candidate performances
- Across at least 3 activities
- Encompassing a range of marks - ideally top, middle and lowest mark in each of the three activities.

This is in addition to the off-site activity filmed evidence requirements.

Evidence for off-site and on-site activities for the Practical Performance components must be of performances completed and filmed within the following timeframes:

**A Level** – from 1 July of the year the student starts their study in September.

**AS Level** – from 1 March of the year the student starts their study in September.

## 4. Appendices

### Appendix A: Key dates

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

Second year of learners' study	
Date	Centre actions
By 21 February	<b>Submit your visit arrangements via the OCR PE Moderation Service</b> By 21 February – centre to complete their visit arrangements for OCR – including if you wish to act as a host centre.
Once OCR has your Visit Arrangement Form	<b>Moderator arranges visit</b> Moderators contact centres to arrange date and location for moderation. Centres then communicate with moderator to confirm arrangements/make amendments. Moderator contacts centres to confirm: <ul style="list-style-type: none"> <li>• The visit arrangements</li> <li>• Activities to be moderated</li> </ul>
Before marks are entered	<b>Assessment of learners</b> Ensure that the ongoing assessments are completed for the NEA and finalise marks through <a href="#">internal standardisation</a> . Provide learners with marks and opportunity to appeal Centres complete <a href="#">centre authentication form</a> which is to be retained at centre.
By 15 March	<b>Submit marks and Practical Performance evidence to OCR</b> Centre submits: <ul style="list-style-type: none"> <li>• Practical Performance and Evaluating and Analysing Performance for Improvement (EAPI) – to OCR via <a href="#">interchange</a> or <a href="#">EDI</a>.</li> <li>• Complete your activity marks submissions on the OCR PE Moderation Service</li> <li>• Filmed evidence of all off-site activities and associated logbooks.</li> <li>• <a href="#">Filmed evidence</a> of a minimum of 8 candidates across at least 3 on-site activities and associated logbooks.</li> <li>• Coaching plans &amp; any filmed evidence for any candidate being assessed as a coach.</li> <li>• Filmed evidence of the sample of EAPI's that the moderator has requested.</li> <li>• If centres require an early moderation all marks and evidence must be submitted at least 10 days before the planned moderation visit.</li> </ul>
Once moderators have your marks	<b>Moderator contact</b> Moderators will contact centres to inform them which activities will be moderated and which learners will need to be available on the day of moderation.
OCR Contact - EAPI Sampling	Within 48 hours of a centre submitting their marks to OCR, a sample request email will be generated and sent to the centre. A centre then has 3 days to send their sample to the moderator, either by post or via digital upload.

Second year of learners' study	
Date	Centre actions
15 March to 15 May	<p><b>Live Moderation</b></p> <p>Centres attend moderation. All candidate performances included in the moderation sample must be filmed.</p> <p>Centres should make sure that logbooks for learners being sampled are available for the moderator throughout the visit.</p> <p>The EAPI component is moderated separately from the visit via the filmed evidence submitted.</p>
25 March to 25 May	<p><b>Submission of evidence from live moderation</b></p> <p>Centres should submit the following within 10 working days of the moderation visit to the address on the moderation day filmed evidence cover sheet:</p> <ul style="list-style-type: none"> <li>Filmed evidence of all practical performances of learners included in the sample on the moderation day.</li> <li><a href="#">Moderation day filmed evidence cover sheet</a></li> </ul> <p>The filming, and submission to OCR, of all moderated performances from the moderation day is an Ofqual requirement. If we do not receive the filmed evidence this will be considered maladministration.</p>
August	<p><b>Results issued</b></p> <p>Results are issued and reports are released to centres.</p> <p>Centres can access <a href="#">results reports</a> on interchange and results analysis on <a href="#">Active Results</a></p>
Post release of results	<p><b>Post Results Service</b></p> <p>If a centre disagrees with their results, they may request a review of results using the <a href="#">Post Results service</a></p>

## Appendix B: Guidance on filmed evidence for AS and A Level

### Filming requirements

We strongly recommend you obtain permission to film all of your cohort before they start the course. If you have safeguarding concerns regarding the filming of a specific student/s please contact [OCR's Special Requirements team](#) to talk this through. There are **three** filming requirements for the AS and A Level Practical Performance component. These are the responsibility of the centre:

1. Filmed evidence of all performances in off-site activities, gathered throughout the course and of a good enough quality to support marks being submitted
2. Filmed evidence of performances in on-site activities. This is **in addition** to the filmed evidence for off-site performances and the moderation day footage. Filmed evidence of on-site activities must cover:
  - at least eight different candidate performances,
  - at least three different activities,
  - a range of marks - ideally top, middle and lowest mark in each of the three activities.
3. Filmed footage of the moderation day performances, clear footage of all moderated performances during the moderation visit

There are some good examples of filmed evidence which can be found on [OCR train](#) which we recommend you review.

#### Off-site activities

Centres **must** arrange for the filming of evidence for all off-site activities as listed in 2f of this guide to NEA.

Filmed evidence for off-site and on-site activities for the Practical Performance component must be of performances completed and filmed within the following time frames:

- A Level – from 1 July of the year the student starts their course of study in September
- AS Level – from 1 March of the year the student starts their course of study in September
- Must be completed prior to the deadline for marks submission on the 15 March in the year of assessment.

Gathering filmed evidence for the practical performance component is an ongoing process throughout the one/two-year course. We advise that you start gathering filmed evidence as early in the course as possible.

Where centres have facilities, to enable the assessment of off-site activities, they are still required to produce filmed evidence for all candidates being assessed in any activity which is defined as off-site.

#### The filmed evidence:

- can be filmed using any suitable equipment as long as each candidate can be clearly identified, with clear footage of the skills being performed
- must be produced in one of the following 4 file formats: .3gp .m4v .mov .mp4
- should be recorded in an environment that provides good visibility and light
- should use the zoom function as appropriate
- should use different angles to best show performances, e.g. filming one corner of the athletics track is not enough, you must film the whole run
- should provide evidence for the marks you have submitted by including:
  - o all core skills (as candidate is able to) in isolation/drill situations

- o all advanced skills (as candidate is able to) in isolation/drill situations

These skills should only be submitted in isolation if they are not shown clearly and consistently within the competitive situations you film.

- o performances in the correct conditions (pitch/surface with correct equipment)
- o a selection of full competitive situations which evidence the candidate's ability to consistently perform an appropriate quality and range of skills for their chosen activity – the logbook is required as supplementary evidence.

The filmed competitive situations should be presented without any edits (e.g. not a clip reel). However, when submitting to OCR, it is permissible to include only portions of the game if those segments clearly demonstrate all the necessary skills required to support the mark submitted for the candidate.

**Missing or very weak competitive filmed evidence can lead to the decision-making criteria within the assessment criteria being awarded 0 as we can only moderate the evidence which is presented.**

#### Useful information and tips

- Candidates state their name and candidate number to the camera before starting the activity to ensure that they can be clearly identified. If candidates wear face protection, e.g. for skiing, they must be shown without this prior to their performance
- Use lettered and/or numbered bibs to help identify candidates rather than only relying on coloured bibs (please avoid yellow and white combinations as it does not show up clearly). The letters/numbers must be shown against the learner's name on any relevant forms which support the filming
- Where the physical environment is relevant to the assessment of the activity, centres must include a thorough and accurate description, for example., a piste map in skiing, a full course

map for cross country/golf or grade of a climb in rock climbing.

- Provide a commentary which:
  - o outlines where candidate performances are located on the film
  - o gives any identifying information (e.g., bib letter/number)
  - o provides brief comments on how the performance in the film justifies the level/mark submitted by the centre
  - o includes the candidate's use of communication in performances where it is an element of that role

#### Reviewing the filmed evidence

It is the responsibility of the centre to ensure that the filmed footage confirms the marks submitted. You may not need to submit all the evidence gathered throughout the course to OCR. If earlier evidence has been surpassed by more recent demonstrations of higher skill levels, there is no need to include the earlier material for moderation. What you submit should be the evidence you have focussed on in your assessment of the candidate.

We strongly recommend a review of any filmed evidence as part of your internal standardisation. The evidence which is presented to OCR must support the marks which have been submitted. We appreciate the challenges of capturing all aspects of a performance in your recording. The general level of performance and range and execution of skills shown must be sufficient to support the level and mark submitted.

Candidates must be filmed demonstrating their ability to perform the skills of the activity in a way which supports the mark submitted by the centre:

- show the quality and range of skills required for that mark level
- in the correct conditions (so full performance, on correct pitch/surface with correct equipment)

## Additional filming tips for specific activities (please use these in conjunction with the sporting activity criteria)

### Acrobatic gymnastics / Gymnastics / Dance / Figure skating

- Recommend a minimum of 2 angles of filming to show body position and movement at different angles
- Evidence must show consistency in skill performance from a selection of routines
- Please include the difficulty level of the routine within your commentary

### Athletics

- Camera must follow the athletes, static cameras do not show enough detail
- Throwing event filming should cover the throw, the flight and its landing
- For each race / jump / throw it helps the moderator to include the event date and the outcome (recorded time / height / distance) as part of the commentary.
- Evidence must show consistency in skill performance from a selection of races/events

### Badminton / Squash / Table tennis / Tennis

- Film the whole of the court
- Camera should face the candidate being filmed, you may need to change angles or follow the player to capture skills fully
- Filming shows the execution, flight and landing of the shot
- Evidence must show consistency in skill performance from a selection of matches

### Boxing

- Competition should take place in an appropriate ring
- Evidence appropriate length bouts (not just practice sparring) and number of rounds for candidates age (please refer to NGB guidance)
- Filming clearly shows hands, stance and guard, not just filmed from behind
- Evidence must show consistency in skill performance from a selection of bouts

