

teachers' handbook

Version 1 September 2010

ENTRY LEVEL CERTIFICATE IN PHYSICAL EDUCATION

R462

For teaching from September 2010

www.ocr.org.uk/entrylevel



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1 Introduction

1.1 What is the purpose of this handbook?

Our Entry Level Certificate in Physical Education has been redesigned for first teaching in September 2010. It sits with the new GCSEs in Physical Education, enabling us to offer a coherent package for you and your candidates.

This is an exciting, broad-based specification for you and your learners which aims to make Physical Education engaging for learners and encourage them to achieve more. The practical possibilities have no limit.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching it.

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

1.2 Overview of OCR Entry Level Certificate in Physical Education

Physical Education (R462)

Practical Performances	<p>Candidates are assessed in four practical activities chosen from at least two different activity areas.</p> <p>Candidates may choose to be assessed in the role of coach/leader or official in one of their four activities.</p>
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Analysing Performance	<p>Candidates analyse a performance by another candidate or themselves in one practical activity, suggest ways that the performance may be improved, and demonstrate an understanding of the contribution exercise and training make towards a healthy, balanced and active lifestyle.</p>
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2 Curriculum guidance

The Entry Level Certificate is entirely coursework based, with the focus of the course being on the performer and on performance. Candidates choose from a wide-range of activities including off-site activities for those centres and candidates who may wish to follow them. It also offers centres and candidates the opportunity to be assessed in practical activities not available on the specification, but which candidates are or would like to be involved in. For further details relating to submitting activities not on the specification refer to the Special activity submission process (section 2.1).

Candidates are expected to spend their time involved in 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 contribution exercise and training make towards a healthy, balanced and active lifestyle
- the benefits of positive attitudes through understanding the conventions of fair play, honest competition and good sporting behaviour
- the different roles within physical activities
- 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 practical activities of the Entry Level Certificate in Physical Education can be run alongside those of the GCSEs in Physical Education; both short and full course. This means that candidates taking Entry Level Certificate and the GCSEs can practice and perform together.

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

- a worthwhile alternative course to the GCSEs in Physical Education for candidates whose interest in practical activities surpasses their interest in theoretical learning
- a stepping-stone for candidates wishing to progress to either the short or full course GCSEs by offering a similar range* of practical activities and by introducing some of the key concepts of the GCSE through practical performance.

*GCSE Physical Education - Boccia and Pony Trap Driving are not currently available on the GCSE specifications; however, centres wishing to offer this at GCSE level should refer to the Special Activity Submission process (Section 2.1).

The Entry Level Certificate may also be suitable for candidates who need to transfer mid-course from the GCSE 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 will appeal to centres whose candidates have special educational and physical requirements, with some activities having been deliberately included to provide additional optional activities for candidates with special physical impairments. It will also appeal to centres which have limited physical activity facilities, and for “non-school” centres such as young offender institutions.

2.1 Special Activity Submission

Centres may apply to assess candidates in activities and/or roles which are not on the approved list of activities published in the specification via this Special Activity Submission process.

Where an activity is approved by OCR this will be for the academic year of submission **only and** for **only** those centre who make a submission for it.

When to make a Special Activity Submission

Centres should make a Special Activity Submission (using the form provided in Appendix B) when:

- they wish to assess candidates as a performer, coach/leader and/or official in activities not listed in the specification (this includes established disabled activities, such as Wheelchair Curling). For each role a separate form must be completed
- they wish to assess candidates in the role of official in an activity listed in the specification, but for which the role of official is not available in the specification
- they wish to assess candidates in an activity not listed in the specification, but for which they have previously been granted permission to assess in by OCR (this must be done every year the centre wish to assess the activity in).

How to make a Special Activity Submission

Centres must complete (in full) the *Special Activity Submission form* (Appendix B). Centres must submit the completed form to the ELC Physical Education Qualification Manager at OCR by no later than **15 October** of the academic year in which the activity will be assessed. 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 formulating the assessment criteria for the activity the centre wish to assess.

Where more than one centre has applied in the same year for the same activity, OCR will select the most suitable criteria produced (or an amalgamation of) and this criteria will be issued to all centres wishing to assess candidates in that activity in that year.

Centres should refer to the *Process for submissions* (below) before making a submission.

Process for submissions

- 1) Centres review the Special Activity Submission guidance (above) and the General assessment criteria for practical performance (section 3.1). Centres establish which Activity Area the proposed activity relates to
- 2) Centres then review the Activity-specific links for activities in that Activity Area
- 3) Centres complete the *Special Activity Submission form* (Appendix B) using the guidance listed in 1) and 2) (above) and their knowledge of the proposed activity. Centres may wish to seek advice from external parties (coach, leader, trainer, centre or instructor) and external sources (National Governing Bodies)
- 4) Once completed, centres should email the form, including any relevant supporting information, to OCR's Customer Contact Centre* by no later than **15 October** of the academic year in which the activity will be assessed**
- 5) OCR will review and provide feedback to the centre by no later than November 15 (unless the centre is notified of any delay in processing submissions in advance)
- 6) Where necessary, and permitted by OCR, centres will have until December 15 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 January 15.

