

## ENTRY LEVEL CERTIFICATE

Guide to Non-exam Assessment (NEA)

# PHYSICAL EDUCATION

**R463**

For first assessment in 2017

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# 1 Introduction

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

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

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

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

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

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

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

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

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

Want to find out more?

Ask subject specialist:

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

Phone: 01223 553998

Twitter: [https://twitter.com/ocr\\_PhysEd](https://twitter.com/ocr_PhysEd)

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

## 2 Curriculum guidance

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

It also offers learners with disabilities the opportunity to apply for reasonable adjustments in the assessment criteria of approved activities. Centres should use the activity adjustment process on behalf of their learner, refer to Section 2.1 for further details.

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

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

The majority of the practical activities in the Entry Level Certificate in Physical Education can be co-taught with those in the GCSE (9–1) in Physical Education. This means that learners taking Entry Level Certificate and the GCSEs (9–1) can practice and perform together for most activities.

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

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

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

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



## 2.1 Requesting an activity adjustment for learners with disabilities

Centres may apply to adjust the assessment criteria for a learner with a disability. An adjustment can only be made to an activity on the activity list which can be found in section 4.1 of this guide and section 2c in the specification.

### 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 adjust some or all of the assessment criteria for a learner with a disability.

### 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 PE subject advisors 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 candidate
- 2) Centres complete the activity adjustment request form using their knowledge of the candidate 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 [srteam@ocr.org.uk](mailto:srteam@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 the 1 April.

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

### Approval

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

- description of the activity
- National Governing Body details
- classification rules/requirements to participate in the activity
- specific assessment criteria for the activity:
  - skills
  - 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 adaptation of an activity on the approved list.
- The adjustment(s) proposed does not provide enough scope for assessment in line with the subject criteria and aims.
- The adjustment(s) proposed does not offer a competitive structure or scenario in which assessment can take place.
- There is a legal or liability reason why the adjustment(s) proposed should not be permitted, such as an age restriction that prohibits a candidate 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.

## 2.2 Access arrangements for learners

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

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

Reasonable adjustments aim to create 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 learners with disabilities who will require reasonable adjustments for Physical Education must instigate a dialogue with OCR **before** the start of or at an early stage in the course.

A dialogue with OCR at an early stage should ensure that a positive outcome can be achieved. Adjustment requests need to be submitted to OCR no later than 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.

# 3 Assessment criteria

## 3.1 General assessment criteria – practical activities

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

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

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

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

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

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

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

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

### Conditions for performance and assessment

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

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

Unless stated in the specific activity, at:

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

Level	Range and quality of skills	Decision making and rules
<b>3</b> (16–20 marks)	<ul style="list-style-type: none"> <li>demonstrates the ability to perform an increasing range of basic skills and techniques in the activity</li> <li>consistently performs these skills and techniques in both isolation and as part of a whole performance or in conditioned competitive situations</li> <li>maintains good accuracy, control and fluency of skills in isolation and during performance</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on most occasions</li> <li>applies appropriate tactics/strategies/compositional ideas</li> <li>demonstrates a good understanding of the rules and conventions of the activity during performance</li> <li><b>demonstrates a clear understanding of the roles they and others perform (team activities and leading only)</b></li> <li><b>communication with other player(s)/performer(s) is used appropriately (team activities and leading only)</b></li> </ul>
<b>2</b> (19–15 marks)	<ul style="list-style-type: none"> <li>demonstrates the ability to perform a range of basic skills and techniques in the activity</li> <li>consistently performs these skills and techniques in isolation and sometimes as part of a whole performance or in conditioned competitive situations</li> <li>maintains some accuracy, control and fluency of skills in isolation and during performance</li> </ul>	<ul style="list-style-type: none"> <li>successfully selects and uses appropriate skills on some occasions</li> <li>sometimes applies appropriate tactics/strategies/compositional ideas</li> <li>demonstrates some understanding of the rules and conventions of the activity during performance</li> <li><b>demonstrates some understanding of the roles they and others perform (team activities and leading only)</b></li> <li><b>some communication with other player(s)/performer(s) (team activities and leading only)</b></li> </ul>
<b>1</b> (1–8 marks)	<ul style="list-style-type: none"> <li>demonstrates the ability to perform a limited range of basic skills and techniques which are fundamental to the activity</li> <li>finds it difficult to perform skills and techniques consistently in isolation or as part of a performance or in conditioned competitive situations and requires guidance</li> <li>limited accuracy, control and fluency of skills performed in isolation</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses appropriate skills on few occasions</li> <li>rarely applies appropriate tactics/strategies/compositional ideas</li> <li>demonstrates limited understanding of the rules and conventions of the activity during performance</li> <li><b>demonstrates limited understanding of the roles they and others perform (team activities and leading only)</b></li> <li><b>rarely communicates with other player(s)/performer(s) (team activities and leading only)</b></li> </ul>
<b>0</b>	No evidence or no evidence worthy of credit.	

