

## ENTRY LEVEL CERTIFICATE

*Exemplar Candidate Work*

# ***PHYSICAL EDUCATION***

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**R463**

For first teaching in 2016

## **Analysing Performance Task Summer 2017 examination series**

Version 1

# Contents

<b>Introduction</b>	3
<b>Candidate exemplar 1: Low level answer</b>	4
Commentary	5
<b>Candidate exemplar 2: Medium level answer</b>	7
Commentary	8
<b>Candidate exemplar 3: High level answer</b>	10
Commentary	11
<b>Candidate exemplar 4: High level answer</b>	13
Commentary	14
<b>Candidate exemplar 5: High level answer</b>	16
Commentary	17

# Introduction

These exemplar answers have been chosen from the summer 2017 examination series.

OCR is open to a wide variety of approaches and all answers are considered on their merits. These exemplars, therefore, should not be seen as the only way to answer questions but do illustrate how the mark scheme has been applied.

Please always refer to the specification (<http://www.ocr.org.uk/Images/313152-specification-entry-level-physical-education-r463.pdf>) for full details of the assessment for this qualification. These exemplar answers should also be read in conjunction with the sample assessment materials and the June 2017 Examiners' Report to Centres available on the OCR website <http://www.ocr.org.uk/qualifications/>.

# Candidate exemplar 1

## Low level answer

10

3

Physical Education		
OCR ELC in Physical Education		
Analysing Performance Task Sheet		
Learner Name:		
Learner Number:	Centre Number:	
What are the key skills of the activity that you have just watched?		
THROWING HIGH - throwing the ball high and low. - throwing the ball slow. (4)		
What is the performer doing well in their performance? / What are their strengths?		
- Rosie is good at throwing the ball. - Her ball goes <del>away</del> by Jack the white ball. (3)		
What could the performer do better in their performance? / What are their weaknesses?		
- Her ball goes too far away from Jack the white ball.		

How could they improve their performance?

- Rosie needs a tiny gap between white jack and her blue ball

③

Give an example of a practice or drill that they could use to improve their performance?

- Rosie needs to look
- Rosie needs to do target work.

## Examiner commentary

*The practical activity being assessed is Boccia.*

**Reference to mark scheme to show why this is a low level response:**

When assessing the analysing performance task it is essential that the Analysing Performance Assessment Grid is used and the 'best-fit' approach is applied (see sections 3.1 and 3.2 of the Entry Level Physical Education Guide to NEA).

## Skills/Techniques

### Level 1 response – 3 marks

- The candidate has only referred to one skill; which is throwing
- They have however, made some development of this response by referring to the height of the throw (high and low) and speed (slow)
- The response for this section demonstrates limited understanding of the basic skills/techniques required in Boccia but credit is given to the one named skill and the development which puts the response at the top of Level 1.

## Strengths and Weaknesses

### Level 1 response – 2 marks

- The response for both strengths and weaknesses are limited making it a level 1 band
- The response does make reference to good throwing and although the term accuracy is not mentioned this is what is suggested when they refer to 'her ball goes by jack – the white ball' (strengths)
- The reference to weaknesses is a little mixed and contradicts the strengths mentioned by referring to the weakness as 'her ball goes too far away from the jack – the white ball'. This reinforces the response as mid-Level 1 being the most appropriate mark.

## Improvements

### Level 1 response – 2 marks

- The response for improvements demonstrates a limited ability to make suggestions on how to improve the performance observed by simply referring to a 'tiny gap that needs to be left between white jack and blue ball'
- The response offers some suggestions of a practice/drill by referring to 'target work'.

Overall, this response demonstrates a limited understanding of the basic skills/techniques, strengths and weaknesses and limited suggestions on how to improve the observed performance. All three sections are clearly in the Level 1 band with 7 marks being awarded.

### How the answer could be improved:

It is recommended that the Entry Level PE Guide to NEA and the skills criteria is used to assist learners with all three sections within the Analysing Performance task.