### Cross Country / Cycling / Equestrian

- Evidence start, finish and several segments in the middle, including enough to demonstrate consistency and show all of the required core and advanced skills
- Competitive evidence must include different elements e.g. different terrain, inclines / descents
- Evidence a selection of races/events

### Golf

- Recommend two angles of filming at times if possible to show body position and full swing movement.
  - If this is not possible then we suggest varying the filming angle for different shots during the round to show this
- Film shots from different par holes, displayed within competitive pressured game situations over several holes with different characteristics and a range of pars
- Commentary on club and shot selection to evidence the decision making process
- Walking between shots does not need to be filmed
- Inclusion of a course card/information should be included within the candidates logbookEvidence must show consistency in skill performance from a selection of rounds

### Rock Climbing

- Competitive situation is either Speed or Lead climbing
- Commentary to include the grade of the route being climbed
- Film at an angle to the climber their hands and feet can be seen – not just their back
- Footage of actual climbing should form the majority of the evidence submitted (not just the safety and preparation)
- Evidence must show consistency in skill performance from a selection of climbs

### Skiing/Snowboarding

- Must be on snow – dry slopes are not permitted
- Recommend 2 different angles to show the front and back of the skier. Consider filming from a position halfway down the slope, gaining front, side and back footage in the same run
- Use of zoom is vital due to the distance travelled by the candidate
- Evidence must show consistency in skill performance from a selection of runs

### Swimming

- Commentary to include:
  - o which event is being completed
  - o which lane each swimmer is in and any identifying feature – e.g. black swim hat; blue swimsuit, etc
- We recommend different camera angles are used so starts, turns, distance travelled underwater and the stroke are clear
- Underwater footage, is not essential
- Evidence must show consistency in skill performance from a selection of races

### Team invasion games - Association football / Basketball / Camogie / Futsal / Gaelic football / Handball / Hockey / Hurling / Ice hockey / Inline hockey / Lacrosse / Netball / Powerchair football / Rugby league / Rugby union / Water polo / Wheelchair basketball / Wheelchair rugby

- The camera must have the candidate being assessed in view at all times, to allow for all aspects of the criteria to be assessed, such as decision making – do not just follow the ball
- A camera set up in one corner rarely gives enough detail for larger team games like Rugby, Football and Hockey. More than one camera is usually required to provide different filming angles
- Evidence a selection of matches/games

### Triathlon

- Evidence the starts, transitions, finishes and several segments in the middle
- Evidence the transitions in their entirety

- Evidence must show consistency in skill performance from a selection of races

### Water sports - Canoeing / Kayaking / Rowing / Sculling / Sailing / Wind Surfing

- We recommend one onboard camera and one from a short distance away
- Evidence start, finish and several segments in the middle. You must include a range of different elements e.g. different water conditions
- Must **not** be filmed from the shore, evidence must clearly show what the candidate is doing to manipulate their craft
- Evidence must show consistency in skill performance from a selection of races

### Performance / coaching task(s)

**Minimum filmed** evidence requirements here is 2x 40-minute sessions. We recommend that provide evidence for one session from near the start of the 20 coaching sessions the candidate is required to complete, and one from towards the end. We must be able to hear the coach as well as see them. You may need to record sound separately if the camera is not picking it up properly. Please use the zoom function as appropriate. It is your responsibility to ensure that you have the appropriate permissions in place to film participants in the group. Filmed evidence is mandatory and without it a mark may not be entered.

- Film from a number of angles to show the performances and skills being demonstrated by the candidate doing the coaching and the participants
- A commentary or indications of where various skills are performed in the evidence is helpful.

### Moderation day performances

Whilst a host centre may offer to take on the responsibility for filming the day of moderation, they do not have to do this. It is the responsibility of all centres to ensure that the filming takes place for their candidates on the day of moderation.



This is an Ofqual requirement and failure to film the day and send this footage to us is centre maladministration.

All performances the moderator sees on the day of moderation must be recorded as they happen.

- Candidates should make themselves known to the camera prior to starting the activity once they have been given their identification to ensure that there is no ambiguity in their identification.

- Follow the performer being moderated with the camera, this may mean 'off ball' for team invasion games

- Moderation day footage should be of a similar quality and detail to that of the offsite sports

- Centres are required to review the footage recorded on the day of moderation and complete cover sheets providing identification and timings

## AS and A Level PE - The EAPI

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**Your footage should be one continuous recording, containing the following:**

- Candidates should identify themselves or be introduced at the start of the filmed evidence
- Centres are reminded that candidates can use either blank paper or the candidate notes sheet to make notes they should show the blank document to the camera before they watch the performance
- Footage of the candidate watching their performance – both they and the performance must be clearly visible. We should also be able to see them making their notes at this point
- Before starting their verbal EAPI response candidates hold up any notes to the camera, which they have made during the observation of the performance
- Evidence of the candidate talking through their EAPI

### Tips for filming

- Evidence should not break to allow further note taking to happen off camera.

- A good angle to film from is behind the candidate, over their shoulder while they observe the performance.
- The performance may not be replaying whilst the candidate is completing their talk
- It is advisable to have microphones available for the candidate to allow for good sound quality

### Submitting filmed evidence

To make sure your moderator has access to the correct evidence, you need to prepare the evidence as follows:

- Do not mix up 'Practical performance' evidence with other PE components. They must be submitted separately.
- Filmed evidence must be produced in one of the following 4 file formats:
  - .3gp
  - .m4v
  - .mov;
  - .mp4

- OCR will accept file sizes of up to 25GB. If you have a file exceeding this it will need splitting into Part 1 and Part 2.
- Files must not be zipped
- Files must not be encrypted/password protected.
- Provide one, or a series of files for each candidate for each activity.
- Files will be able to be assigned to multiple candidates
- Provide an information document for each candidate on relevant timings within their filmed evidence – i.e. of where a drill/practice changes, or where the evidence stops for that candidate as the focus moves to another candidate.
- Name the file: centre number\_candidate surname\_ candidate number\_activity\_ component; e.g. 11234\_Smith\_1111\_football\_H555\_05
- If there are multiple files for a candidate, please make sure that they are suitably named and shared in your information document so that it is clear for the moderator what each one is; e.g. 11234\_Smith\_1111\_football\_passing\_H555\_05

Your Practical performance evidence must be submitted to OCR by 15 March, or at least 5 days before your visit, whichever is soonest. This includes all off-site and the required on-site filmed evidence and any supporting evidence for all candidates.

The filmed evidence of the moderation day must be sent to OCR within 10 working days of the moderation visit.

Candidate evidence is confidential between OCR and the centre and should not be placed in the public domain. Evidence will be retained by OCR until the deadline has passed for centres to submit a review of

results. Once this deadline has passed, if centres have not requested a review, this evidence will be destroyed.

## Appendix C: Performance Tables for GCE (H555)

### Athletics (Track) – Male

Mark	100m seconds	200m seconds	400m seconds	800m min/sec	1500m min/sec	3000m min/sec	2000m s/c min/sec	110mH seconds	400mH seconds	5,000m min/sec	10,000m min/sec
30	10.90	21.90	48.80	1.52.0	3.55.0	8.33	6.04	14.60	55.00	15.36	33.15
29	10.97	22.07	49.28	1.53.2	3.56.6	8.40	6.06	14.76	55.70	15.48	33.40
28	11.04	22.24	49.76	1.54.4	3.58.2	8.47	6.08	14.92	56.40	16.00	34.05
27	11.11	22.41	50.24	1.55.6	3.59.8	8.54	6.10	15.08	57.10	16.12	34.30
26	11.18	22.58	50.72	1.56.8	4.01.4	9.01	6.12	15.24	57.80	16.24	34.55
25	11.25	22.75	51.20	1.58.0	4.03.0	9.08	6.14	15.40	58.50	16.36	35.20
24	11.32	22.92	51.68	1.59.2	4.04.6	9.15	6.16	15.56	59.20	16.48	35.45
23	11.39	23.09	52.16	2.00.4	4.06.2	9.22	6.18	15.72	59.90	17.00	36.10
22	11.46	23.26	52.64	2.01.6	4.07.8	9.29	6.20	15.88	60.60	17.12	36.35
21	11.53	23.43	53.12	2.02.8	4.09.4	9.36	6.22	16.04	61.30	17.24	37.00
20	11.60	23.60	53.60	2.04.0	4.11.0	9.43	6.24	16.20	62.00	17.36	37.25
19	11.67	23.77	54.08	2.05.2	4.12.6	9.50	6.26	16.36	62.70	17.48	37.50
18	11.74	23.94	54.56	2.06.4	4.14.2	9.57	6.28	16.52	63.40	18.00	38.15
17	11.81	24.11	55.04	2.07.6	4.15.8	10.04	6.30	16.68	64.10	18.12	38.40
16	11.88	24.28	55.52	2.08.8	4.17.4	10.11	6.32	16.84	64.80	18.24	39.05
15	11.95	24.45	56.00	2.10.0	4.19.0	10.18	6.34	17.00	65.50	18.36	39.30
14	12.02	24.62	56.48	2.11.2	4.20.6	10.25	6.36	17.16	66.20	18.48	39.55
13	12.09	24.79	56.96	2.12.4	4.22.2	10.32	6.38	17.32	66.90	19.00	40.20
12	12.16	24.96	57.44	2.13.6	4.23.8	10.39	6.40	17.48	67.60	19.12	40.45
11	12.23	25.13	57.92	2.14.8	4.25.4	10.46	6.42	17.64	68.30	19.24	41.10
10	12.30	25.30	58.40	2.16.0	4.27.0	10.53	6.44	17.80	69.00	19.36	41.35
9	12.37	25.47	58.88	2.17.2	4.28.6	11.00	6.46	17.96	69.70	19.48	42.00
8	12.44	25.64	59.36	2.18.4	4.30.2	11.07	6.48	18.12	70.40	20.00	42.25
7	12.51	25.81	59.84	2.19.6	4.31.8	11.14	6.50	18.28	71.10	20.12	42.50
6	12.58	25.98	60.32	2.20.8	4.33.4	11.21	6.52	18.44	71.80	20.24	43.15
5	12.65	26.15	60.80	2.22.0	4.35.0	11.28	6.54	18.60	72.50	20.36	43.40
4	12.72	26.32	61.28	2.23.2	4.36.6	11.35	6.56	18.76	73.20	20.48	44.05
3	12.79	26.49	61.76	2.24.4	4.38.2	11.42	6.58	18.92	73.90	21.00	44.30
2	12.86	26.66	62.24	2.25.6	4.39.8	11.49	7.00	19.08	74.60	21.12	44.55
1	12.93	26.83	62.72	2.26.8	4.41.4	11.56	7.02	19.24	75.30	21.24	45.20