* Centres should refer to the OCR website for the Customer Contact Centre email address. The email should be marked for the attention of the ELC Physical Education Qualifications Manager

** Late submissions will not be accepted.

Approval

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

- Role being assessed
- Description of the activity
- National Governing Body details, where applicable
- OCR Activity Area that the proposal relates to
- Specific assessment criteria for the activity:
 - Skills
 - Knowledge
 - Assessment criteria
 - Filmed/other evidence
 - Safety considerations
 - Possible moderation activities
- Details of how the assessment of the activity will be standardised at the centre
- Details of the conditioned competitive situations in which the activity will be assessed
- Evidence of compliance with BAALPE/AfPE's Safety Recommendations
- Name and contact details of centre contact.

Non-approval

If a submission is refused, it will be based upon either non-fulfilment of one of the pre-requisites (above) or possibly because of one of the following reasons (this list is not exhaustive):

- The activity proposed does not offer the depth, breadth and/or complexity of skills, techniques or tactical/strategic/compositional elements to make it comparable to the other activities on the specification
- The activity proposed does not require a physically active enough role to be viewed as in keeping with the subject criteria and aims
- The activity proposed does not offer a competitive structure or scenario in which assessment can take place
- The activity proposed does not have a physiological basis for training and improving
- The activity proposed requires motorised equipment, such as Karting or Moto-cross
- There is a legal or liability reason why the activity proposed should not be permitted, such as an age restriction that prohibits an ELC candidate from participating.

2.2 Access arrangements for candidates

Ensuring access to Physical Education for disabled candidates 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 candidate and the other is the competence standards being assessed by the qualification.

Reasonable adjustments aim to create a level playing field in which disabled candidates 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 candidates must be able to demonstrate practical skills.

Centres wishing to enter a disabled candidate 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. There are two options available:

1. Submitting for a special activity eg the centre could produce criteria for swimming which is relevant to the candidates' particular needs and disability category within the activity whilst demonstrating comparability with the existing swimming criteria. Alternatively, criteria may be submitted for an established disability sport such as Wheelchair Curling. Centres should refer to section 2.1 of this guide for further guidance on making a Special activity submission.
2. Writing to OCR's Special Requirements Team Manager detailing what the candidate is able to do and how the activities will be customised in order to meet the Assessment Objectives. For example, a centre may request that the dynamic lunge be replaced with a single leg squat as part of the Circuit Training element. This would be acceptable as the candidate would be demonstrating their skills and supplementing the task which they cannot complete with an acceptable alternative.

In both cases a dialogue with OCR at an early stage should ensure that a positive outcome can be achieved. Special activity submissions need to be submitted to OCR no later than the **15 October** of the academic year in question and centres should identify any access issues which may affect candidates at the beginning of the course. However, it is worth noting that in selecting courses centres must ensure they are guiding all candidates to making appropriate choices.

3. Assessment criteria

3.1 General assessment criteria

Assessment of all practical performance is drawn together using the general assessment criteria below. These are used in conjunction with the specific guidance (activity-specific link) for each individual activity which indicates what is expected at each of the three performance levels of attainment for that activity. These criteria are used to assess all roles undertaken in the practical performances, whether as a participant in an activity or as a coach/leader or official.

Performance Level	Description	Mark
3	<p>Candidates will demonstrate the ability to perform an increasing range of basic skills and techniques in the activity.</p> <p>Candidates can consistently perform these skills and techniques both in isolation and as part of a whole performance.</p> <p>Knowledge and understanding of the activity enables the candidate to plan basic tactics/strategies/procedures before and during an activity in order to outwit opponents, overcome challenges or plan sequences or compositions.</p> <p>Candidates demonstrate a clear understanding of the roles they and others perform, of the rules and conventions of the activity and the need for them, and can demonstrate an ability to implement these rules and conventions.</p>	21-30
2	<p>Candidates will demonstrate the ability to perform a range of basic skills and techniques in the activity.</p> <p>Candidates can consistently perform these skills and techniques in isolation and sometimes as part of a whole performance.</p> <p>Knowledge and understanding of the activity is basic and planning simple strategies/tactics/compositions may require some guidance, but does enable the candidates to participate effectively.</p> <p>Candidates demonstrate some understanding of the roles they and others perform and of the basic rules and conventions of the activity.</p>	11-20
1	<p>Candidates will demonstrate limited ability to perform the basic skills and techniques which are fundamental to the activity.</p> <p>Candidates find it difficult to perform skills and techniques consistently in isolation or as part of a whole performance and will require some guidance.</p> <p>Knowledge and understanding of the activity is limited and planning simple strategies/tactics/compositions will require guidance. The effect on candidate performance is limited.</p> <p>Candidates demonstrate limited understanding of the roles they and others perform and of the basic rules, albeit at a limited level, of the activity.</p>	1-10
-	Candidate performance not worthy of credit.	0

Centres should assess each candidate in their practical activity during their progression. It is recommended that centres continuously assess candidates' performance in each activity and keep a record of the assessment outcomes. This will enable centres to provide evidence of assessment achievement, in the case of candidate injury.

3.2 Analysing Performance criteria

Assessment of all Analysing Performance tasks should be made using the criteria below.