## Skills/Techniques

- The response needs to identify more of the skills and techniques required in Boccia
- The skills criteria for Boccia divides skills into sending (roll and lob) and control of send (length/width and speed)

- There is also the opportunity to refer to application of tactics (attack and defence) within this section.
- If the learner is able to refer to specific skills such as roll and lobs as well as commenting on the control of send then this will improve the standard of response to a band Level 3.

## Strengths and Weaknesses

- Ensure that the strengths and weaknesses are different for the performer
- Give reasons why identified points are either strengths or weaknesses relating to technique and/or control. For example, the weakness is the accuracy of the performers sends as they often roll the ball too fast/slow towards the white jack ball.

## Improvements

- The response needs to offer some suggestions of a specific practice/drill rather than by simply referring to 'target work'
- There is opportunity here for the learner to devise and draw target drills and games. These drills/games could then be developed further to demonstrate progression
- It may be useful to provide the learner with court templates that then allows them to draw the example of a practice drill.

## Additional support/prompting

Prompting in addition to the Analysing Performance questions is allowed. For example, the learner could be reminded about drawing a target drill and how it could be developed and/or they could be asked about why the ball goes too far away from the white jack ball. The learners overall mark maybe affected depending on the amount of prompting or help that is given but learners can still access the Level 3 band if little help is received or some help for Level 2.

Refer to the following websites for useful resources:

[https://www.paralympic.org/sites/default/files/document/120305112904554\\_Card\\_2\\_Boccia.pdf](https://www.paralympic.org/sites/default/files/document/120305112904554_Card_2_Boccia.pdf)

<https://www.bbc.co.uk/education/guides/zyg3rdm/revision/1>

<https://bocciaengland.org.uk/coaching/basics/>

[https://www.google.com/search?biw=1366&bih=659&tbnm=isch&sa=1&q=boccia+target+drills&oq=boccia+target+drills&gs\\_l=psy-ab.3...7382.11381.0.11628.19.17.2.0.0.122.1298.16j1.17.0...0...1.1.64.psy-ab.0.8.550...0j0i8i30k1j0i30k1j0i24k-1.0.bZ-1kRyUcWwc#imgrc=g7Gxhb5RwW1MCM:search?biw=1366&bih=659&tbnm=isch&q=boccia+target+drills&oq=boccia+target+drills&gs\\_l=psy-ab.3...7382.11381.0.11628.19.17.2.0.0.122.1298.16j1.17.0...0...1.1.64.psy-ab.0.8.550...0j0i8i30k1j0i30k1j0i24k-1.0.bZ1kRyUcWwc&gws\\_rd=cr&dcr=0&ei=HRscWo2hGsr7aef-MpqqI#gws\\_rd=cr&imgrc=g7Gxhb5RwW1MCM:](https://www.google.com/search?biw=1366&bih=659&tbnm=isch&sa=1&q=boccia+target+drills&oq=boccia+target+drills&gs_l=psy-ab.3...7382.11381.0.11628.19.17.2.0.0.122.1298.16j1.17.0...0...1.1.64.psy-ab.0.8.550...0j0i8i30k1j0i30k1j0i24k1.0.bZ-1kRyUcWwc#imgrc=g7Gxhb5RwW1MCM:search?biw=1366&bih=659&tbnm=isch&q=boccia+target+drills&oq=boccia+target+drills&gs_l=psy-ab.3...7382.11381.0.11628.19.17.2.0.0.122.1298.16j1.17.0...0...1.1.64.psy-ab.0.8.550...0j0i8i30k1j0i30k1j0i24k-1.0.bZ1kRyUcWwc&gws_rd=cr&dcr=0&ei=HRscWo2hGsr7aef-MpqqI#gws_rd=cr&imgrc=g7Gxhb5RwW1MCM:)

# Candidate exemplar 2

## Medium level answer

(14)