## Athletics (Field) – Male

Mark	HJ meters	LJ meters	TJ meters	PV meters	Shot 6kg meters	Discus 1.75kg meters	Javelin 800gm meters	Hammer 6kg meters
30	2.01	6.90	14.40	4.50	14.00	46.00	56.00	58.00
29	1.99	6.84	14.24	4.44	13.82	45.20	55.10	56.90
28	1.97	6.78	14.08	4.38	13.64	44.40	54.20	55.80
27	1.95	6.72	13.92	4.32	13.46	43.60	53.30	54.70
26	1.93	6.66	13.76	4.26	13.28	42.80	52.40	53.60
25	1.91	6.60	13.60	4.20	13.10	42.00	51.50	52.50
24	1.89	6.54	13.44	4.14	12.92	41.20	50.60	51.40
23	1.87	6.48	13.28	4.08	12.74	40.40	49.70	50.30
22	1.85	6.42	13.12	4.02	12.56	39.60	48.80	49.20
21	1.83	6.36	12.96	3.96	12.38	38.80	47.90	48.10
20	1.81	6.30	12.80	3.90	12.20	38.00	47.00	47.00
19	1.79	6.24	12.64	3.84	12.02	37.20	46.10	45.90
18	1.77	6.18	12.48	3.78	11.84	36.40	45.20	44.80
17	1.75	6.12	12.32	3.72	11.66	35.60	44.30	43.70
16	1.73	6.06	12.16	3.66	11.48	34.80	43.40	42.60
15	1.71	6.00	12.00	3.60	11.30	34.00	42.50	41.50
14	1.69	5.94	11.84	3.54	11.12	33.20	41.60	40.40
13	1.67	5.88	11.68	3.48	10.94	32.40	40.70	39.30
12	1.65	5.82	11.52	3.42	10.76	31.60	39.80	38.20
11	1.63	5.76	11.36	3.36	10.58	30.80	38.90	37.10
10	1.61	5.70	11.20	3.30	10.40	30.00	38.00	36.00
9	1.59	5.64	11.04	3.24	10.22	29.20	37.10	34.90
8	1.57	5.58	10.88	3.18	10.04	28.40	36.20	33.80
7	1.55	5.52	10.72	3.12	9.86	27.60	35.30	32.70
6	1.53	5.46	10.56	3.06	9.68	26.80	34.40	31.60
5	1.51	5.40	10.40	3.00	9.50	26.00	33.50	30.50
4	1.49	5.34	10.24	2.94	9.32	25.20	32.60	29.40
3	1.47	5.28	10.08	2.88	9.14	24.40	31.70	28.30
2	1.45	5.22	9.92	2.82	8.96	23.60	30.80	27.20
1	1.43	5.16	9.76	2.76	8.78	22.80	29.90	26.10

## Athletics (Field) – Female

Mark	HJ meters	LJ meters	TJ meters	PV meters	Shot 4kg meters	Discus 1kg meters	Javelin 600gm meters	Hammer 4kg meters
30	1.72	5.60	11.40	3.50	11.40	39.00	40.00	47.00
29	1.71	5.55	11.28	3.45	11.28	38.40	39.40	46.26
28	1.70	5.50	11.16	3.40	11.16	37.80	38.80	45.52
27	1.69	5.45	11.04	3.35	11.04	37.20	38.20	44.78
26	1.68	5.40	10.92	3.30	10.92	36.60	37.60	44.04
25	1.67	5.35	10.80	3.25	10.80	36.00	37.00	43.30
24	1.66	5.30	10.68	3.20	10.68	35.40	36.40	42.56
23	1.65	5.25	10.56	3.15	10.56	34.80	35.80	41.82
22	1.64	5.20	10.44	3.10	10.44	34.20	35.20	41.08
21	1.63	5.15	10.32	3.05	10.32	33.60	34.60	40.34
20	1.62	5.10	10.20	3.00	10.20	33.00	34.00	39.60
19	1.61	5.05	10.08	2.95	10.08	32.40	33.40	38.86
18	1.60	5.00	9.96	2.90	9.96	31.80	32.80	38.12
17	1.59	4.95	9.84	2.85	9.84	31.20	32.20	37.38
16	1.58	4.90	9.72	2.80	9.72	30.60	31.60	36.64
15	1.57	4.85	9.60	2.75	9.60	30.00	31.00	35.90
14	1.56	4.80	9.48	2.70	9.48	29.40	30.40	35.16
13	1.55	4.75	9.36	2.65	9.36	28.80	29.80	34.42
12	1.54	4.70	9.24	2.60	9.24	28.20	29.20	33.68
11	1.53	4.65	9.12	2.55	9.12	27.60	28.60	32.94
10	1.52	4.60	9.00	2.50	9.00	27.00	28.00	32.20
9	1.51	4.55	8.88	2.45	8.88	26.40	27.40	31.46
8	1.50	4.50	8.76	2.40	8.76	25.80	26.80	30.72
7	1.49	4.45	8.64	2.35	8.64	25.20	26.20	29.98
6	1.48	4.40	8.52	2.30	8.52	24.60	25.60	29.24
5	1.47	4.35	8.40	2.25	8.40	24.00	25.00	28.50
4	1.46	4.30	8.28	2.20	8.28	23.40	24.40	27.76
3	1.45	4.25	8.16	2.15	8.16	22.80	23.80	27.02
2	1.44	4.20	8.04	2.10	8.04	22.20	23.20	26.28
1	1.43	4.15	7.92	2.05	7.92	21.60	22.60	25.54

## Athletics (Track) – Female

Mark	100m seconds	200m seconds	400m seconds	800m min/sec	1500m min/sec	3000m min/sec	1500m s/c min/sec	100mH seconds	400mH seconds	5,000m min/sec	10,000m min/sec
30	12.10	25.00	57.00	2.12	4.36	10.06	5.10	14.60	64.00	17.45	37.50
29	12.16	25.15	57.50	2.13	4.38	10.11	5.13	14.71	64.90	18.00	38.20
28	12.22	25.30	58.00	2.14	4.40	10.16	5.16	14.82	65.80	18.15	38.50
27	12.28	25.45	58.50	2.15	4.42	10.21	5.19	14.93	66.70	18.30	39.20
26	12.34	25.60	59.00	2.16	4.44	10.26	5.22	15.04	67.60	18.45	39.50
25	12.40	25.75	59.50	2.17	4.46	10.31	5.25	15.15	68.50	19.00	40.20
24	12.46	25.90	60.00	2.18	4.48	10.36	5.28	15.26	69.40	19.15	40.50
23	12.52	26.05	60.50	2.19	4.50	10.41	5.31	15.37	70.30	19.30	41.20
22	12.58	26.20	61.00	2.20	4.52	10.46	5.34	15.48	71.20	19.45	41.50
21	12.64	26.35	61.50	2.21	4.54	10.51	5.37	15.59	72.10	20.00	42.20
20	12.70	26.50	62.00	2.22	4.56	10.56	5.40	15.70	73.00	20.15	42.50
19	12.76	26.65	62.50	2.23	4.58	11.01	5.43	15.81	73.90	20.30	43.20
18	12.82	26.80	63.00	2.24	5.00	11.06	5.46	15.92	74.80	20.45	43.50
17	12.88	26.95	63.50	2.25	5.02	11.11	5.49	16.03	75.70	21.00	44.20
16	12.94	27.10	64.00	2.26	5.04	11.16	5.52	16.14	76.60	21.15	44.50
15	13.00	27.25	64.50	2.27	5.06	11.21	5.55	16.25	77.50	21.30	45.20
14	13.06	27.40	65.00	2.28	5.08	11.26	5.58	16.36	78.40	21.45	45.50
13	13.12	27.55	65.50	2.29	5.10	11.31	6.01	16.47	79.30	22.00	46.20
12	13.18	27.70	66.00	2.30	5.12	11.36	6.04	16.58	80.20	22.15	46.50
11	13.24	27.85	66.50	2.31	5.14	11.41	6.07	16.69	81.10	22.30	47.20
10	13.30	28.00	67.00	2.32	5.16	11.46	6.10	16.80	82.00	22.45	47.50
9	13.36	28.15	67.50	2.33	5.18	11.51	6.13	16.91	82.90	23.00	48.20
8	13.42	28.30	68.00	2.34	5.20	11.56	6.16	17.02	83.80	23.15	48.50
7	13.48	28.45	68.50	2.35	5.22	12.01	6.19	17.13	84.70	23.30	49.20
6	13.54	28.60	69.00	2.36	5.24	12.06	6.22	17.24	85.60	23.45	49.50
5	13.60	28.75	69.50	2.37	5.26	12.11	6.25	17.35	86.50	24.00	50.20
4	13.66	28.90	70.00	2.38	5.28	12.16	6.28	17.46	87.40	24.15	50.50
3	13.72	29.05	70.50	2.39	5.30	12.21	6.31	17.57	88.30	24.30	51.20
2	13.78	29.20	71.00	2.40	5.32	12.26	6.34	17.68	89.20	24.45	51.50
1	13.84	29.35	71.50	2.41	5.34	12.31	6.37	17.79	90.10	25.00	52.20