Performance level	Description	Mark
3	<p>Candidates will demonstrate a good ability to identify an increasing range of skill/technique strengths and weaknesses of the performance observed.</p> <p>Candidates will demonstrate an ability to make good suggestions on how to improve the performance observed. The suggestions will have significant improvement potential.</p> <p>Candidates will demonstrate a good understanding of the contribution exercise and training have towards a healthy, balanced and active lifestyle.</p> <p>Candidates are able to answer questions about the performance with little or no help.</p>	5-6
2	<p>Candidates will demonstrate an ability to identify a range of basic skill/technique strengths and weaknesses of the performance observed.</p> <p>Candidates will demonstrate an ability to make some suggestions on how to improve the performance observed. The suggestions will have improvement potential.</p> <p>Candidates will demonstrate an understanding of the contribution exercise and training have towards a healthy, balanced and active lifestyle.</p> <p>Candidates are able to answer questions about the performance with some help.</p>	3-4
1	<p>Candidates will demonstrate a limited ability to identify basic skill/technique strengths and weaknesses of the performance observed.</p> <p>Candidates will demonstrate an ability to make limited suggestions on how to improve the performance observed. The suggestions will have limited improvement potential.</p> <p>Candidates will demonstrate a limited understanding of the contribution exercise and training have towards a healthy, balanced and active lifestyle.</p> <p>Candidates are able to answer questions about the performance with significant help.</p>	1-2
-	Candidate evidence not worthy of credit.	0

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Invasion Games/Striking Games/Net, Wall and Target Games

Archery

Candidates should be taught the following:

- stance and shooting position
- accuracy over increasing distances (either indoors or outdoors)
- correct use of equipment – bow, arm guard, finger tab, arrows
- safety rules and regulations.

Candidates should be taught knowledge and understanding of:

- competitions and scoring system for Archery.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in practice and competition
- accuracy over increasing distances (either indoors or outdoors)
- correct use of equipment – without guidance
- the ability to perform consistently from various distances
- the ability to participate without the need for adapted conditions
- knowledge and understanding of rules, safety and scoring systems.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in practice and/or competition
- the ability to perform at times with success from various distances
- correct use of equipment – with some guidance
- the ability to participate using some adapted conditions
- some knowledge and understanding of the rules, safety and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in practice
- limited ability to perform with success from various distances
- correct use of equipment – with significant guidance
- the ability to participate using adapted conditions
- limited knowledge of the rules, safety and scoring system.

Association Football

Candidates should be taught the following skills:

- ball control, passing and dribbling
- heading
- shooting
- tackling
- and/or goalkeeping.

Candidates should be taught knowledge and understanding of:

- rules and basic tactics for Association Football.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game
- the ability to control the ball under pressure from an opponent
- the ability to participate without the need for adapted conditions in a game situation as a Goalkeeper, Defender, Midfielder or Forward player
- knowledge and understanding of rules and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to control the ball in small group practices
- the ability to participate requiring some adapted conditions in a game situation as a Goalkeeper, Defender, Midfielder or Forward player
- some knowledge and understanding of rules and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to control the ball, even in adapted practices
- the ability to participate requiring adapted conditions in a game situation with limited success as a Goalkeeper, Defender, Midfielder or Forward player
- limited knowledge of rules and tactics.

Badminton

Candidates should be taught the following:

- footwork and stance
- strokes – service, receiving serve, overhead and underarm clear, drop shots, smash
- singles play
- doubles play.

Candidates should be taught knowledge and understanding of:

- rules, tactics and scoring system for singles and doubles Badminton.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game
- the ability to maintain a rally using power and some precision of stroke
- the ability to anticipate the shuttle and consistently select and perform the appropriate shot
- the ability to participate without the need for adapted conditions in a game situation
- knowledge and understanding of rules, tactics and scoring system.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in isolation and in a rally
- the ability to maintain a rally using basic strokes
- the ability to anticipate the shuttle approaching and select the appropriate shot
- the ability to participate requiring some adapted conditions in a game situation
- some knowledge and understanding of the rules, tactics and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation. Only occasionally able to maintain a rally
- limited anticipation when the shuttle approaches; inconsistent decision-making
- the ability to participate with adapted conditions in a game situation
- limited knowledge of the rules, tactics and scoring system.

Basketball

Candidates should be taught the following skills:

- basic stance and footwork – triple threat position, pivoting
- passing, dribbling and shooting
- basic attacking and defensive principles – individual and team.

Candidates should be taught knowledge and understanding of:

- rules, scoring system and basic tactics for Basketball.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in 2 v 2, 3 v 3 games
- the ability to control the ball under pressure from an opponent
- the ability to participate in a game situation without the need for adapted conditions as a Forward, Guard or Centre
- knowledge and understanding of rules, scoring system and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to control the ball in small group practices
- the ability to participate in a game situation with some adapted conditions; ability to perform with some success in defence and attack
- some knowledge and understanding of rules, scoring system and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to control the ball, even in adapted practices
- the ability to participate in a game situation with adapted conditions; ability to perform with limited success in defence and attack
- limited knowledge of rules, scoring system and tactics.

Boccia

Candidates should be taught the following:

- stance and throwing position
- accuracy over increasing distances
- roll and lob delivery.

Candidates should be taught knowledge and understanding of:

- rules, scoring system and basic tactics for Boccia.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in practice and games
- the ability to perform consistently from various distances
- the ability to participate without the need for adapted conditions
- knowledge and understanding of rules, tactics and scoring systems.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in practice and/or competition
- the ability to sometimes perform with success from various distances
- the ability to participate with some adapted conditions
- some knowledge and understanding of the rules, tactics and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in practice
- limited ability to perform with success from various distances
- the ability to participate with adapted conditions
- limited knowledge of the rules, tactics and scoring system.

Cricket

Candidates should be taught the following:

- batting – grip/stance, front and back foot defensive and attacking shots **or**
- bowling (**one** of the following) – off spin, leg spin, medium pace, fast
- fielding – catching, stopping and throwing over various distances
- (optional) wicket keeping – to slow and fast bowling, receiving throws.