Physical Education			
OCR Entry Level Certificate			
Analysing Performance Task Sheet			
Learner Name:			
Learner Number:		Centre Number:	
What are the key skills of the activity that you have just watched?			
<p>Passing the ball</p> <p>dribbling the Ball</p> <p>Shooting (3)</p> <p>Defending</p> <p>Attacking</p>			

What is the performer doing well in their performance? / What are their strengths?			
<p>Intercepting the Ball</p> <p>Assessing the match</p> <p>Scoring Baskets</p> <p>(3)</p>			
What could the performer do better in their performance? / What are their weaknesses?			
<p>better at dribbling skills.</p>			

How could they improve their performance?

Bounce to waist height

Use both hands

Pass it to team members more

(4)

Give an example of a practice or drill that they could use to improve their performance?

Drizzle and pass

Drizzle round cones

Timed dribbling

## Examiner commentary

*The practical activity being assessed is basketball.*

**Reference to mark scheme to show why this is a medium response.**

When assessing the analysing performance task it is essential that the Analysing Performance Assessment Grid is used and the 'best-fit' approach is applied (see sections 3.1 and 3.2 of the Entry Level Physical Education Guide to NEA).

## Skills/Techniques

### Level 2 response – 5 marks

- The candidate has referred to three different skills (passing, dribbling and shooting) but they have also attempted some development of their response by referring to attacking and defending which can also be credited
- The response for this section demonstrates a reasonable understanding of some of the skills/techniques required in basketball and puts the response at the top of Level 2.

## Strengths and Weaknesses

### Level 2 response – 5 marks

- The candidate has made reference to some good terminology such as 'intercepting the ball' and 'assessing the match' as well as 'scoring baskets' for strengths
- The weakness simply refers to 'better at dribbling skills'
- The combined response of both strengths and weakness puts this at the top band of Level 2.

## Improvements

### Level 3 response – 5 marks

- The response for improvements demonstrates an ability to make good suggestions on how to improve the performance observed by commenting on specific coaching techniques such as 'bounce the ball to waist height', 'use both hands' and 'pass it to team members more'
- The example of a practice/drill to improve dribbling is reasonable and comments on 'dribbling around cones' and 'timed dribbling'.

Overall, this response demonstrates a reasonable ability and understanding to identify a range of basic skills/techniques, strengths and weaknesses and makes reasonable suggestions on how to improve the observed performance. The skills and strengths/weaknesses sections are clearly in the top band of Level 2 with the suggestions for improvement being in the lower band Level 3 with a total of 15 marks being awarded.

### How the answer could be improved:

It is recommended that the Entry Level PE Guide to NEA and the skills criteria is used to assist learners with all three sections within the Analysing Performance task.

## Skills/Techniques

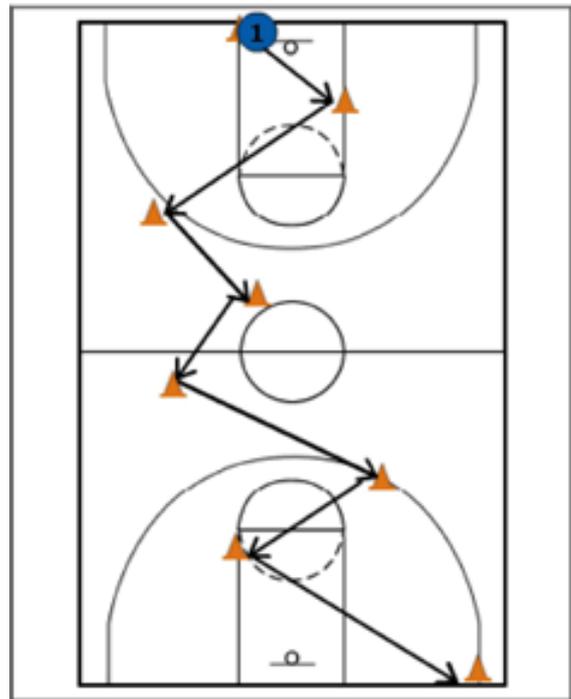
- The response needs to identify more of the skills and techniques required in basketball
- The skills criteria for basketball divides skills into stance and footwork (triple threat position and pivoting), passing (chest and bounce), dribbling and shooting (set and jump)
- There is also the opportunity to comment on selection and use of skills (when/where to run/shoot/pass) refers to application of tactics (attack and defence) within this section.