Swimming – Male (25m pool). If not using a 25m pool please use the following to convert times: <https://www.omnicalculator.com/sports/swimming-time>

Mark	FREESTYLE / FRONT CRAWL					BREASTSTROKE				BUTTERFLY			BACKSTROKE		
	50m seconds	100m seconds	200m min/sec	400m min/sec	800m min/sec	1500m min/sec	50m second	100m min/sec	200m min/sec	50m seconds	100m seconds	200m min/sec	50m seconds	100m seconds	200m min/sec
30	24.67	53.69	1.56	4.08	8.40	16.30	30.84	1.07.3	2.26	26.28	57.86	2.09	27.85	59.81	2.09
29	24.93	54.16	1.57	4.10	8.44	16.38	31.18	1.07.9	2.27	26.55	58.45	2.10	28.13	60.39	2.10
28	25.19	54.63	1.58	4.12	8.48	16.46	31.52	1.08.5	2.28	26.82	59.04	2.11	28.41	60.97	2.11
27	25.45	55.10	1.59	4.14	8.52	16.54	31.86	1.09.1	2.29	27.09	59.63	2.12	28.69	61.55	2.12
26	25.71	55.57	2.00	4.16	8.56	17.02	32.20	1.09.7	2.30	27.36	60.22	2.13	28.97	62.13	2.13
25	25.97	56.04	2.01	4.18	9.00	17.10	32.54	1.10.3	2.31	27.63	60.81	2.14	29.25	62.71	2.14
24	26.23	56.51	2.02	4.20	9.04	17.18	32.88	1.10.9	2.32	27.90	61.40	2.15	29.53	63.29	2.15
23	26.49	56.98	2.03	4.22	9.08	17.26	33.22	1.11.5	2.33	28.17	61.99	2.16	29.81	63.87	2.16
22	26.75	57.45	2.04	4.24	9.12	17.34	33.56	1.12.1	2.34	28.44	62.58	2.17	30.09	64.45	2.17
21	27.01	57.92	2.05	4.26	9.16	17.42	33.90	1.12.7	2.35	28.71	63.17	2.18	30.37	65.03	2.18
20	27.27	58.39	2.06	4.28	9.20	17.50	34.24	1.13.3	2.36	28.98	63.76	2.19	30.65	65.61	2.19
19	27.53	58.86	2.07	4.30	9.24	17.58	34.58	1.13.9	2.37	29.25	64.35	2.20	30.93	66.19	2.20
18	27.79	59.33	2.08	4.32	9.28	18.06	34.92	1.14.5	2.38	29.52	64.94	2.21	31.21	66.77	2.21
17	28.05	59.80	2.09	4.34	9.32	18.14	35.26	1.15.1	2.39	29.79	65.53	2.22	31.49	67.35	2.22
16	28.31	60.27	2.10	4.36	9.36	18.22	35.60	1.15.7	2.40	30.06	66.12	2.23	31.77	67.93	2.23
15	28.57	60.74	2.11	4.38	9.40	18.30	35.94	1.16.3	2.41	30.33	66.71	2.24	32.05	68.51	2.24
14	28.83	61.21	2.12	4.40	9.44	18.38	36.28	1.16.9	2.42	30.60	67.30	2.25	32.33	69.09	2.25
13	29.09	61.68	2.13	4.42	9.48	18.46	36.62	1.17.5	2.43	30.87	67.89	2.26	32.61	69.67	2.26
12	29.35	62.15	2.14	4.44	9.52	18.54	36.96	1.18.1	2.44	31.14	68.48	2.27	32.89	70.25	2.27
11	29.61	62.62	2.15	4.46	9.56	19.02	37.30	1.18.7	2.45	31.41	69.07	2.28	33.17	70.83	2.28
10	29.87	63.09	2.16	4.48	10.00	19.10	37.64	1.19.3	2.46	31.68	69.66	2.29	33.45	71.41	2.29
9	30.13	63.56	2.17	4.50	10.04	19.18	37.98	1.19.9	2.47	31.95	70.25	2.30	33.73	71.99	2.30
8	30.39	64.03	2.18	4.52	10.08	19.26	38.32	1.20.5	2.48	32.22	70.84	2.31	34.01	72.57	2.31
7	30.65	64.50	2.19	4.54	10.12	19.34	38.66	1.21.1	2.49	32.49	71.43	2.32	34.29	73.15	2.32
6	30.91	64.97	2.20	4.56	10.16	19.42	39.00	1.21.7	2.50	32.76	72.02	2.33	34.57	73.73	2.33
5	31.17	65.44	2.21	4.58	10.20	19.50	39.34	1.22.3	2.51	33.03	72.61	2.34	34.85	74.31	2.34
4	31.43	65.91	2.22	5.00	10.24	19.58	39.68	1.22.9	2.52	33.30	73.20	2.35	35.13	74.89	2.35
3	31.69	66.38	2.23	5.02	10.28	20.06	40.02	1.23.5	2.53	33.57	73.79	2.36	35.41	75.47	2.36
2	31.95	66.85	2.24	5.04	10.32	20.14	40.36	1.24.1	2.54	33.84	74.38	2.37	35.69	76.05	2.37
1	32.21	67.32	2.25	5.06	10.36	20.22	40.70	1.24.7	2.55	34.11	74.97	2.38	35.97	76.63	2.38

Swimming – Female (25m pool. If not using a 25m pool please use the following to convert times: <https://www.omnicalculator.com/sports/swimming-time>)

Mark	FREESTYLE / FRONT CRAWL						BREASTSTROKE					BUTTERFLY			BACKSTROKE		
	50m seconds	100m seconds	200m min/sec	400m min/sec	800m min/sec	1500m min/sec	50m seconds	100m min/sec	200m min/sec	50m seconds	100m min/sec	200m min/sec	50m seconds	100m seconds	200m min/sec		
30	27.30	58.83	2.07	4.29	9.13	17.37	34.39	1.15.0	2.41.0	28.94	1.04.1	2.22	30.79	1.06	2.21		
29	27.59	59.35	2.08	4.32	9.18	17.46	34.74	1.15.6	2.41.5	29.26	1.04.8	2.23.5	31.10	1.07	2.22.5		
28	27.88	59.87	2.09	4.35	9.23	17.55	35.09	1.16.2	2.43.0	29.58	1.05.5	2.25.0	31.41	1.08	2.24.0		
27	28.17	60.39	2.10	4.38	9.28	18.04	35.44	1.16.8	2.44.5	29.90	1.06.2	2.26.5	31.72	1.09	2.25.5		
26	28.46	60.91	2.11	4.41	9.33	18.13	35.79	1.17.4	2.46.0	30.22	1.06.9	2.28.0	32.03	1.10	2.27.0		
25	28.75	61.43	2.12	4.44	9.38	18.22	36.14	1.18.0	2.47.5	30.54	1.07.6	2.29.5	32.34	1.11	2.28.5		
24	29.04	61.95	2.13	4.47	9.43	18.31	36.49	1.18.6	2.49.0	30.86	1.08.3	2.31.0	32.65	1.12	2.30.0		
23	29.33	62.47	2.14	4.50	9.48	18.40	36.84	1.19.2	2.50.5	31.18	1.09.0	2.32.5	32.96	1.13	2.31.5		
22	29.62	62.99	2.15	4.53	9.53	18.49	37.19	1.19.8	2.52.0	31.50	1.09.7	2.34.0	33.27	1.14	2.33.0		
21	29.91	63.51	2.16	4.56	9.58	18.58	37.54	1.20.4	2.53.5	31.82	1.10.4	2.35.5	33.58	1.15	2.34.5		
20	30.20	64.03	2.17	4.59	10.03	19.07	37.89	1.21.0	2.55.0	32.14	1.11.1	2.36.0	33.89	1.16	2.36.0		
19	30.49	64.55	2.18	5.02	10.08	19.16	38.24	1.21.6	2.56.5	32.46	1.11.8	2.37.5	34.20	1.17	2.37.5		
18	30.78	65.07	2.19	5.05	10.13	19.25	38.59	1.22.2	2.58.0	32.78	1.12.5	2.39.0	34.51	1.18	2.39.0		
17	31.07	65.59	2.20	5.08	10.18	19.34	38.94	1.22.8	2.59.5	33.10	1.13.2	2.40.5	34.82	1.19	2.40.5		
16	31.36	66.11	2.21	5.11	10.23	19.43	39.29	1.23.4	3.01.0	33.42	1.13.9	2.42.0	35.13	1.20	2.42.0		
15	31.65	66.63	2.22	5.14	10.28	19.52	39.64	1.24.0	3.02.5	33.74	1.14.6	2.43.5	35.44	1.21	2.43.5		
14	31.94	67.15	2.23	5.17	10.33	20.01	39.99	1.24.6	3.04.0	34.06	1.15.3	2.45.0	35.75	1.22	2.45.0		
13	32.23	67.67	2.24	5.20	10.38	20.10	40.34	1.25.2	3.05.5	34.38	1.16.0	2.46.5	36.06	1.23	2.46.5		
12	32.52	68.19	2.25	5.23	10.43	20.19	40.69	1.25.8	3.07.0	34.70	1.16.7	2.48.0	36.37	1.24	2.48.0		
11	32.81	68.71	2.26	5.26	10.48	20.28	41.04	1.26.4	3.08.5	35.02	1.17.4	2.49.5	36.68	1.25	2.49.5		
10	33.10	69.23	2.27	5.29	10.53	20.37	41.39	1.27.0	3.10.0	35.34	1.17.1	2.51.0	36.99	1.26	2.51.0		
9	33.39	69.75	2.28	5.32	10.58	20.46	41.74	1.27.6	3.11.5	35.66	1.17.8	2.52.5	37.30	1.27	2.52.5		
8	33.68	70.27	2.29	5.35	11.03	20.55	42.09	1.28.2	3.13.0	35.98	1.18.5	2.54.0	37.61	1.28	2.54.0		
7	33.97	70.79	2.30	5.38	11.08	21.04	42.44	1.28.8	3.14.5	36.30	1.19.2	2.55.5	37.92	1.29	2.55.5		
6	34.26	71.31	2.31	5.41	11.13	21.13	42.79	1.29.4	3.16.0	36.62	1.19.9	2.57.0	38.23	1.30	2.57.0		
5	34.55	71.83	2.32	5.44	11.18	21.22	43.14	1.30.0	3.17.5	36.94	1.20.6	2.58.5	38.54	1.31	2.58.5		
4	34.84	72.35	2.33	5.47	11.23	21.31	43.49	1.30.6	3.19.0	37.26	1.21.3	3.00.0	38.85	1.32	3.00.0		
3	35.13	72.87	2.34	5.50	11.28	21.40	43.84	1.31.2	3.20.5	37.58	1.22.0	3.01.5	39.16	1.33	3.01.5		
2	35.42	73.39	2.35	5.53	11.33	21.49	44.19	1.31.8	3.22.0	37.90	1.22.7	3.03.0	39.47	1.34	3.03.0		
1	35.71	73.91	2.36	5.56	11.38	21.58	44.54	1.32.4	3.23.5	38.22	1.23.4	3.04.5	39.78	1.35	3.04.5		