Candidates should be taught knowledge and understanding of:

- rules, tactics and scoring system for Cricket.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game, as a batsman **or** bowler, and as a fielder **or** wicket keeper
- the ability to anticipate and consistently select and perform the appropriate action as batsman/bowler/fielder
- the ability to participate without the need for adapted conditions in a game situation
- knowledge and understanding of rules, tactics and scoring system.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in isolation and in an applied game, as a batsman **or** bowler, and as a fielder **or** wicket keeper
- the ability to anticipate and sometimes select and perform the appropriate action as batsman/bowler/fielder
- the ability to participate with some adapted conditions in a game situation
- some knowledge and understanding of the rules, tactics and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in an applied game, as a batsman **or** bowler, and as a fielder **or** wicket keeper
- limited anticipation when the ball approaches; inconsistent decision-making as batsman and/or fielder
- the ability to participate with adapted conditions in a game situation
- limited knowledge of the rules, tactics and scoring system.

Eton Fives

Candidates should be taught the following:

- serving and receiving – position and how to serve, position for receiving service
- cutting and returning cut – the correct action
- underhand shots – stronger and weaker hand
- volleys.

Candidates should be taught knowledge and understanding of:

- rules, scoring system and basic tactics for Eton Fives.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in practice and competition
- the ability to perform consistently in attack and defence
- the ability to participate without the need for adapted conditions
- knowledge and understanding of rules, tactics and scoring systems.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in practice and/or competition
- the ability to sometimes perform with success in attack and/or defence
- the ability to participate with some need for adapted conditions
- some knowledge and understanding of rules, tactics and scoring systems.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in practice
- limited ability to perform in attack or defence
- the ability to participate with the need for adapted conditions
- limited knowledge of the rules, tactics and scoring systems.

Gaelic Football

Candidates should be taught the following skills:

- catching
- kicking
- passing
- tackling
- shooting and/or goalkeeping
- individual and team skills.

Candidates should be able to adopt attacking and defensive roles within a game. Candidates should be taught knowledge and understanding of:

- rules and basic tactics for Gaelic Football.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game
- the ability to control the ball under pressure from an opponent
- the ability to participate without the need for adapted conditions in a game situation as a goalkeeper or outfield player
- knowledge and understanding of rules and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to control the ball in small group practices
- the ability to participate with some need for adapted conditions in a game situation; ability to perform with some success as a goalkeeper or outfield player
- some knowledge and understanding of rules and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to control the ball, even in adapted practices
- the ability to participate with the need for adapted conditions in a game situation; ability to perform with limited success as a goalkeeper or outfield player
- limited knowledge of rules and tactics.

Goalball

Candidates should be taught the following:

- orientation – simple tactile and auditory skills for positioning and directionality
- listening – to detect the ball, other players, and to the referee
- the ‘throw’ bowling action – straight, diagonal and with a spin
- defence – ‘ready’ position.

Candidates should be taught knowledge and understanding of:

- rules, scoring system and basic tactics for Goalball.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in practice and competition
- the ability to perform consistently in attack and defence
- the ability to participate without the need for adapted conditions
- knowledge and understanding of rules, tactics and scoring systems.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in practice and/or competition
- the ability to sometimes perform with success in attack and/or defence
- the ability to participate with some need for adapted conditions
- some knowledge and understanding of rules, tactics and scoring systems.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in practice
- limited ability to perform in attack or defence
- the ability to participate with the need for adapted conditions
- limited knowledge of rules, tactics and scoring systems.

Golf

Candidates should be taught the following:

- putting
- chipping
- iron play
- driving
- club selection.

Candidates should be taught knowledge and understanding of:

- rules, etiquette and scoring systems for Golf.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in practice and on a golf course
- the ability to consistently select the correct club and perform the appropriate shot from various distances
- the ability to participate without the need for adapted conditions in a game situation
- knowledge and understanding of rules, etiquette and scoring systems.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in practice and/or on a driving range
- the ability to sometimes select the correct club and to sometimes perform the appropriate shot from various distances
- the ability to participate with some need for adapted conditions in a game situation
- some knowledge and understanding of rules, etiquette and scoring systems.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in practice and/or on a driving range
- limited ability to select the correct club and inconsistency in performing the appropriate shot from various distances
- the ability to participate with the need for adapted conditions in a game situation
- limited knowledge of rules, etiquette and scoring systems.

Handball

Candidates should be taught the following skills:

- basic footwork and dribbling
- ball control, passing and catching, shooting
- basic defensive and attacking principles – marking and creating space
- goalkeeping.

Candidates should be taught knowledge and understanding of:

- rules and basic tactics for Handball.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in games
- the ability to perform successfully in a positional role in both defence and attack
- the ability to participate without the need for adapted conditions in a game
- knowledge and understanding of rules and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to perform with some success in a positional role
- the ability to participate with some need for adapted conditions in a game; ability to perform with some success in defence and attack
- some knowledge and understanding of rules and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to perform in a positional role
- the ability to participate with the need for adapted conditions in a game; ability to perform with limited success in defence or attack
- limited knowledge of rules and tactics.

Hockey

Candidates should be taught the following skills:

- ball control, passing and dribbling – open and reverse
- basic defensive play – marking and tackling
- basic attacking play – creating space, set plays
- goalkeeping.