## Strengths and Weaknesses

- Give reasons why identified points are either strengths or weaknesses relating to technique. For example, dribbling is a weakness because the performer keeps their head down when trying to dribble
- Comments could also be made on performers decision making, understanding of roles and positions and/or teamwork/communication.

## Improvements

- There is opportunity here for the learner to devise and draw dribbling drills. See diagram below:



- It may be useful to provide the learner with court templates that allows them to draw different examples of practice drills.

Refer to the following websites for useful resources:

- <http://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/>
- <https://www.breakthroughbasketball.com/drills/basketballdrills.html>
- <https://www.online-basketball-drills.com/basketball-drills>
- <http://www.bbc.co.uk/schools/gcsebitesize/pe/video/basketball/>
- <https://www.basketballengland.co.uk/learnimprove/improve-as-a-player>

# Candidate exemplar 3

## High level answer

(16)<sup>+</sup>

Physical Education			
OCR ELC in Physical Education			
Analysing Performance Task Sheet			
Learner Name:			
Learner Number:		Centre Number:	
What are the key skills of the activity that you have just watched?			
<p>           Tuck. - Tuck            Backdrop. - Backlanding Back drop.            Sit drop. - Seat drop            Full twist. - Full twist            Straight. - Straight Jump.         </p> <p>These are trampoline moves and shapes.</p>			

(6)

What is the performer doing well in their performance? / What are their strengths?

- I bounce well in the middle of the trampoline.
- I make trampoline shape well and clear. My favourite one is the backdrop.

(5)

What could the performer do better in their performance? / What are their weaknesses?

- I need to try and keep my balance. This may help me stay in the middle better.

How could they improve their performance?

→ I could make my legs straight and together.

→ I need less bounces between each shape.

⑤

Give an example of a practice or drill that they could use to improve their performance?

- I need to be on the trampoline to practice my legs getting straight when making the shapes.

## Examiner commentary

*The practical activity being assessed is trampolining.*

**Reference to mark scheme to show why this is a medium response:**

When assessing the analysing performance task it is essential that the Analysing Performance Assessment Grid is used and the 'best-fit' approach is applied (see sections 3.1 and 3.2 of the Entry Level Physical Education Guide to NEA).

The use of a scribe will not influence the overall mark awarded unless the scribe assists the learner with additional help and support.

## Skills/Techniques

### Level 3 response – 6 marks

- The candidate has referred to five different skills (tuck, backdrop, seat drop, full twist and straight jump) and has referred to these skills as moves and shapes
- The response for this section demonstrates a good understanding of the skills/techniques required in trampolining and puts the response at the bottom of band Level 3.

## Strengths and Weaknesses

### Level 2 response – 4 marks

- The response demonstrates an ability to identify some of the strengths and weaknesses of the performance. They have referred to 'bouncing in the middle of the trampoline' and 'shapes being performed well and clear' as their strengths with their favourite shape being the backdrop
- The weakness refers to good terminology of balance but also contradicts the strengths by indicating it will assist them in staying in the middle of the trampoline better which has already been mentioned to as a strength
- The response for this section demonstrates a reasonable understanding of their strengths and weaknesses in trampolining and puts the response at the bottom of Level 2.

## Improvements

### Level 2 response – 4 marks

- The response for this section demonstrates a reasonable understanding of improvements to be made and some knowledge of how to improve by 'practicing straight legs'
- Overall the response for improvements can be placed at the bottom of Level 2.