## Cycling – Male

Mark	Track			Road	
	200m Sprint second	3km Pursuit min/sec	1km Time Trial min/sec	10 mile Time Trial min/sec	25 mile Time Trial hrs/min/sec
30	12.00	3.40.5	1.08.0	21.30	0.54.00
29	12.02	3.41.3	1.08.2	21.42	0.54.30
28	12.04	3.42.1	1.08.4	21.54	0.55.00
27	12.06	3.42.9	1.08.6	22.06	0.55.30
26	12.08	3.43.7	1.08.8	22.18	0.56.00
25	12.10	3.44.5	1.09.0	22.30	0.56.30
24	12.12	3.45.3	1.09.2	22.42	0.57.00
23	12.14	3.46.1	1.09.4	22.54	0.57.30
22	12.16	3.46.9	1.09.6	23.06	0.58.00
21	12.18	3.47.7	1.09.8	23.18	0.58.30
20	12.20	3.48.5	1.10.0	23.30	0.59.00
19	12.22	3.49.3	1.10.2	23.42	0.59.30
18	12.24	3.50.1	1.10.4	23.54	1.00.00
17	12.26	3.50.9	1.10.6	24.06	1.00.30
16	12.28	3.51.7	1.10.8	24.18	1.01.00
15	12.30	3.52.5	1.11.0	24.30	1.01.30
14	12.32	3.53.3	1.11.2	24.42	1.02.00
13	12.34	3.54.1	1.11.4	24.54	1.02.30
12	12.36	3.54.9	1.11.6	25.06	1.03.00
11	12.38	3.55.7	1.11.8	25.18	1.03.30
10	12.40	3.56.5	1.12.0	25.30	1.04.00
9	12.42	3.57.3	1.12.2	25.42	1.04.30
8	12.44	3.58.1	1.12.4	25.54	1.05.00
7	12.46	3.58.9	1.12.6	26.06	1.05.30
6	12.48	3.59.7	1.12.8	26.18	1.06.00
5	12.50	4.00.5	1.13.0	26.30	1.07.00
4	12.52	4.01.3	1.13.2	26.42	1.07.30
3	12.54	4.02.1	1.13.4	26.54	1.08.00
2	12.56	4.02.9	1.13.6	27.06	1.08.30
1	12.58	4.03.7	1.13.8	27.18	1.09.00

## Cycling – Female

Mark	Track			Road	
	200m Sprint second	2km Pursuit min/sec	500m Time Trial second	10 mile Time Trial min/sec	25 mile Time Trial hrs/min/sec
30	13.50	2.40.0	40.00	24.30	1.04.00
29	13.56	2.40.6	40.12	24.50	1.04.35
28	13.62	2.41.2	40.24	25.10	1.05.10
27	13.68	2.41.8	40.36	25.30	1.05.45
26	13.74	2.42.4	40.48	25.50	1.06.20
25	13.80	2.43.0	40.60	26.10	1.06.55
24	13.86	2.43.6	40.72	26.30	1.07.30
23	13.92	2.44.2	40.84	26.50	1.08.05
22	13.98	2.44.8	40.96	27.10	1.08.40
21	14.04	2.45.4	41.08	27.30	1.09.15
20	14.10	2.46.0	41.20	27.50	1.09.50
19	14.16	2.46.6	41.32	28.10	1.10.25
18	14.22	2.47.2	41.44	28.30	1.11.00
17	14.28	2.47.8	41.56	28.50	1.11.35
16	14.34	2.48.4	41.68	29.10	1.12.10
15	14.40	2.49.0	41.80	29.30	1.12.45
14	14.46	2.49.6	41.92	29.50	1.13.20
13	14.52	2.50.2	42.04	30.10	1.13.55
12	14.58	2.50.8	42.16	30.30	1.14.30
11	14.64	2.51.4	42.28	30.50	1.15.05
10	14.70	2.52.0	42.40	31.10	1.15.40
9	14.76	2.52.6	42.52	31.30	1.16.15
8	14.82	2.53.2	42.64	31.50	1.16.50
7	14.88	2.53.8	42.76	32.10	1.17.25
6	14.94	2.54.4	42.88	32.30	1.18.00
5	15.00	2.55.0	43.00	32.50	1.18.35
4	15.06	2.55.6	43.12	33.10	1.19.10
3	15.12	2.56.2	43.24	33.30	1.19.45
2	15.18	2.56.8	43.36	33.50	1.20.20
1	15.24	2.57.4	43.48	34.10	1.20.55

### Triathlon – Male

The times below exclude the time taken in transition 1 and transition 2.

Mark	400m pool-based triathlon hrs/min/sec	750m open water triathlon hrs/min/sec
30	00:54:45	01:02:00
29	00:55:20	01:02:35
28	00:55:55	01:03:10
27	00:56:30	01:03:45
26	00:57:05	01:04:20
25	00:57:40	01:04:55
24	00:58:15	01:05:30
23	00:58:50	01:06:05
22	00:59:25	01:06:40
21	01:00:00	01:07:15
20	01:00:35	01:07:50
19	01:01:10	01:08:25
18	01:01:45	01:09:00
17	01:02:20	01:09:35
16	01:02:55	01:10:10
15	01:03:30	01:10:45
14	01:04:05	01:11:20
13	01:04:40	01:11:55
12	01:05:15	01:12:30
11	01:05:50	01:13:05
10	01:06:25	01:13:40
9	01:07:00	01:14:15
8	01:07:35	01:14:50
7	01:08:10	01:15:25
6	01:08:45	01:16:00
5	01:09:20	01:16:35
4	01:09:55	01:17:10
3	01:10:30	01:17:45
2	01:11:05	01:18:20
1	01:11:40	01:18:55

## Triathlon – Female

The times below exclude the time taken in transition 1 and transition 2.

Mark	400m pool-based triathlon hrs/min/sec	750m open water triathlon hrs/min/sec
30	01:02:45	01:10:30
29	01:03:25	01:11:10
28	01:04:05	01:11:50
27	01:04:45	01:12:30
26	01:05:25	01:13:10
25	01:06:05	01:13:50
24	01:06:45	01:14:30
23	01:07:25	01:15:10
22	01:08:05	01:15:50
21	01:08:45	01:16:30
20	01:09:25	01:17:10
19	01:10:05	01:17:50
18	01:10:45	01:18:30
17	01:11:25	01:19:10
16	01:12:05	01:19:50
15	01:12:45	01:20:30
14	01:13:25	01:21:10
13	01:14:05	01:21:50
12	01:14:45	01:22:30
11	01:15:25	01:23:10
10	01:16:05	01:23:50
9	01:16:45	01:24:30
8	01:17:25	01:25:10
7	01:18:05	01:25:50
6	01:18:45	01:26:30
5	01:19:25	01:27:10
4	01:20:05	01:27:50
3	01:20:45	01:28:30
2	01:21:25	01:29:10
1	01:22:05	01:29:50

## Appendix D: Prescribed theory content which can be applied in the AS and A Level EAPI

In order to support centres and students in the EAPI tasks, the following specification content from within the examined components has been identified as the most appropriate from which to choose theory to apply within your analysis and evaluation of performance and action (AS) / development (A level) plan. **Only content from these areas of the specification will be given credit.**

We recognise that socio-cultural aspects (H155/02 and H555/03) are the most challenging to apply in many respects, and this is reflected in the limited amount listed which is deemed relevant. Please note, though, that in Levels 5 and 6 there is an expectation that some application of socio-cultural content is successfully achieved.

Which specific content areas a student applies will depend on the performance seen, the type of activity in question and the area of weakness being addressed. The updated assessment grid indicates how the range of theory from across the examined components, used in both the analysis and evaluation of the performance and the subsequent plan, affects the level and mark available. **It is important to remember to focus on the quality of application;** making references to theory which are not applied or relevant in the context of the response are of limited value (as reflected in the assessment criteria).