## 3.2 General assessment criteria – Analysing Performance

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

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

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

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

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

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

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

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

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

### Additional support/prompting

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

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

### Analysing Performance Assessment Grid

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

3

## 4 Skills criteria

### 4.1 Skills criteria for practical activities – team

Team activity	Restrictions and allowances	Page
Acrobatic gymnastics	Cannot be assessed with gymnastics	12
Association football	Can be five-a-side or futsal	13
Badminton	Cannot be assessed with singles	13
Basketball		14
Blind cricket		15
Camogie/hurling	Cannot do both	16
Cricket	Can be indoor or outdoor	17
Dance	Cannot be used as both a team and individual activity	18
Figure skating	Cannot be assessed with dance	19
Gaelic football		19
Goalball		20
Handball		20
Hockey	Can be field hockey or indoor hockey	21
Ice hockey	Cannot be assessed with inline roller hockey	22
Inline roller hockey	Cannot be assessed with ice hockey	23
Lacrosse		24
Netball		25
Powerchair football		26
Rowing	Cannot be assessed with sculling, canoeing/kayaking	27
Rugby	Can be league, union (7's or 15's) or tag	27
Sailing		28
Sculling	Cannot be assessed with canoeing/kayaking or rowing	28
Squash	Cannot be assessed with singles	29
Table cricket		29
Table tennis	Cannot be assessed with singles	30
Tennis	Can be short tennis Cannot be assessed with singles	30
Volleyball		31
Water polo		31
Wheelchair basketball		32
Wheelchair rugby		33

## Acrobatic gymnastics

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

- Balance
- Dynamic

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

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.)

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### Skills:

Posture  
Alignment  
Tension  
Use of space, height, levels

Specific skills applied as appropriate to the position being assessed.

Steps  
Leaps/jumps  
Twists/pivots  
Balances  
Rolls  
Cartwheels  
Roundoffs  
Transitions  
Dance/artistic elements  
Throws  
Catches  
Flight  
Stability  
Swinging

### Decision making and rules:

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



## Association football

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Learners may be assessed in 11-a-side football, five-a-side football or futsal.

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=IwAR2Fpd2lqOKU>

### Skills

Outfield players:

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

Goalkeeper:

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

### Decision making and rules

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

## Badminton

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Learners may be assessed either as a team (doubles) or as an individual (singles). Learners may not be assessed in both doubles and singles.

### Skills

Serving

Return of serve

Forehand shots:

- Overhead clear
- Underarm clear
- Drop shots
- Smash

### Decision making and rules

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

## Basketball (not street)

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### Skills

Stance and footwork:

- Triple threat position
- Pivoting

Passing:

- Chest
- Bounce

Dribbling

Shooting:

- Set shot
- Jump shot

### Decision making and rules

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

## Blind cricket

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

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

### Skills

#### Batting:

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

#### Bowling:

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

#### Fielding:

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

#### Wicket Keeping:

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

#### Decision making and rules

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

## Camogie/hurling

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### Skills

#### Striking:

- Stationary sliotar
- Whilst moving

#### Catching:

- Roll lift
- Overhead

#### Carrying:

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

#### Tackling

### Decision making and rules

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

## Cricket

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Learners may be assessed in indoor or outdoor cricket.