Overall, this response demonstrates a mixed ability and understanding. There is good understanding to identify a range of basic skills/techniques with a reasonable understanding of strengths/weaknesses with reasonable suggestions on how to improve the observed performance. The skills and techniques section is clearly in band Level 3 with the strengths/weaknesses and suggestions for improvement being in the band Level 2 with a total of 14 marks being awarded.

### How the answer could be improved:

It is recommended that the Entry Level PE Guide to NEA and the skills criteria is used to assist learners with all three sections within the Analysing Performance task.

## Skills/Techniques

- This response can be developed further by referring to the other different skill categories mentioned within the NEA including shapes (straddle and pike), twists (half), rotational movements (front landing)
- There is also opportunity to comment on combined moves. For example, swivel hips and half twist in and out of front/back/seat landings.

## Strengths and Weaknesses

- Although the learner makes comment to body shape, there is also opportunity to refer to quality of execution in terms of height
- There is also opportunity to comment on decision making, selection of skills (balance of difficulty of routine with quality of execution) as well as compositional ideas (style and order of routine)
- Give reasons why identified points are either strengths or weaknesses relating to technique. For example, reasons why they manage to stay in the middle of the trampoline is due to their ability to keep their upper body and head still and maintaining straight arms, legs and toes when in the air.

## Improvements

- The response needs to be further developed in order for it to be a Level 3 response showing an ability to make good suggestions on how to improve the observed performance
- There is opportunity here for the learner to devise practice drills that could also demonstrate progression.

[https://www.trampolining-online.co.uk/coaching/skills\\_forum/move\\_search.php?q=ALL](https://www.trampolining-online.co.uk/coaching/skills_forum/move_search.php?q=ALL)

<https://www.british-gymnastics.org/discover/trampoline>

<https://www.bbc.co.uk/education/guides/zp99j6f/revision/2>

# Candidate exemplar 4

## High level answer

20

Physical Education		
OCR EL C in Physical Education		
Analysing Performance Task Sheet		
Learner Name:		
Learner Number:	Centre Number:	
<p>What are the key skills of the activity that you have just watched?</p> <p>The skills that I can see were a straight jump, tuck jump, straddle jump, pike jump, half turn, full turn seat drop, back drop, front drop and swivel hips. I have to keep in the centre of the trampoline.</p>		

7

<p>What is the performer doing well in their performance? / What are their strengths?</p> <p>I can perform all of the moves that have been mentioned in my key skills. I have nice pointed toes in some of my jumps. I also get good height when on the trampoline.</p>
<p>What could the performer do better in their performance? / What are their weaknesses?</p> <p>On my tuck jump, I could get my knees up to my chest. Using my arms more when performing my moves, for example, in my swivel hips, bring my arms up when turning. In my back drop, my arms need to be close to my chest.</p>

1

How could they improve their performance?

Use arms more  
 Stay in the centre  
 Point my toes  
 Keep my legs straight.  
 Legs together when in seat drop

6

Give an example of a practice or drill that they could use to improve their performance?

1. Seat drop, half turn and arms up straight. Head turns to the direction of the turn. Land on feet. Swivel hips
2. Seat drop, half turn and arms up straight. Head turns to the direction of the turn. Seat drop.

## Examiner commentary

The practical activity being assessed is trampolining.

**Reference to mark scheme to show why this is a medium response:**

When assessing the analysing performance task it is essential that the Analysing Performance Assessment Grid is used and the 'best-fit' approach is applied (see sections 3.1 and 3.2 of the Entry Level Physical Education Guide to NEA).

## Skills/Techniques

### Level 3 response – 7 marks

- The candidate has referred to ten different skills (straight, tuck, straddle, pike, half turn, full turn, backdrop, front drop and swivel hips) and has also referred to keeping in the centre of the trampoline
- The response for this section demonstrates a good understanding of many skills/techniques required in trampolining and puts the response at the top of Level 3.