Candidates should be taught knowledge and understanding of:

- rules and basic tactics for Hockey.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in games
- the ability to perform successfully in a positional role in both defence and attack
- the ability to participate without the need for adapted conditions in a game
- knowledge and understanding of rules and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to perform with some success in a positional role
- the ability to participate with some need for adapted conditions in a game; ability to perform with some success in defence and attack
- some knowledge and understanding of rules and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to perform in a positional role
- the ability to participate with the need for adapted conditions in a game; ability to perform with limited success in defence or attack
- limited knowledge of rules and tactics.

Hurling

Candidates should be taught the following skills:

- striking– stationary ball and whilst running
- catching – roll, lift, overhead
- carrying – palming, raising onto hand, running
- basic attacking and defensive skills – creating space, marking, gaining possession.

Candidates should be taught knowledge and understanding of:

- rules and basic tactics for Hurling.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in games
- the ability to perform successfully in a positional role in both defence and attack
- the ability to participate without the need for adapted conditions in a game
- knowledge and understanding of rules and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to perform with some success in a positional role
- the ability to participate with some need for adapted conditions in a game; ability to perform with some success in defence and attack
- some knowledge and understanding of rules and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to perform in a positional role
- the ability to participate with the need for adapted conditions in a game; ability to perform with limited success in defence or attack
- limited knowledge of rules and tactics.

Ice Hockey

Candidates should be taught the following skills:

- grips
- puck control and passing – forehand, backhand, one touch
- receiving - forehand, backhand; shooting - wrist shot, slap shot
- attacking skills – 1-on-1, 2-on-1, 3-on-1, 3-on-2
- defending skills – tackling, blocking, marking
- and/or Goalkeeping – saving shots (long range and 1-on1), using pads, blocker/glove, skate and stick.

Candidates should be taught knowledge and understanding of:

- rules and basic tactics for Ice Hockey.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in games
- the ability to perform successfully in a positional role in both defence and attack
- unlikely to require adapted conditions in order to participate in a game
- knowledge and understanding of rules and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to perform with some success in a positional role
- play may require some adapted conditions in a game situation; able to perform with some success in defence and attack
- some knowledge and understanding of rules and tactics.

Performance level 1

Candidates will demonstrate:

- a limited ability to perform basic skills in isolation and in small group practices
- limited ability to perform in a positional role
- play is likely to require adapted conditions in a game situation; able to perform with limited success in attack or defence
- limited knowledge of rules and tactics.

Lacrosse

Candidates should be taught the following skills:

- possession – carrying the ball
- ground balls and receiving the ball
- passing
- shooting
- tackling
- basic attacking and defensive play, or goalkeeping.

Candidates should be taught knowledge and understanding of:

- rules and basic tactics for Lacrosse.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in games
- the ability to perform successfully in a positional role in both defence and attack
- the ability to participate without the need for adapted conditions in a game
- knowledge and understanding of rules and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to perform with some success in a positional role
- the ability to participate with some need for adapted conditions in a game; ability to perform with some success in defence and attack
- some knowledge and understanding of rules and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to perform in a positional role
- the ability to participate with the need for adapted conditions in a game; ability to perform with limited success in defence or attack
- limited knowledge of rules and tactics.

Netball

Candidates should be taught the following skills:

- basic footwork – stopping, pivoting
- ball handling, passing and shooting
- basic attacking and defensive principles – marking and dodging

Candidates should be taught knowledge and understanding of:

- rules and basic tactics for Netball.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in games
- the ability to perform successfully in a positional role
- the ability to participate without the need for adapted conditions in a game
- knowledge and understanding of rules and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to perform with some success in a positional role
- the ability to participate with some need for adapted conditions in a game situation; ability to perform with some success in defence or attack
- some knowledge and understanding of rules and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to perform in a positional role
- the ability to participate with the need for adapted conditions in a game situation; ability to perform with limited success in defence or attack
- limited knowledge of rules and tactics.

Racketball

Candidates should be taught the following:

- strokes
- serve and return of serve
- forehand drives, drop shots and lobs
- backhand drives, drop shots and lobs
- volleys.

Candidates should be taught knowledge and understanding of:

- rules, tactics and scoring system for Racketball.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game
- the ability to maintain a rally using power and precision of stroke
- the ability to anticipate the ball and consistently select and perform the appropriate shot
- the ability to participate without adapted conditions in a game situation
- knowledge and understanding of rules, tactics and scoring system.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in isolation and in a rally
- the ability to maintain a rally using basic strokes
- the ability to anticipate the ball approaching and select the appropriate shot
- the ability to participate with some adapted conditions in a game situation
- some knowledge and understanding of rules, tactics and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation; only occasionally able to maintain a rally
- limited anticipation when the ball approaches; inconsistent decision-making
- the ability to participate with adapted conditions in a game situation
- limited knowledge of rules, tactics and scoring system.

Roller Hockey

Candidates should be taught the following skills:

- grips
- ball control and passing – forehand, backhand, one touch
- receiving – forehand, backhand; shooting – wrist shot, slap shot
- attacking skills – 1-on-1, 2-on-1, 3-on-1, 3-on-2
- defending skills – tackling, blocking, marking
- and/or goalkeeping – saving shots (long range and 1-on-1), using pads, blocker/glove, skate and stick.