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

### Skills

Batting:

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

Bowling:

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

Fielding:

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

Wicket Keeping:

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

### Decision making and rules

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

## Dance

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

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

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

### Skills

Posture/placement

Alignment

Tension

Use of space, levels and height

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

- Ballet:
  - Pirouettes
  - Leaps
  - Balances
- Ballroom:
  - Turns/spins
  - Chasse
  - Walks
- Contemporary:
  - Leaps
  - Balances
  - Turns and traveling
  - Step patterns
- Folk:
  - Step patterns
  - Movement
  - Rhythm

Irish:

- Leaps/jumps
- Balances
- Turns and traveling
- Step patterns
- Street:
  - Jumps
  - Holds/grabs
  - Step patterns
  - Turns and traveling
- Tap:
  - Steps
  - Wings
  - Pick ups
  - Traveling steps
  - Different rhythms
  - Head, body and arm lines

### Decision making and rules

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

## Figure skating

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

- Singles
- Pairs
- Ice dance
- Synchronised skating

### Skills:

Edge control

Jumping

Transitional moves

Spins

Turns/steps

Lift

### Decision making and rules:

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

## Gaelic football

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### Skills

Outfield players:

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

Goalkeeper:

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

### Decision making and rules

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

## Goalball

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

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

### Skills

Throws:

- Stationary
- With one or more strides

Positioning:

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

Blocking

### Decision making and rules

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

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## Handball

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### Skills

Outfield players:

- Catching
- Passing
- Dribbling
- Shooting

Goalkeeper:

- Catching
- Passing
- Shot stopping

### Decision making and rules

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



## Hockey

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Learners may be assessed in field hockey or indoor hockey.

### Skills

Outfield players:

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

Goalkeeper:

- Passing
- Shot stopping
- Clearing
- Intercepting

### Decision making and rules

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

## Ice hockey

---

### Skills (skaters)

Skating:

- Forwards
- Backwards
- Direction changes
- Stopping

Puck control

Passing:

- Forehand

Shooting

Checking

### Skills (net minder)

Stance

Posture

Shot stopping

- Use of glove
- Use of blocker

### Decision making and rules:

- Selection and use of skills e.g. when/where to skate/shoot/pass
- Applying tactics (attack and defence)
- Awareness of rules and conventions
- Awareness of roles and positions
- Team work and communication

## Inline roller hockey

---

### Skills (skaters)

Skating:

- Forwards
- Backwards
- Direction changes
- Stopping

Puck control

Passing:

Forehand

Shooting

Checking

### Skills (net minder)

Stance

Posture

Shot stopping

- Use of glove
- Use of blocker

### Decision making and rules:

- Selection and use of skills e.g. when/where to skate/shoot/pass
- Applying tactics (attack and defence)
- Awareness of rules and conventions
- Awareness of roles and positions
- Team work and communication

## Lacrosse

---

### Skills

#### Outfield players:

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

#### Goalkeeper:

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

### Decision making and rules

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

## Netball

---

### Skills

Footwork

- Stopping/Landing
- Pivoting

Dodging

Catching

Passing:

- Chest
- Shoulder
- Overhead
- Bounce

Shooting

Rebounding

### Decision making and rules

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

## Powerchair football

---

Learners wishing to take part in this activity must meet the classification criteria. These can be found at: <https://www.thefa.com/get-involved/player/disability/grassroots-disability-football/powerchair-football>

### Skills

Outfield players:

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

Goalkeeper:

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

### Decision making and rules

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

## Rowing

---

### Skills

Phases:

- Catch
- Draw
- Finish
- Recovery
- Balance

Maintaining body position

### Decision making and rules

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

## Rugby

---

Learners may be assessed in **one** form of rugby from rugby league, rugby union (Sevens), rugby union (15s) or tag rugby.