## Strengths and Weaknesses

### Level 3 response – 7 marks

- The response demonstrates a good ability to identify strengths and weaknesses of the performance
- They have referred to 'pointed toes' and 'good height' as their strengths
- The weakness refers to a couple of specific skills (tuck jump, swivel hips and backdrop) with clear reasons why these skills are weaknesses
- The response for this section demonstrates a good understanding of their strengths and weaknesses in trampolining and puts the response at the top of Level 3.

## Improvements

### Level 3 response – 6 marks

The response for this section demonstrates a good understanding of improvements to be made and good knowledge of how to improve by:

- Use arms more
- Stay in the centre
- Point toes
- Keep legs straight
- Legs together when performing the seat drop.

Overall, this response demonstrates a very good ability and understanding identifying a range of skills/techniques with a very good understanding of strengths/weaknesses and suggestions on how to improve the observed performance. All three sections are clearly in band Level 3 with maximum marks being awarded for each with a total of 20 marks.

### How the answer could be improved:

It is recommended that the Entry Level PE Guide to NEA and the skills criteria is used to assist learners with all three sections within the Analysing Performance task.

## Skills/Techniques

**NB – This response is already worthy of maximum marks.**

**To make further developments there could be focus on:**

- The different skill categories mentioned within the NEA including shapes (tuck, straddle and pike), twists (half and full), rotational movements (front and back landing)
- There is also opportunity to comment on combined moves. For example, swivel hips and half twist in and out of front/back/seat landings.

## Strengths and Weaknesses

**NB – This response is already worthy of maximum marks.**

**To make further developments there could be focus on:**

- Refer to quality of execution (height and body shape)
- There is also opportunity to comment on decision making, selection of skills (balance of difficulty of routine with quality of execution) as well as compositional ideas (style and order of routine).

## Improvements

**NB – This response is already worthy of maximum marks.**

**To make further developments there could be focus on:**

- There is opportunity here for the learner to devise progressive practice drills.

Refer to the following websites for useful resources:

[https://www.trampolining-online.co.uk/coaching/skills\\_forum/move\\_search.php?q=ALL](https://www.trampolining-online.co.uk/coaching/skills_forum/move_search.php?q=ALL)

<https://www.british-gymnastics.org/discover/trampoline>

<https://www.bbc.co.uk/education/guides/zp99j6f/revision/2>

# Candidate exemplar 5

## High level answer

Physical Education	
OCR ELC in Physical Education	
Analysing Performance Task Sheet	
Learner Name:	
Learner Number:	Centre Number:
<p>What are the key skills of the activity that you have just watched?</p> <p>           » <del>Passing</del>            &gt; shoulder passes            &gt; chest passes            &gt; over head passes            &gt; bounce passes            » Catching            » shooting            » defending            on the ball            &gt; without the ball            » footwork            » pivoting         </p>	
7	
<p>What is the performer doing well in their performance? / What are their strengths?</p> <p>ENGLAND » They are very accurate in their shooting, both short and long distance. Additionally, in using these are good coordination, their passes are very accurate and tactical too as their passes are wide and often quite short and also the speed at which they calculate their passes is an advantage.</p> <p>SOUTH AFRICA » They have good reach and keep using interception as a technique to prevent their opponents from passing well.</p>	
7	
<p>What could the performer do better in their performance? / What are their weaknesses?</p> <p>BRITAIN » Was not very good at defense as they often let their opponents win the few times they had passes intercepted and then didn't defend their goal very well. Their players on defense often strayed from the net quite excessively.</p> <p>SOUTH AFRICA » South Africa were not quite enough and didn't have enough stamina to continuously keep up with the British team players. Additionally they weren't capable of shooting very well even when they do intercept and get the ball.</p>	

How could they improve their performance?

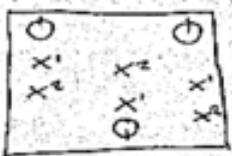
BRITAIN → Even when they are ahead still keep their defense in place and they must keep an eye be alert of their opponents as they often face interceptions delaying their passes + attempts to win overall.