### Physiological factors affecting performance H155/01 (AS) and H555/01 (A level)

#### 1.1 Anatomy and physiology

##### 1.1.a. Skeletal and muscular systems

Topic Area	Content	AS Level	A level
Analysis of movement	analyse movement with reference to: <ul style="list-style-type: none"> <li>joint type</li> <li>movement produced</li> <li>agonist and antagonist muscles involved</li> <li>type of muscle contraction taking place.</li> </ul>	Y	Y
Muscle contraction during exercise of differing intensities and during recovery	<ul style="list-style-type: none"> <li>muscle fibre types:               <ul style="list-style-type: none"> <li>slow oxidative</li> <li>fast oxidative glycolytic</li> <li>fast glycolytic</li> </ul> </li> <li>recruitment of different fibre types during exercise of differing intensities and during recovery.</li> </ul>	Y	Y

### 1.1.b. Cardiovascular and respiratory systems

Topic Area	Content	AS Level	A level
Cardiovascular system during exercise of differing intensities and during recovery	<ul style="list-style-type: none"><li>• effects of different exercise intensities and recovery on:<ul style="list-style-type: none"><li>o heart rate</li><li>o stroke volume</li><li>o cardiac output</li><li>o methods of calculating the above</li></ul></li></ul>	Y	Y
Respiratory system during exercise of differing intensities and during recovery	<ul style="list-style-type: none"><li>• effects of differing intensities of exercise and recovery on:<ul style="list-style-type: none"><li>o breathing frequency</li><li>o tidal volume</li><li>o minute ventilation</li></ul></li></ul>	Y	Y

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### 1.1.c. Energy for exercise

Topic Area	Content	AS Level	A level
*Energy systems and ATP resynthesis	<ul style="list-style-type: none"><li>• energy systems:<ul style="list-style-type: none"><li>o ATP-PC (Phosphocreatine) system</li><li>o glycolytic system</li><li>o aerobic system</li></ul></li><li>• for each system:<ul style="list-style-type: none"><li>o type of reaction (aerobic or anaerobic)</li><li>o chemical or food fuel used</li><li>o specific site of the reaction</li><li>o controlling enzyme</li><li>o ATP yield</li><li>o specific stages within the system</li><li>o by-products.</li></ul></li></ul>	N	Y

## 1.2 Exercise physiology

### 1.2.a. Diet and nutrition and their effect on physical activity and performance

Topic Area	Content	AS Level	A level
Ergogenic aids	<ul style="list-style-type: none"><li>• use of ergogenic aids; potential benefits and risks:<ul style="list-style-type: none"><li>o pharmacological aids:</li><li>o anabolic steroids</li><li>o erythropoietin (EPO)</li><li>o human growth hormone (HGH)</li></ul></li><li>• physiological aids:<ul style="list-style-type: none"><li>o blood doping,</li><li>o intermittent hypoxic training (IHT)</li><li>o cooling aids</li></ul></li><li>• nutritional aids:<ul style="list-style-type: none"><li>o amount of food</li><li>o composition of meals<ul style="list-style-type: none"><li>• (can include information about function and components of diet from 'diet and nutrition' section of spec where appropriate)</li></ul></li><li>o timing of meals</li><li>o hydration</li><li>o glycogen/carbohydrate loading</li><li>o creatine</li><li>o caffeine</li><li>o bicarbonate</li><li>o nitrate.</li></ul></li></ul>	Y	Y

### 1.2.b. Preparation and training methods in relation to improving and maintaining physical activity and performance

Topic Area	Content	AS Level	A level
Aerobic training	<ul style="list-style-type: none"> <li>aerobic capacity and maximal oxygen uptake (VO<sub>2</sub>max)</li> <li>how VO<sub>2</sub>max is affected by:               <ul style="list-style-type: none"> <li>individual physiological make-up</li> <li>training</li> <li>age</li> <li>gender</li> </ul> </li> <li>methods of evaluating aerobic capacity:               <ul style="list-style-type: none"> <li>laboratory test of VO<sub>2</sub>max using direct gas analysis</li> <li>NCF multi-stage fitness test</li> <li>Queen's College step test</li> <li>Cooper 12 minute run</li> </ul> </li> <li>intensity and duration of training used to develop aerobic capacity:               <ul style="list-style-type: none"> <li>continuous training</li> <li>high intensity interval training (HIIT)</li> </ul> </li> <li>the use of target heart rates as an intensity guide</li> <li>physiological adaptations from aerobic training:               <ul style="list-style-type: none"> <li>cardiovascular</li> <li>respiratory</li> <li>muscular</li> <li>metabolic</li> </ul> </li> <li>activities and sports in which aerobic capacity is a key fitness component.</li> </ul>	Y	Y



Topic Area	Content	AS Level	A level
Strength training	<ul style="list-style-type: none"> <li>types of strength:               <ul style="list-style-type: none"> <li>strength endurance</li> <li>maximum strength</li> <li>explosive/elastic strength</li> <li>static and dynamic strength</li> </ul> </li> <li>factors that affect strength:               <ul style="list-style-type: none"> <li>fibre type</li> <li>cross sectional area of the muscle</li> </ul> </li> <li>methods of evaluating each type of strength:               <ul style="list-style-type: none"> <li>grip strength dynamometer</li> <li>1 Repetition Maximum(1RM)</li> <li>press up or sit-up test</li> <li>vertical jump test</li> </ul> </li> <li>training to develop strength:               <ul style="list-style-type: none"> <li>repetitions</li> <li>sets</li> <li>resistance guidelines used to improve each type of strength</li> <li>use of multi-gym</li> <li>weights</li> <li>plyometrics</li> <li>circuit/interval training:                   <ul style="list-style-type: none"> <li>work intensity</li> <li>work duration</li> <li>relief interval</li> <li>number of work/relief intervals</li> </ul> </li> </ul> </li> <li>physiological adaptations from strength training:               <ul style="list-style-type: none"> <li>muscle and connective tissues</li> <li>neural</li> <li>metabolic</li> </ul> </li> <li>activities and sports in which strength is a key fitness component.</li> </ul>	Y	Y

Topic Area	Content	AS Level	A level
Flexibility training	<ul style="list-style-type: none"> <li>types of flexibility:               <ul style="list-style-type: none"> <li>static flexibility (active and passive)</li> <li>dynamic flexibility</li> </ul> </li> <li>factors that affect flexibility:               <ul style="list-style-type: none"> <li>type of joint</li> <li>length of surrounding connective tissue</li> <li>age</li> <li>gender</li> </ul> </li> <li>methods of evaluating flexibility:               <ul style="list-style-type: none"> <li>sit and reach test</li> <li>goniometer</li> </ul> </li> <li>training used to develop flexibility:               <ul style="list-style-type: none"> <li>passive stretching</li> <li>proprioceptive neuromuscular facilitation (PNF)</li> <li>static stretching</li> <li>dynamic stretching</li> <li>ballistic stretching</li> <li>isometric stretching</li> </ul> </li> <li>physiological adaptations from flexibility training:               <ul style="list-style-type: none"> <li>muscle and connective tissues</li> </ul> </li> <li>activities and sports in which flexibility is a key fitness component.</li> </ul>	Y	Y
Periodisation of training	<ul style="list-style-type: none"> <li>periodisation cycles:               <ul style="list-style-type: none"> <li>macrocycle</li> <li>mesocycle</li> <li>microcycle</li> </ul> </li> <li>phases of training:               <ul style="list-style-type: none"> <li>preparatory</li> <li>competitive</li> <li>transition</li> </ul> </li> <li>tapering to optimise performance</li> <li>how to plan personal health and fitness</li> <li>programmes for aerobic, strength and flexibility training.</li> </ul>	Y	Y

### 1.3 Biomechanics

#### 1.3.a. Biomechanical principles, levers and the use of technology

Topic Area	Content	AS Level	A level
Biomechanical principles	<ul style="list-style-type: none"> <li>Define and apply Newton's laws of motion:               <ul style="list-style-type: none"> <li>Newton's first law: inertia</li> <li>Newton's second law: acceleration</li> <li>Newton's third law: reaction</li> </ul> </li> <li>Force:               <ul style="list-style-type: none"> <li>netforce</li> <li>balanced and unbalanced force</li> <li>weight</li> <li>reaction</li> <li>friction</li> <li>air resistance</li> <li>factors affecting friction and air resistance and their manipulation in sporting performance</li> <li>free body diagrams showing vertical and horizontal forces acting on a body at an instant in time and the resulting motion</li> <li>calculations of force, momentum, acceleration and weight</li> <li>definition of centre of mass</li> <li>factors affecting the position of the centre of mass</li> <li>the relationship between centre of mass and stability.</li> </ul> </li> </ul>	Y	Y
Levers	<ul style="list-style-type: none"> <li>components of a lever system:               <ul style="list-style-type: none"> <li>load</li> <li>effort</li> <li>fulcrum</li> <li>effort arm</li> <li>load arm</li> </ul> </li> <li>1st class lever</li> <li>2nd class lever</li> <li>3rd class lever</li> <li>mechanical advantage of a 2nd class lever.</li> </ul>	Y	Y

#### 1.3.b. Linear motion, angular motion, fluid mechanics and projectile motion

Topic Area	Content	AS Level	A level
Fluid mechanics	<ul style="list-style-type: none"> <li>factors that impact the magnitude of air resistance (on land) or drag (in water) on a body or object:               <ul style="list-style-type: none"> <li>velocity</li> <li>mass</li> <li>frontal cross-sectional area</li> <li>streamlining and shape</li> <li>surface characteristics.</li> </ul> </li> </ul>	N	Y