### Skills

Picking up the ball:

- Stationary
- Moving

Running with the ball

Passing

Receiving

Tackling/tagging

Try scoring

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

- Scrum
- Lineout
- Kicking

### Decision making and rules

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

## Sailing

---

### Skills:

Candidates in two-man boats can only be assessed as a helmsman.

Introduction:

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

Starting

Finishing

Landing

Sail setting

Tacking

Balance

Centre board positioning (one-man boat only)

### Decision making and rules:

- Selection and use of skills (e.g. coordination of actions)
- Selection of appropriate boat size
- Applying tactics (e.g. when to change tack)
- Awareness of rules and conventions

4

## Sculling

---

### Skills:

Catch

Draw

Finish

Recovery

Balance

Maintaining body position

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

### Decision making and rules:

- Selection of appropriate boat size (1, 2, 4, coxed or uncoxed)
- Selection and use of skills e.g. coordination of stroke
- Applying tactics e.g. when to increase stroke rate
- Awareness of rules and conventions



## Squash

---

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

Learners may not be assessed in both doubles and singles.

### Skills

Serving

Return of serve

Forehand/backhand shots:

- Drive
- Drop shot
- Lob
- Boast

### Decision making and rules

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

## Table cricket

---

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

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

### Skills

Batting:

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

Bowling:

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

Fielding:

- Reaction to the ball
- Positioning of your fielder

### Decision making and rules

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

## Table tennis

---

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

Learners may not be assessed in both doubles and singles.

### Skills

Serving

Return of serve

Strokes:

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

Application of spin on some shots

### Decision making and rules

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

4

## Tennis

---

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

Learners may not be assessed in both doubles and singles.

### Skills

Serving

Return of serve

Strokes (forehand and backhand):

- Groundstrokes
- Volley

Strokes (forehand)

- Lob

### Decision making and rules

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

## Volleyball

---

### Skills

Serving

Return of serve

Shots:

- Volley/set
- Dig
- Smash or Spike

### Decision making and rules

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

## Water polo

---

### Skills:

Base position:

- Treading water

Movement in the pool:

- On front
- On back

Rising up out of the water

Ball control

Passing

Short

Long

Shooting

Dribbling

Marking

Intercepting

### Decision making and rules:

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

## Wheelchair basketball

---

Learners wishing to take part in this activity must meet the classification criteria. These can be found here: <https://britishwheelchairbasketball.co.uk/rules-regulations/classification/guide-to-classification/>

### Skills

Chair control:

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

Gaining possession:

- Catching the ball
- Ball pick up

Passing:

- Chest
- Feed off
- Hook

Shooting:

- Set shots
- Free shots

Dribbling

### Decision making and rules

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

## Wheelchair rugby

---

Learners wishing to take part in this activity must meet the classification criteria. These can be found here: <https://worldwheelchair.rugby/the-game-classifications/>

### Skills

Chair control:

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

Gaining possession:

- Catching the ball with both hands
- Ball pick up

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

- Roll
- Bump pass
- Scoop
- Chest

Attacking/Scoring:

- Evading defence
- Crossing the line

Dribbling

Tackling

### Decision making and rules

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

## 4.2 Skills criteria for practical activities – individual

Individual activity	Restrictions and allowances	Page
Amateur boxing		35
Athletics		36
Badminton *	Cannot be assessed with doubles	13
Boccia		37
Canoeing/kayaking	Cannot be assessed with sculling or rowing	37
Cycling	Can be track or road cycling, mountain biking or BMX	38
Dance *	Cannot be used as both a team and individual activity	18
Horse riding		38
Figure skating *	Can only be used for one activity, cannot be assessed with dance	19
Fitness training	Can be weight training or circuit training	39
Golf		39
Gymnastics		40
Polybat		41
Rock climbing	Can be indoor or outdoor	42
Sailing *	Cannot be used as both a team and individual sport	28
Sculling	Cannot be assessed with canoeing/kayaking or rowing Cannot be used as both a team and individual sport	42
Skiing	Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope or on a dry artificial slope. Cannot be assessed with snowboarding	43
Snowboarding	Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope or on a dry artificial slope. Cannot be assessed with skiing	43
Squash *	Cannot be assessed with doubles	29
Swimming	Cannot be synchronised	44
Table tennis *	Cannot be assessed with doubles	30
Tennis *	Can be short tennis. Cannot be assessed with doubles	30
Trampolining		45
Windsurfing		46
Leading	Can be assessed in leading any activity on the specification	47
* For the activities of badminton, dance, figure skating, sailing, squash, table tennis and tennis please see the skills criteria on the page indicated within the 'team activity' list.		

## Amateur boxing

---

### Skills

Stance

Footwork

Guard

Balance

Punching:

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

### Decision making and rules

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

## Athletics

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

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

### Track/running

- 100m
- 200m
- 300m/400m (gender appropriate distance)
- 800m
- 1500m
- 3000m
- 1500m steeple chase
- Cross country
- Hurdles 80m/100m (gender appropriate distance)
- Hurdles 300m/400m (gender appropriate distance)
- 5000m

### Skills

Track/running events:

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

Jumping events:

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

Throwing events:

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

### Jumps

- High jump
- Long jump
- Triple jump
- Pole vault

### Throws

- Shot
- Discus
- Javelin
- Hammer

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

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

### Jumping – decision making and rules:

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

### Throwing – decision making and rules:

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



## Boccia

---

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

### Skills

Sending (by hand, foot or assistive device):

- Roll
- Lob

Control of send:

- Length/width
- Speed

### Decision making and rules

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

## Canoeing/kayaking

---

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

### Skills

Embark/disembark

Stopping/emergency stop

Capsize drill

Strokes:

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

Turns

### Decision making and rules

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

## Cycling

---

Learners should be assessed performing one discipline from track cycling, road cycling, mountain biking or BMX.

### Skills

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

### Decision making and rules

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

## 4

## Horse riding

---

### Skills

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

### Decision making and rules

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

## Fitness training

---

Learners should be assessed in either weight training or circuit training.

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

Learners should demonstrate:

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

### Skills

Identifying focus of training

Design the training programme

Preparation for training

- Health and safety
- Warm up
- Equipment checks

Evaluating and modifying of the training programme

- Progression
- Suitability

Quality of execution

- Range of exercises
- Technique

### Decision making and rules:

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

4

## Golf

---

### Skills

Stance

Grip

Swing

Shots:

- Putting
- Chipping
- Pitching
- Long irons
- Driving

### Decision making and rules

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

## Gymnastics

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

Floor  
Ball  
Clubs  
Hoops  
Rope  
Ribbon

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

### Skills

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

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

Body movements:

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

With apparatus:

- Figures of 8
- Balancing equipment on the body
- Swinging
- Throwing
- Tapping/beating
- Passing through/over a hoop
- Trapping
- Bouncing
- Wrapping
- Coils
- Snaking
- Spiraling

### Decision making and rules

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

## Polybat

---

Learners wishing to take part in this activity must meet the functional profiles. These can be found here: <https://www.ntu.ac.uk/c/adapted-sports/the-adapted-games/polybat>

### Skills

Serving

Return of serve

Strokes:

- Hit
- Push
- Forehand

Positioning

Bat placement

Reaction to the ball

### Decision making and rules

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

## Rock climbing

---

Learners may be assessed in indoor or outdoor rock climbing. Learners should demonstrate:

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

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

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

### Skills

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

Knots:

- Bowline
- Figure of eight
- Semi-direct belay

Climbing methods:

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

### Decision making and rules

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

4

## Sculling

---

### Skills

Phases:

- Catch
- Draw
- Finish
- Recovery
- Balance

Maintaining body position

### Decision making and rules

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

## Skiing

---

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

Learners should demonstrate:

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

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

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

### Skills

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

### Decision making and rules

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

## Snowboarding

---

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

Learners should demonstrate:

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

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

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

### Skills

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

### Decision making and rules

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

## Swimming

---

Learners should demonstrate:

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

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

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

- One stroke for 25 metres without stopping

**Or**

- Two strokes for a minimum of 10 metres without stopping

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

### Skills

Body position

Leg action

Arm action

Breathing

Timing

Strokes:

- Front crawl
- Back crawl
- Breaststroke

### Decision making and rules

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



## Trampolining

---

Learners should demonstrate:

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

### Skills

Shapes:

- Tuck
- Straddle
- Pike

Twists:

- Half
- Full

Seat Drop

Rotational movements:

- Front landing
- Back landing

Combined movements:

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

Quality of execution:

- Height
- Body Shape

### Decision making and rules

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

## Windsurfing

---

### Skills:

Introduction:

- Stopping/emergency stopping
- Capsize drill

Uphauling

Stance

Grip

Balance

Starting

Finishing

Landing

### Decision making and rules:

- Selection and use of skills (e.g. coordination of actions)
- Selection of appropriate board and sail size
- Applying tactics (e.g. when to change tack)
- Awareness of rules and conventions

## 4.3 Assessment criteria for leading

---

The role of leader is available in all activities as well as the role of performer. Learners should demonstrate:

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

### Decision making and rules

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

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

### Skills

Identifying weaknesses/areas for improvement

Organisation

Communication

Following a session plan

Demonstrations

Feedback to the participants

## 5 Teacher guidance on marking

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

The starting point for marking all of the tasks is the relevant assessment criteria. These contain levels of criteria for the skills and/or knowledge and understanding that the learner is required to demonstrate. Each task should be marked by the teacher according to the given marking criteria within

the relevant unit using a 'best fit' approach. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria and the required skills for the activity or task.

### 5.2 Practical activities

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

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

The following approach is suggested when determining activity marks:

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

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

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

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

As mentioned previously it is suggested that the practical activity tasks assessment is continuous. This will assist in centres establishing the correct

rank order for all of their learners within activities and across all activities.

### 5.3 Analysing Performance task

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

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

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

### 5.4 Guidance on external moderation of centre marking

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

All internally assessed tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of learners within the centre.

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

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

Where a centre has requested visiting moderation, the sample of learners' work will be moderated by live performance. If you are submitting marks in activities that cannot be moderated live, a sample of filmed evidence for each activity should be made available to the moderator. Where learners have presented their Analysing Performance task verbally, moderators may interview the sample of learners to assess the marks awarded by the centre in relation to the marking criteria. It is therefore recommended that centres adhere to the questions suggested in the Analysing Performance task (section 3.2 of this Entry Level Guide to NEA).

Where a centre has requested postal or digital upload moderation, the sample of learners' work should be filmed and submitted to OCR no later than 15 May. For details on what is required from filmed evidence refer to Appendix D. Centres must include evidence of both practical performances (filmed) and of the Analysing Performance task (filmed or written). Each learner's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each learner's file.

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

A timeline for this process is available in Appendix B.

## 6 Appendices

### Appendix A – Analysing Performance task sheet

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

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

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

This form and the [PE Mark Input Form](#) are available to also download from the OCR website, ELC Physical Education page: [Entry Level - Physical Education - R463 \(from 2016\) - OCR](#).