SOUTH AFRICA → ~~the~~ They could work on stamina and shooting as whenever they were defending specific players they could not actually stay in front of them.

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Give an example of a practice or drill that they could use to improve their performance?

BRITAIN →



x' = defending  
 x'' = attacking  
 O or O = nets

- defending practices

SOUTH AFRICA → the bleep test & relaying as well as "around the world" shooting exercises

## Examiner commentary

The practical activity being assessed is netball.

Reference to mark scheme to show why this is a high response:

When assessing the analysing performance task it is essential that the Analysing Performance Assessment Grid is used and the 'best-fit' approach is applied (see sections 3.1 and 3.2 of the Entry Level Physical Education Guide to NEA).

## Skills/Techniques

### Level 3 response – 7 marks

- This response refers to many different skills used in netball (passing, catching, shooting and footwork). It also details some of the different types of passing available as well (shoulder, chest, overhead and bounce)
- The response for this section demonstrates a very good understanding of many skills/techniques required in netball and puts the response at the top of Level 3.

## Strengths and Weaknesses

### Level 3 response – 7 marks

- The response demonstrates an excellent ability to identify strengths and weaknesses of the performance. They have used good terminology throughout the response including terms such as accuracy, co-ordination, tactical, speed, interception and technique
- The weaknesses also refers to specific terminology including defence, interception and stamina
- The response for this section demonstrates an excellent understanding of the strengths and weaknesses relating to netball and puts the response at the top of Level 3.

## Improvements

### Level 3 response – 6 marks

- The response for this section demonstrates an excellent understanding of improvements to be made and covers tactics (defence), skills (shooting) and fitness components (stamina)
- The response also consists of a detailed practice/drill that has been drawn and explained by using a key
- The weaknesses identified match the examples of drills. For example, defence as a weakness with a drill designed to improve defending and stamina as another weakness with reference to the bleep test to improve.

Overall the response for all three sections is clearly at the top of band Level 3 and a maximum of 20 marks awarded.

### How the answer could be improved:

It is recommended that the Entry Level PE Guide to NEA and the skills criteria is used to assist learners with all three sections within the Analysing Performance task.

## Skills/Techniques

**NB – This response is already worthy of maximum marks.**

**To make further developments there could be focus on:**

- Other skills not referred to within the response that are identified in the Entry Level PE Guide to NEA are stopping/landing, dodging and rebounding
- There is also the opportunity to comment on selection and use of skills (when/where to shoot/pass) refer to application of tactics (attack and defence) within this section.

## Strengths and Weaknesses

**NB – This response is already worthy of maximum marks.**

**To make further developments there could be focus on:**

- Further comments could be made on performers' decision making, understanding of roles and positions and/or teamwork/communication.

## Improvements

**NB – This response is already worthy of maximum marks.**

**To make further developments there could be focus on:**

- Another drill could be added that follows on from the first defending drill that shows evidence of progression. For example, introduction of more defenders.

Refer to the following websites for useful resources:

<https://www.englandnetball.co.uk/coaching>

[https://www.thenetballcoach.com/?gclid=CjwKCAjw7MDPBRA-FEiwAppdF9lmx6yCriA9TiVn-H9ByUp-vTI6QLo1KMC7R-JR33D-Cr5I3rVii2OBoC7AsQAvD\\_BwE](https://www.thenetballcoach.com/?gclid=CjwKCAjw7MDPBRA-FEiwAppdF9lmx6yCriA9TiVn-H9ByUp-vTI6QLo1KMC7R-JR33D-Cr5I3rVii2OBoC7AsQAvD_BwE)

<https://www.sportplan.net/drills/Netball/?jsessionid=AB-6D8271106ABB5DA8EB53160208152F>

<http://www.teachpe.com/netball/index.php>

<https://www.netballcoach.tv/>



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[www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

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