Candidates should be taught knowledge and understanding of:

- rules and basic tactics for Roller Hockey.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in games
- the ability to perform successfully in a positional role in both defence and attack
- the ability to participate without the need for adapted conditions in a game
- knowledge and understanding of rules and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to perform with some success in a positional role
- the ability to participate some need for adapted conditions in a game; ability to perform with some success in defence and attack
- some knowledge and understanding of rules and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to perform in a positional role
- the ability to participate with the need for adapted conditions in a game; ability to perform with limited success in defence or attack
- limited knowledge of rules and tactics.

Rounders

Candidates should be taught all three of the following:

- batting – grip/stance, forehand and backhand shots, vary direction
- bowling – basic action, variation of speed, height and spin
- fielding – catching, stopping and throwing over various distances
- (optional) backstop – to slow and fast bowling.

Candidates should be taught knowledge and understanding of:

- rules, tactics and scoring system for Rounders.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game, as a batsman, bowler **and** as a fielder **or** backstop
- the ability to anticipate and consistently select and perform the appropriate action as batsman/bowler/fielder
- the ability to participate without the need for adapted conditions in a game situation
- knowledge and understanding of rules, tactics and scoring system.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in isolation and in an applied game, as a batsman, bowler **and** as a fielder **or** backstop
- the ability to anticipate and sometimes select and perform the appropriate action as batsman/bowler/fielder
- the ability to participate with some need for adapted conditions in a game situation
- some knowledge and understanding of rules, tactics and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation as a batsman, bowler **and** as a fielder **or** backstop
- limited anticipation when the ball approaches; inconsistent decision-making as batsman and/or fielder
- the ability to participate with the need for adapted conditions in a game situation
- limited knowledge of rules, tactics and scoring system.

Rugby League

Candidates should be taught the following skills:

- running with the ball
- passing and receiving the ball
- tackling
- kicking
- scrum and re-starts.

Candidates should be taught knowledge and understanding of:

- rules, scoring system and basic tactics for Rugby League.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game
- the ability to control and use the ball under pressure from opponents
- the ability to participate without the need for adapted conditions in a game situation in both attack and defence
- knowledge and understanding of rules, scoring system and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to control and use the ball in small group practices
- the ability to participate with some need for adapted conditions in a game situation; ability to perform with some success in attack and/or defence
- some knowledge and understanding of rules, scoring system and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to control and use the ball, even in adapted practices
- the ability to participate with the need for adapted conditions in a game situation; ability to perform with limited success in attack and/or defence
- limited knowledge of rules, scoring system and tactics.

Rugby Union

Candidates should be taught the following skills:

- handling skills – passing and catching, falling on the ball, try scoring
- defending skills – tackling, from the front, side and rear
- positional skills – forwards – scrummaging, rucking, mauling, line-outs
- positional skills – backs – linking movements, alignment, kicking in a variety of ways.

Candidates should be taught knowledge and understanding of:

- rules, scoring system and basic tactics for Rugby Union.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game
- the ability to control and use the ball under pressure from opponents
- the ability to participate without the need for adapted conditions in a game situation in both attack and defence
- knowledge and understanding of rules, scoring system and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game
- the ability to control and use the ball in small group practices
- the ability to participate with some need for adapted conditions in a game situation; ability to perform with some success in attack and/or defence
- some knowledge and understanding of rules, scoring system and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices
- limited ability to control and use the ball, even in adapted practices
- the ability to participate with the need for adapted conditions in a game situation; ability to perform with limited success in attack and/or defence
- limited knowledge of rules, scoring system and tactics.

Softball

Candidates should be taught the following:

- batting – grip/stance, varying direction, bunting
- pitching – basic action, variation of speed, height and spin
- fielding – catching, stopping and throwing over various distances
- (optional) backstop – to slow and fast bowling.

Candidates should be taught knowledge and understanding of:

- rules, tactics and scoring system for Softball.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game, as a batsman **or** pitcher **and** as a fielder **or** backstop
- the ability to anticipate and consistently select and perform the appropriate action as batsman **or** pitcher **and** as a fielder
- the ability to participate without the need for adapted conditions in a game situation
- knowledge and understanding of rules, tactics and scoring system.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in isolation and in an applied game, as a batsman **or** pitcher **and** as a fielder **or** backstop
- the ability to anticipate and sometimes select and perform the appropriate action as batsman **or** pitcher **and** as a fielder
- the ability to participate with some need for adapted conditions in a game situation
- some knowledge and understanding of rules, tactics and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation as a batsman **or** pitcher **and** as a fielder **or** backstop
- limited anticipation when the ball approaches; inconsistent decision-making as batsman **and/or** fielder
- the ability to participate with the need for adapted conditions in a game situation
- limited knowledge of rules, tactics and scoring system.

Squash

Candidates should be taught the following:

- serve and return of serve
- forehand drives, drop shots and lobs
- backhand drives, drop shots and lobs
- volleys.

Candidates should be taught knowledge and understanding of:

- rules, tactics and scoring system for Squash.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game
- the ability to maintain a rally using power and precision of stroke
- the ability to anticipate the ball and consistently select and perform the appropriate shot
- the ability to participate without the need for adapted conditions in a game situation
- knowledge and understanding of rules, tactics and scoring system.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in isolation and in a rally
- the ability to maintain a rally using basic strokes
- the ability to anticipate the ball approaching and select the appropriate shot
- the ability to participate with some need for adapted conditions in a game situation
- some knowledge and understanding of rules, tactics and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation; only occasionally able to maintain a rally
- limited anticipation when the ball approaches; inconsistent decision-making
- the ability to participate with the need for adapted conditions in a game situation
- limited knowledge of rules, tactics and scoring system.