## Appendix B – Key dates

First year of learners' study	
Date	Centre actions
September	<p><b>Understanding the assessment process</b></p> <p>We advise centres to familiarise themselves with the NEA standards and requirements for <a href="#">internal assessments</a>. (Interchange password required)</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 (NEA)</a> and then contact subject advisors at <a href="mailto:srteam@ocr.org.uk">srteam@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 subject advisors via email to <a href="mailto:srteam@ocr.org.uk">srteam@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 subject advisors 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
September	<p><b>Assessment of learners</b></p> <p>Ensure that the ongoing assessments are completed and finalise marks through <a href="#">internal standardisation</a>.</p> <p>Provide learners with marks and opportunity to appeal.</p> <p>Learners' complete <a href="#">candidate declarations</a> which are to be retained at centre.</p> <p>Centres complete <a href="#">centre authentication form</a> which is to be retained at centre.</p>
By 21 February	<p><b>Submit PE Moderation Forms</b></p> <p>By 21 February – centre to complete <a href="#">PE Moderation Forms</a> and submit to OCR.</p> <p>If you wish to act as a host centre, please indicate this on the form.</p>
Once OCR have your PE Moderation Forms	<p><b>Moderator contact</b></p> <p>Moderator contacts centre to arrange remote moderation (by postal or uploaded evidence) or visiting moderation (where a moderator visits the centre)</p> <p>Moderator will confirm:</p> <ul style="list-style-type: none"> <li>• Final moderation arrangements logistics (visiting moderation only)</li> <li>• Activities and learners to be moderated</li> </ul> <p>Centre confirms receipt of final details</p>
By 15 May	<p><b>Submit marks and evidence to OCR</b></p> <p>Once <b>all</b> assessment and internal standardisation has occurred, centre submits to OCR:</p> <ul style="list-style-type: none"> <li>• All marks via Interchange or EDI</li> <li>• Filmed and written evidence (Upload and Postal moderation only)</li> </ul> <p><b>Upload and postal moderation requirements:</b></p> <p>Centre submits all requested filmed evidence and written evidence (Analysing Performance (AP) task only) to moderator no later than 15 May.</p> <p><b>Visiting moderation requirements:</b></p> <p>Centre attends moderation visit with appropriate learners and supporting evidence.</p> <p>All marks and evidence must be submitted at least 10 days before the planned moderation visit.</p>

## Second year of learners' study

Date	Centre actions
August	<b>Results issued</b> Results are issued and reports are released to centres. Centres can access <a href="#">results reports</a> on interchange and results analysis on <a href="#">Active Results</a> .
Post release of results	<b>Post Results Service</b> If a centre disagrees with their results, they may request a review of results using the <a href="#">Post Results service</a> .

## Appendix C – Guidance for filmed evidence

Centres offering R463 Entry Level Certificate Physical Education specifications to their learners may be expected to provide filmed evidence of their learners' practical performance and AP. If opting for postal or digital upload moderation, filmed evidence should be sent to the OCR before the 15 May. For visiting moderation, where the centre has submitted marks for an activity, but it cannot be included in the moderation day, filmed evidence should be made available to the moderator.

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

### Filming


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

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

### Filming of activities

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

1. The evidence should be in electronic format and compatible with VLC media player.
2. Each activity should be supported by filmed evidence that is sufficient to evidence the marks awarded by the centre to the learner.
3. Learners must be clearly identified in the footage, per activity, by lettered or numbered bib. The numbers must be shown against the learner's name on any relevant forms or paperwork which accompanies the filmed activities and ideally there should be an accompanying commentary, which clearly identifies learners.
4. Scores in rank order for all learners, with the identified learners clearly shown, should be sent with the filmed evidence.
5. Ideally, several minutes of the filming should be devoted to the individual skills of each identified learner. Then if learners are involved in team activities the camera should be focused on them in the game or conditioned competitive situation.
6. A running commentary, identifying the learners in the games situation, is helpful.
7. Learners need to be seen demonstrating their ability to perform the skills of the activity in a way which supports the mark they have been given – so they need to show the quality and range required, in the correct conditions, for the level they are assessed in. This allows the moderator, who has no prior knowledge of your learner, to judge the appropriateness of the mark that has been awarded.
8. Where the environment in which the activity is taking place is relevant to the assessment of the activity, centres must include a thorough and accurate description, for example the type of slope in skiing or grade of a climb in rock climbing.
9. The filmed evidence should be recorded in good light.