Topic Area	Content	AS Level	A level
Projectile motion	<ul style="list-style-type: none"> <li>• factors affecting the horizontal distance travelled by a projectile:               <ul style="list-style-type: none"> <li>o height of release</li> <li>o speed of release</li> <li>o angle of release</li> </ul> </li> <li>• free body diagrams showing the forces acting on a projectile once in flight:               <ul style="list-style-type: none"> <li>o weight</li> <li>o air resistance</li> </ul> </li> <li>• resolution of forces acting on a projectile in flight using the parallelogram of forces</li> <li>• patterns of flight paths as a consequence of the relative size of air</li> <li>• resistance and weight               <ul style="list-style-type: none"> <li>o parabolic (symmetrical) flight path                   <ul style="list-style-type: none"> <li>• shot put</li> </ul> </li> <li>o non-parabolic (asymmetric) flight path                   <ul style="list-style-type: none"> <li>• badminton shuttle</li> </ul> </li> </ul> </li> <li>• The addition of lift to a projectile through the application of Bernoulli's principle:               <ul style="list-style-type: none"> <li>o angle of attack to create an upwards lift force on a projectile:                   <ul style="list-style-type: none"> <li>• discus</li> <li>• javelin</li> <li>• ski jumper</li> </ul> </li> </ul> </li> <li>• design of equipment to create a downwards lift force:               <ul style="list-style-type: none"> <li>o F1 racing cars</li> <li>o track cycling</li> </ul> </li> <li>• use of spin in sport to create a Magnus force, causing deviations to expected flight paths:               <ul style="list-style-type: none"> <li>o imparting spin to a projectile through the application of an</li> <li>o eccentric force</li> <li>o types of spin:                   <ul style="list-style-type: none"> <li>• top spin, side spin and back spin in tennis and table tennis</li> <li>• side spin in football</li> <li>• hook and slice in golf.</li> </ul> </li> </ul> </li> </ul>	Y	Y

## Psychological factors affecting performance H155/02 (AS) and H555/02 (A level)

### 2.1 Skill Acquisition

Topic Area	Content	AS Level	A level
Classification of skills	<ul style="list-style-type: none"><li>• justification of placement of skills on continua:<ul style="list-style-type: none"><li>o difficulty (simple/complex)</li><li>o environmental influence (open/closed)</li><li>o pacing (self-paced/externally paced)</li><li>o muscular involvement (gross/fine)</li><li>o continuity (discrete/serial/continuous)</li><li>o organisation (low/high).</li></ul></li></ul>	Y	Y
Types and methods of practice	<ul style="list-style-type: none"><li>• characteristics and uses of each:<ul style="list-style-type: none"><li>o part practice</li><li>o whole practice</li><li>o whole/part-whole practice</li><li>o progressive/part practice</li><li>o massed practice</li><li>o distributed practice</li><li>o fixed practice</li><li>o varied practice.</li></ul></li></ul>	Y	Y
Principles and theories of learning movement skills	<ul style="list-style-type: none"><li>• theories of learning:<ul style="list-style-type: none"><li>o operant conditioning</li><li>o cognitive theory of learning</li><li>o Bandura's theory of social/observational learning.</li></ul></li></ul>	Y	Y
Stages of learning	<ul style="list-style-type: none"><li>• characteristics of the stages of learning:<ul style="list-style-type: none"><li>o cognitive</li><li>o associative</li><li>o autonomous.</li></ul></li></ul>	Y	Y
Guidance	<ul style="list-style-type: none"><li>• types and uses of guidance:<ul style="list-style-type: none"><li>o verbal guidance</li><li>o visual guidance</li><li>o manual guidance</li><li>o mechanical guidance</li></ul></li><li>• advantages and disadvantages of using each type of guidance.</li></ul>	Y	Y
Feedback	<ul style="list-style-type: none"><li>• types and uses of feedback:<ul style="list-style-type: none"><li>o intrinsic</li><li>o extrinsic</li><li>o positive</li><li>o negative</li><li>o knowledge of performance</li><li>o knowledge of results</li></ul></li><li>• advantages and disadvantages of using each type of feedback.</li></ul>	Y	Y

## 2.2 Sports psychology

Topic Area	Content	AS Level	A level
Individual differences (definitions of the theories is not worthy of credit but application of theories is)	<ul style="list-style-type: none"> <li>• personality               <ul style="list-style-type: none"> <li>o theories of personality:                   <ul style="list-style-type: none"> <li>• trait – extroversion/introversion, stable/unstable, type a/type b</li> <li>• social learning</li> <li>• interactionist</li> </ul> </li> </ul> </li> <li>• attitudes               <ul style="list-style-type: none"> <li>o factors affecting attitude formation</li> <li>o components of attitude:                   <ul style="list-style-type: none"> <li>• cognitive</li> <li>• affective</li> <li>• behavioural</li> </ul> </li> <li>o methods of attitude change:                   <ul style="list-style-type: none"> <li>• persuasive communication</li> <li>• cognitive dissonance</li> </ul> </li> </ul> </li> <li>• motivation               <ul style="list-style-type: none"> <li>o uses and effects of:                   <ul style="list-style-type: none"> <li>• intrinsic motivation</li> <li>• extrinsic motivation</li> </ul> </li> </ul> </li> <li>• arousal               <ul style="list-style-type: none"> <li>o effects of arousal:                   <ul style="list-style-type: none"> <li>• drive theory</li> <li>• inverted U theory</li> <li>• catastrophe theory</li> </ul> </li> </ul> </li> <li>• anxiety               <ul style="list-style-type: none"> <li>o types of anxiety:                   <ul style="list-style-type: none"> <li>• state and trait</li> </ul> </li> <li>o response to anxiety:                   <ul style="list-style-type: none"> <li>• somatic and cognitive</li> <li>• zone of optimal functioning.</li> </ul> </li> </ul> </li> <li>• aggression               <ul style="list-style-type: none"> <li>o theories of aggression:                   <ul style="list-style-type: none"> <li>• instinct</li> <li>• social learning</li> <li>• frustration-aggression hypothesis</li> <li>• aggressive cue hypothesis</li> </ul> </li> </ul> </li> <li>• social facilitation               <ul style="list-style-type: none"> <li>o the effect of an audience on:                   <ul style="list-style-type: none"> <li>• introverts/extroverts</li> <li>• beginners/experts</li> <li>• simple/complex skills</li> <li>• gross/fine skills</li> </ul> </li> </ul> </li> <li>• evaluative apprehension</li> <li>• strategies to minimise social inhibition.</li> </ul>	Y	Y

Topic Area	Content	AS Level	A level
Goal setting in sports performance	<ul style="list-style-type: none"> <li>importance and effectiveness of goal setting               <ul style="list-style-type: none"> <li>for attentional focus</li> <li>persistence on tasks</li> <li>raising confidence and self-efficacy</li> <li>control of arousal and anxiety</li> <li>to monitor performance</li> <li>the SMART principle (Specific, Measurable, Achievable, Recorded, Time phased).</li> </ul> </li> </ul>	Y	Y
Confidence and self-efficacy in sports performance. (definitions not worthy of credit but application is)	<ul style="list-style-type: none"> <li>the impact of sports confidence on:               <ul style="list-style-type: none"> <li>performance</li> <li>participation</li> <li>self-esteem</li> </ul> </li> <li>Vealey's model of sports confidence:               <ul style="list-style-type: none"> <li>trait sports confidence</li> <li>competitive orientation</li> <li>state sports confidence</li> <li>subjective perceptions of outcome</li> </ul> </li> <li>Bandura's theory of self-efficacy:               <ul style="list-style-type: none"> <li>performance accomplishments</li> <li>vicarious experiences</li> <li>verbal persuasion</li> <li>emotional arousal.</li> </ul> </li> </ul>	Y	Y

### Socio-cultural issues in physical activity and sport - H155/02 (AS) and H555/03 (A level)

#### 3.1 Sport and society

Topic Area	Content	AS Level	A level
Emergence and evolution of modern sport	<ul style="list-style-type: none"> <li>how contemporary factors are shaping the characteristics of, and participation in, sport in the 21st century:               <ul style="list-style-type: none"> <li>class                   <ul style="list-style-type: none"> <li>amateurism and professionalism</li> </ul> </li> <li>gender/changing role and status of women</li> <li>law and order</li> <li>education</li> <li>availability of time</li> <li>availability of money</li> <li>transport</li> <li>globalisation of sport                   <ul style="list-style-type: none"> <li>media coverage</li> <li>freedom of movement for performers</li> <li>greater exposure of people to sport.</li> </ul> </li> </ul> </li> </ul>	Y	Y

### 3.2 Contemporary issues in physical activity and sport

Topic Area	Content	AS Level	A level
Routes to sporting excellence in the UK	<ul style="list-style-type: none"> <li>development routes from talent identification through to elite performance</li> <li>the role of school, clubs, universities in contributing to elite sporting success</li> <li>the role of UK Sport and National Institutes in developing sporting excellence/high performance sport</li> <li>strategies to address drop-out/failure rates from elite development programmes/at elite level.</li> </ul>	N	Y
4 *Modern technology in Sport – its impact on <b>participation</b> (focus is on participation only so that this content can be applied to the performance observed)	<ul style="list-style-type: none"> <li>General participation:               <ul style="list-style-type: none"> <li>the extent to which modern technology has increased participation including increased/improved:                   <ul style="list-style-type: none"> <li>access</li> <li>facilities</li> <li>equipment</li> <li>monitoring of exercise</li> <li>safety</li> </ul> </li> <li>the extent to which modern technology has limited or reduced participation including:                   <ul style="list-style-type: none"> <li>cost</li> <li>the range of alternatives to physical activity and sport</li> </ul> </li> </ul> </li> </ul>	N	Y



## Summary of updates

Date	Version	Section	Title of section	Change
September 2018	1.1	1b.2.	Restrictions placed on the NEA	Update to recommendations for filmed activities.
		2c.	Practical Activity Assessment – coaching	Updated text in bold.
		2d.1.	Advanced Subsidiary (AS) level (H155) EAPI task	Clarification of the sample table.
		2d.2.	Advanced (GCE) level EAPI task	Clarification of the sample table.
		2d.3.	Controls	Updated guidance on response start and timings.
		2e.1.–2e.42.	Skills criteria for practical activities	Clarification of the competitive requirement for each practical activity.
		2e.11.	Cycling	Update to road cycling time trials.
		2e.19.	Handball	Clarification of the competitive requirements for handball including updates to core skills and advanced skills.
		2e.27.	Rock Climbing	Clarification of the competitive requirements for lead climbing and speed climbing.
		2e.28.	Rowing	Clarification of the competitive requirements for rowing.
		2e.31.	Sculling	Clarification of the competitive requirements for sculling.
		2e.32.	Skiing	Clarification of the competitive requirements for skiing including updates to core skills, advanced skills and decision making and tactical awareness.
		2e.33.	Snowboarding	Clarification of the competitive requirements for snowboarding including updates to core skills, advanced skills and decision making and tactical awareness.
		3a.4.	Guidance on NEA controls	Updated guidance on the timings for EAPI tasks.
		3a.5.	Presentation of work	Update to filmed evidence requirements.
		3c.3.	Requirement to film the moderation day	Updated guidance on filmed evidence.