Table Tennis

Candidates should be taught the following:

- footwork and stance
- the bat grip
- strokes – service, receiving serve, forehand/backhand push; slice and topspin.

Candidates should be taught knowledge and understanding of:

- rules, tactics and scoring system for Table Tennis.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in a game situation
- the ability to maintain a rally using spin and speed of stroke
- the ability to anticipate the ball and consistently select and perform the appropriate shot
- the ability to participate without the need for adapted conditions in a game situation
- knowledge and understanding of rules, tactics and scoring system.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in isolation and in a rally
- the ability to maintain a rally using push stroke
- the ability to anticipate the ball approaching and select the appropriate shot
- the ability to participate with some need for adapted conditions in a game situation
- some knowledge and understanding of rules, tactics and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation; only occasionally able to maintain a rally
- limited anticipation when the ball approaches; inconsistent decision-making
- the ability to participate with the need for adapted conditions in a game situation
- limited knowledge of rules, tactics and scoring system.

Tennis

Candidates should be taught the following:

- footwork and movement
- grips
- strokes – accuracy, variety, depth, speed, spin
- forehand and backhand drives – volley; lob; smash; serve.

Candidates should be taught knowledge and understanding of:

- rules, tactics and scoring system for Tennis.

Performance level 3

Candidates will demonstrate:

- the ability to perform a good range of basic skills in isolation and with a net
- the ability to maintain an extended rally
- the ability to anticipate the ball and consistently select and perform the appropriate shot
- the ability to participate without the need for adapted conditions in a game situation
- knowledge and understanding of rules, tactics and scoring system.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in isolation with or without a net, which may lead to a short rally
- the ability to anticipate the ball approaching and select the appropriate shot
- the ability to participate with some need for adapted conditions in a game situation
- some knowledge and understanding of rules, tactics and scoring system.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation with or without a net; only occasionally will play allow others to continue a rally
- limited anticipation when the ball approaches; inconsistent decision-making
- the ability to participate with the need for adapted conditions in a game situation
- limited knowledge of rules, tactics and scoring system.

Volleyball

Candidates should be taught the following shots:

- serve; volley or set; dig; smash or spike.

Candidates should be taught knowledge and understanding of:

- rules, tactics and scoring system for Volleyball.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and with a net
- the ability to maintain a three shot rally
- the ability to anticipate the ball and consistently select and perform the appropriate shot
- the ability to participate without the need for adapted conditions in a game situation
- knowledge and understanding of the rules, tactics and safety.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in isolation with or without a net. This may lead to a two or three touch sequence
- the ability to anticipate the ball approaching and select the appropriate shot
- the ability to participate with some need for adapted conditions in a game situation
- some knowledge and understanding of the rules, tactics and safety.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation with or without a net. Only occasionally will play allow others to continue a rally
- limited anticipation when the ball approaches; inconsistent decision-making
- the ability to participate with the need for adapted conditions in a game situation
- limited knowledge of the rules, tactics and safety.

Water Polo

Candidates should be taught the following skills:

- basic body positions
- ball control, passing and dribbling
- swimming skills – treading water, head up swimming, lifting out of water
- shooting
- defending and counter attack; goalkeeping – saving and distribution.

Candidates should be taught knowledge and understanding of:

- rules, scoring system and basic tactics for Water Polo.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in isolation and in 2 v 2, 3 v 3 games in shallow and deep water
- the ability to control the ball under pressure from an opponent
- the ability to participate without the need for adapted conditions in a game situation in both attack and defence
- knowledge and understanding of rules, scoring and tactics.

Performance level 2

Candidates will demonstrate:

- the ability to perform some basic skills in isolation and in a game situation, with less confidence in deep water
- the ability to control the ball in small group practices
- the ability to participate with some need for adapted conditions in a game situation; able to perform with some success in attack and defence
- some knowledge and understanding of rules, scoring and tactics.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in isolation and in small group practices in shallow water
- limited ability to control the ball, even in adapted practices
- the ability to participate with the need for adapted conditions in a game situation; able to perform with limited success in attack and defence
- limited knowledge of rules, scoring and tactics.

Gymnastics Activities

Figure Skating

Candidates should be taught to perform:

- basic skills – getting onto the ice, sitting down and getting up
- forward and backward skating, and stopping
- curves using inside and outside edges
- one foot gliding, forward and backward
- two foot turn.

Candidates' skills should be assessed in isolation and in a routine.

Candidates should be taught knowledge and understanding of:

- rules and safety requirements of Figure Skating
- quality of shape and execution of skills.

Performance level 3

Candidates will demonstrate:

- the ability to consistently perform an increasing range of basic skills and movements in isolation
- the ability to maintain control and body shape
- the ability to link movements into a sequence/routine
- knowledge and understanding of rules and safety.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of basic skills and movements in isolation
- the ability to maintain control and body shape
- the ability to link some basic movements but unable to perform a sequence/routine
- knowledge and understanding of rules and safety.

Performance level 1

Candidates will demonstrate:

- the ability to perform some basic skills and movements in isolation
- limited ability to maintain control and body shape
- limited ability to link basic movements
- limited knowledge of rules and safety.

Gymnastics

Candidates should be taught to perform:

- techniques, aesthetics, rotation, flight, balance, control, body shape
- compositional concepts and principles
- male – two areas from floor, vault, bar, pommel horse, rings
- female – two areas from floor, vault, asymmetric/uneven bar, beam.

Candidates' skills should be assessed in isolation and in a routine.