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10. The use of yellow training bibs to identify learners should be avoided, as this colour does not show up well on a screen.
  11. Captions are not necessary.
  12. Males and females can be filmed together but in most activities should be assessed separately and marks should be shown in rank order within gender groups. The filmed evidence should reflect 'real' assessment situations, so for example it may be appropriate to film male and female footballers performing drills and practices as one group, but then to film separate games for male and female performer.

## Summary of updates

Date	Version	Section	Title of section	Change
August 2019	1.1	4.1	Skills criteria for practical activities – team	Updated skills criteria for: <ul style="list-style-type: none"> <li>• Association Football</li> <li>• Hockey.</li> </ul> Updated links to classification criteria for: <ul style="list-style-type: none"> <li>• Wheelchair Basketball</li> <li>• Wheelchair Rugby</li> <li>• Boccia</li> <li>• Polybat.</li> </ul>
July 2020	1.2	4.1	Skills criteria for practical activities – team	Addition/updates to skills criteria for: <ul style="list-style-type: none"> <li>• Acrobatic gymnastics</li> <li>• Figure skating</li> <li>• Ice hockey</li> <li>• Inline hockey</li> <li>• Sailing</li> <li>• Sculling</li> <li>• Water polo</li> <li>• Wind surfing</li> </ul>
		4.2	Skills criteria for practical activities – individual	Addition/updates to skills criteria for: <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Figure skating</li> <li>• Sailing</li> </ul>
December 2021 mark-ups in are shown with a single line in the margin.	2	Disclaimer	Disclaimer	Update to include Guide to NEA as an extension of the specification.
		Contents	1.3 6 Appendix B	Change of title of Appendix from 'moderation process' to 'key dates'
		2	Curriculum guidance	Change to a form name – the 'Special Activity Submissions form' is now called the 'Activity adjustment request form'
		2.1	Requesting an activity adjustment for learners with disabilities	Change to section name and changes to improve clarity on the process, as activities only listed in the specification can be adjusted.
		2.2	Access arrangements for learners	Change to a form name – the 'Special Activity Submissions form' is now called the 'Activity adjustment request form'

Date	Version	Section	Title of section	Change
		4.1	Skill criteria for practical activities - team	Correction of 'inline hockey' to 'inline roller hockey' Classification hyperlinks updated for the following activities: <ul style="list-style-type: none"> <li>• Association football</li> <li>• Powerchair football</li> <li>• Table cricket</li> <li>• Wheelchair rugby</li> </ul>
		4.2	Skill criteria for practical activities - individual	Correction of windsurfing being an individual activity, having been moved from section 4.1
		5.4	Guidance on external moderation of centre marking	Clarification on the selection of samples for moderation
		6	Appendix A: Analysing Performance task sheet	Removal of the task sheet from the Guide to NEA, with a link provided to a new form available on the OCR website.
		6	Appendix B: Key dates	Changes to improve clarity
		6	Appendix C: Guidance for filmed evidence	Confirmation of date filmed evidence must be received by, and removal of reference to forms that are no longer required. Removal of reference to filmed evidence submitted in DVD format.
		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.
January 2023	2.1	Appendices		Updated links
June 2023	2.2	5.4		Updated guidance on filmed evidence
October 2023	2.3	6	Appendix B: Key dates	Change to the Visit Arrangement Form (VAF) submission date. Centres must complete VAF and submit to OCR by 21 February.

<b>Date</b>	<b>Version</b>	<b>Section</b>	<b>Title of section</b>	<b>Change</b>
January 2024	2.4	2	Curriculum guidance	Clarification around reasonable adjustments for learners with disabilities.
		5.4	Guidance on external moderation of centre marking	Appendix B - Key Dates Appendix C - Guidance for filmed evidence  Updated guidance on the moderation process including key dates and deadlines.
		6	Appendix B: Key dates	All references to the VAF changed to PE Moderation Forms with links.

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