

**AS and A LEVEL**  
*Practical Activity Assessment Grid*

# PHYSICAL EDUCATION

H155/H555  
For first teaching in 2016

Version 1.1 (February 2020)



# OCR AS and GCE practical activity assessment grid

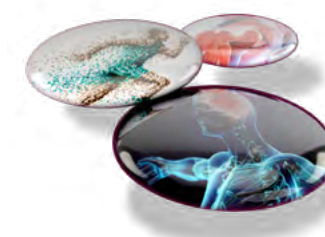
Candidates should be marked on their overall performance using a best fit approach. Each bullet point should be considered and the candidate awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a candidate shows:

- Range of skills - all of the core and advanced skills both in isolation and under competitive pressure = top end of Level 6
- Quality of skills - core skills are performed consistently with a very good standard of accuracy control and fluency (top end of Level 5) while advanced skills are performed consistently to a good standard (top end of Level 4) so overall = middle of level 4
- 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 & regs 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 two pages are one grid, to be marked out of 30 overall.

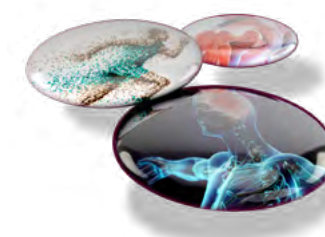
Centres may like to use a form of tick sheet based on the LOR like the one below to tick where in each level a learner is positioned. For example, ticks on the left indicate high in the band, ticks in the middle for middle of the level marks and ticks to the right indicate low marks in the band:

	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						
Level 0						





Level	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Level
6 (27–30 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills in isolation and 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>	<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)</b></li> <li><b>communication with other player(s)/performer(s) is outstanding (team activities only)</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>	6 (27–30 marks)
5 (22–26 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and most advanced skills in isolation and 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>	<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)</b></li> <li><b>communication with other player(s)/performer(s) is excellent (team activities only)</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>	5 (22–26 marks)
4 (16–21 marks)	<ul style="list-style-type: none"> <li>demonstrates all core skills and many advanced skills in isolation and 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>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on many occasions</li> <li>The candidate 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)</b></li> <li><b>communication with other player(s)/performer(s) is very good (team activities only)</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>	4 (16–21 marks)



Level	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Level
3 (10–15 marks)	<ul style="list-style-type: none"> <li>demonstrates most core skills and some advanced skills in isolation and 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>	<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) communication with other player(s)/performer(s) is good (team activities only)</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>	3 (10–15 marks)
2 (5–9 marks)	<ul style="list-style-type: none"> <li>demonstrates many core skills and few advanced skills in isolation and 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>	<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)</b></li> <li><b>communication with other player(s)/performer(s) is limited (team activities only)</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>	2 (5–9 marks)
1 (1–4 marks)	<ul style="list-style-type: none"> <li>demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations <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>	<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) rarely communicates with other player(s)/performer(s) (team activities only)</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 participation</li> </ul>	1 (1–4 marks)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit	0