Date	Version	Section	Title of section	Change
September 2018	1.1	Appendix B	Additional guidance for filmed evidence	Updated guidance.
		Appendix C	Performance tables	Updated performance tables for athletics, swimming and road cycling.
		Multiple		Reference to 'bands' changed to 'levels' throughout the NEA guide.
August 2019	1.2	2e.1.	Association football	Updated skills criteria.
		2e.7.	Boccia	Updated link to classification criteria.
		2e.12.	Dance	Clarification of performance and filming.
		2e.20.	Hockey	Updated skills criteria.
		2e.22.	Kayaking	Updated skills criteria.
		2e.23.	Lacrosse	Updated skills criteria.
		2e.25.	Polybat	Updated link to classification criteria.
		2e.31.	Sculling	Updated skills criteria.
		2e.41– 2e.42	Wheelchair basketball Wheelchair rugby	Updated links to classification criteria.
		3c.3.	Requirement to film the moderation day	Clarification of EAPI, replaced EAR with RoR and added address.
March 2020	1.4	2e.1.	Acrobatic gymnastics	New activity added to the approved list.
		2e.3.	Association football	Updated guidance regarding heading.
		2e.4.	Athletics	Addition of 5,000m and 10,000m.
		2e.8.	BMX racing	New activity added to the approved list.
		2e.11.	Canoeing	Updated skills criteria.
		2e.13.	Cross country running	New activity added to the approved list.
		2e.18.	Figure skating	
		2e.19.	Futsal	
		2e.23.	Gymnastics	Addition of requirement to include a written description of the routines.
		2e.25.	Hockey	Updated skills criteria.
		2e.27.	Ice hockey	New activity added to the approved list.
		2e.28.	Inline roller hockey	
		2e.29.	Kayaking	Updated skills criteria.
		2e.30.	Lacrosse	
		2e.38.	Sailing	New activity added to the approved list.
		2e.39.	Sculling	Addition of skills criteria related to sculling as a team activity.
		2e.48.	Triathlon	New activity added to the approved list.
		2e.50.	Water polo	
		2e.53.	Windsurfing	

Date	Version	Section	Title of section	Change
		3a.5. 3c.3. Appendix B	Presentation of work Requirement to film the moderation day Additional guidance for filmed evidence	Addition of statement that a failure to film the moderation day will be considered maladministration.
		Appendix B	Additional guidance for filmed evidence	Updated list of off-site activities.
		Appendix C	Performance Tables for GCE (H555)	Addition of times for 5,000m and 10,000m, triathlon and updated female cycling times.
December 2020	1.5	Appendix C	Performance Tables for GCE (H555)	Updated times for athletics track female 400m hurdles.
September 2021	2	1b.2 and 1d		minor typo correction (DFE to DfE)
		1d	Access arrangements	Applying for more time than the maximum stated for the EAPI
		1e	Submitting a special activity request for learners with disabilities	Update on when to make a special activity submission.
		2d	The Evaluation and Analysis of Performance for Improvement (EAPI)	Reordered page content, adding in maximum response times and additional advice on the type of activity performance viewed with examples.
		2d.1	Advance Subsidiary (AS) Level EAPI task	Updates to filming requirements. Clarified requirements regarding justification of weaknesses and timescales. Removed the need to cover focus of sessions, adaptations and how improvement could be measured.
		2d.2	Advance (GCE) Level EAPI task	Updates to filming requirements. Clarified requirements regarding justification of weaknesses and timescales. Removed the need to cover focus of sessions, adaptations and how improvement could be measured. Updated the development plan wording from months to weeks for consistency with wording used for AS.
		2d.3	Controls	Reference to a new candidate notes sheet and how this should be used. Introduction of a maximum time for responses.

Date	Version	Section	Title of section	Change
		2d.4	AS and GCE Evaluation and Analysis of Performance for Improvement (EAPI) assessment grid	Updated column titles and content to better reflect core aspects of the updated task.
		2e	Skills criteria for practical activities	Hyperlink replaced with additional information regarding sailing boat and windsurfing classifications
		2e.3	Association football	Guide to heading hyperlink updated
		2e.11	Canoeing	Updated skills criteria
		2e.19	Futsal	Pitch, goal and ball size information hyperlink added
		2e.21	Goalball	Updated skills criteria
		2e.29	Kayaking	Updated skills criteria
		2e.38	Sailing	Hyperlink replaced with additional information regarding sailing boat and classifications
		2e.52	Wheelchair rugby	Classification hyperlink updated
		2e.53	Windsurfing	Hyperlink replaced with additional information regarding windsurfing classifications
		Appendix B	Filming of Activities	Updated name to Cambridge University Press & Assessment
		Appendix C	Performance Tables for GCE (H555)	Updated times for male and female triathlon
		Appendix D	Prescribed theory content which can be applied in the AS and A level EAPI	New appendix added. It is a list of the appropriate specification content areas from which the theory must be drawn
November 2021	3	2e.11	Canoeing	Reference change to turns heading changed to bold
		2e.29	Kayaking	Reference change to strokes
		Appendix B	'Off-site' activities addition	Sailing added

Date	Version	Section	Title of section	Change
December 2021	4	Disclaimer	Disclaimer	Update to include Guide to NEA as an extension of the specification.
		Contents	1. Introduction 2. Assessment criteria	Update of titles to align with section titles
		1d	Access arrangements for learners	Change to a form name – the ‘Special Activity Submissions form’ is now called the ‘Activity adjustment request form’
		1e	Requesting an activity adjustment for learners with disabilities	Change to section name and changes to improve clarity on the process
		2e.1 2e.8 2e.13 2e.18 2e.19 2e.27 2e.28 2e.38 2e.48 2e.50 2e.53	Acrobatic gymnastics BMX racing Cross country running Figure skating Futsal Ice hockey Inline roller hockey Sailing Triathlon Water polo Windsurfing	Removed the ‘NEW’ tag and reference to the fact this activity can only be assessed in 2021 (AS), and cannot be assessed within A Level until 2022.
		2e.17	Equestrian	Change of skill name from horse riding to equestrianism
		2e.44	Table cricket	Hyperlink updated
		2e.51	Wheelchair basketball	Classification hyperlink updated
		3a.3	When and how to give out the NEA tasks	Clarification on activity adjustments for learners with disabilities
		3a.5	Presentation of work	Clarifications on arrangements for off-site and moderation day filmed evidence
		3c.1	Minimum requirements for the NEA	Clarification on marks submission method
		3c.2	Submission dates for the NEA	Clarification on marks submission method
		3c.3	Requirement to film the moderation day	Clarification on the requirement by all centres to submit a moderation day filming cover sheet
		4	Appendix A: Key dates	Changes to improve clarity
		Various	Various	Minor changes to text formatting for consistency e.g. upper and lower case, and use of bold and underlining. Given the type of change, we have not marked these up with a line in the margin

Date	Version	Section	Title of section	Change
		4	Appendix A	Clarification that marks for both NEA components need submitting by 31 March
September 2022	5	1e	Requesting an activity adjustment for learners with disabilities	Instructions to submit forms and submission email address changed to srteam@ocr.org.uk
		Appendix C	Performance Table for GCE (H555)	Time converter link replaced on both male and female swimming tables Times amended on male and female Triathlon performance tables
		Appendices	Appendix A : Key Dates	Instructions for submitting Activity Adjustment requests, Marks and Evidence amended.
November 2022	6	2d.1.	Advanced Subsidiary (AS) Level (H155) EAPI task	Clarification to filming requirements
		2d.2.	Advanced (GCE) Level EAPI task	Clarification to filming requirements
		4	Appendix A	Added EAPI Sampling instructions
January 2023	6.1	4	Appendix A	Updated links
March 2023	6.2	2e.13	Cross Country Running	Updated allowed distance for boys' courses.
October 2023	6.3 and 6.4	3c.2	Submission dates for the NEA	Clarification that final marks for both NEA components and the PE Mark Input Form must be submitted by 15 March. All filmed evidence must be despatched to OCR by 15 March.
		4	Appendix A	Updated VAF submission deadline. Updated deadline and guidance on submitting marks and practical performance evidence to OCR.
		4	Appendix B	Clarification to filming requirements. Updated sampling requirements
January 2024	6.5	2e.25	Hockey	Updated skills criteria
		2e.29	Kayaking	Updated skills criteria
		2e.34	Rock Climbing	Updated skills criteria
		4	Appendix B	All references to the VAF changed to PE Moderation Forms with links.

Date	Version	Section	Title of section	Change
February 2024	6.6	2.e.4	Athletics	All references to the PE Mark Input Form changed to PE Activity Marks Submission Form
		2.e.14	Cycling	
		2.e.43	Swimming	
		2.e.48	Triathlon	
		3c.2	Submission dates for the NEA Appendix A Key dates	
		4	Appendix B	All references to PE Moderation Forms changed to Visit Arrangement Form with hyperlinks
September 2024	6.7	2f.	'Off-site' activities	Inclusion of off-site activities to be filmed
		4	Appendix B	Update to guidance for filmed evidence
January 2025	6.8	Various	Various	Updates to visit arrangements, activity marks submissions and submission methods for filmed evidence, additional evidence and moderation day filmed evidence.







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