Candidates should be taught knowledge and understanding of:

- rules and requirements and safety of Gymnastics
- quality of shape and execution of skills.

Performance level 3

Candidates will demonstrate:

- the ability to consistently perform an increasing range of basic skills and movements in isolation
- the ability to maintain control and body shape
- the ability to link movements into a sequence/routine
- knowledge and understanding of rules and safety.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of basic skills and movements in isolation
- the ability to maintain some control and body shape
- the ability to link some basic movements but unable to perform a sequence/routine
- some knowledge and understanding of rules and safety.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills and movements in isolation
- limited ability to maintain control and body shape
- limited ability to link some basic movements
- limited knowledge of rules and safety.

Rhythmic Gymnastics

Candidates should be taught to perform:

- techniques, aesthetics, rotation, flight, balance, control, body shape
- compositional concepts and principles
- pieces involving music – responses and interpretation
- body movement skills – steps, jumps/leaps, pivots, balances, waves, bends, rolls and splits.

Apparatus Skills – select two disciplines from:

- hoops – skipping, swinging, throwing, trapping, ball
- rope – skipping, swinging, throwing, rolling, rotating
- ball – bouncing, skipping, swinging, throwing
- ribbon – snaking, swinging, throwing, spiralling.

Candidates' skills should be assessed in isolation and in a routine.

Candidates should be taught knowledge and understanding of:

- rules and requirements and safety of Rhythmic Gymnastics
- quality of shape and execution of skills.

Performance level 3

Candidates will demonstrate:

- the ability to consistently perform an increasing range of basic skills and movements in isolation
- the ability to maintain control and body shape
- the ability to link movements into a sequence/routine
- knowledge and understanding of rules and safety.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of basic skills and movements in isolation
- the ability to maintain some control and body shape
- the ability to link some basic movements but unable to perform a sequence/routine
- some knowledge and understanding of rules and safety.

Performance level 1

Candidates will demonstrate:

- limited knowledge of rules and safety
- limited ability to perform basic skills and movements in isolation
- limited ability to maintain control and body shape
- limited ability to link some basic movements.

Trampolining

Candidates should be taught to perform:

- basic skills – getting on and off a trampoline, straight jumping and stopping
- simple movements – a variety of simple jumps, tuck, straddle, pike jump movements; seat drop, seat drop to feet; half twist, full twist
- other movements – front drop, back drop
- linked movements – combinations linking the above movements, eg seat drop half twist, tuck jump seat drop half twist
- a sequence of bounces as specified within each level.

Candidates should be taught knowledge and understanding of:

- rules and safety requirements of Trampolining
- quality of shape and execution of skills.

Candidates' skills should be assessed in isolation and in a routine.

Performance level 3

Candidates will demonstrate:

- the ability to consistently perform an increasing range of basic skills and movements in isolation
- the ability to maintain height and body shape
- the ability to perform a routine of linked movements of 6 – 10 consecutive bounces
- knowledge and understanding of rules and safety.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of basic skills and movements in isolation
- the ability to maintain some body shape and control to a good standard
- the ability to perform a routine of 6-10 movements, though not in successive bounces
- some knowledge and understanding of rules and safety.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills and movements in isolation
- limited ability to maintain control and body position
- limited ability to perform a routine of 3 – 5 movements, but not in successive bounces
- limited knowledge of rules and safety.

Combat Activities

Boxing

Candidates should be taught to perform:

- stance, footwork, guard and balance in attack and defence
- straight punch with lead hand
- single punching
- combination punching, including hooks and uppercuts.

Candidates should be taught knowledge and understanding of:

- rules and etiquette of Boxing
- scoring system for Boxing.

Candidates' skills should be assessed in isolation, in shadow and in training conditions. Combat situations are only possible if opponents can be matched fairly in terms of weight, age and ability.

Performance level 3

Candidates will demonstrate:

- correct stance and fast footwork in attack and defence
- the ability to demonstrate accurate single punching
- the ability to produce combinations of punching
- knowledge and understanding of rules and scoring system.

Performance level 2

Candidates will demonstrate:

- sound stance and fast footwork in attack and defence
- the ability to demonstrate single punching
- the ability to produce short combinations of punching
- some knowledge and understanding of rules and scoring system.

Performance level 1

Candidates will demonstrate:

- an understanding of stance and footwork in attack and defence
- the ability to demonstrate single punching at stationary target
- the ability to produce short combinations of punching at stationary target
- limited knowledge of rules and scoring system.

Fencing

Candidates should be taught to perform:

- basic stance – on guard stance and grip
- basic movements – step forward and backward, lunge, balestra and fleche
- simple attacks and parry ripostes, both direct and indirect
- target area and the hit.

Candidates should be taught knowledge and understanding of:

- rules and conventions of the bout
- scoring system for Fencing.

Candidates' skills should be assessed in isolation and in training conditions. Combat situations are only possible if opponents can be matched fairly in terms of age and ability.

Performance level 3

Candidates will demonstrate:

- correct stance and fast footwork in attack and defence
- the ability to demonstrate varied attacks
- the ability to defend against an opponent
- knowledge and understanding of rules and scoring system.

Performance level 2

Candidates will demonstrate:

- sound stance and footwork in attack and defence
- the ability to demonstrate simple attacks
- the ability to defend a known attack
- some knowledge and understanding of rules and scoring system.

Performance level 1

Candidates will demonstrate:

- understanding of stance and footwork in attack and defence
- the ability to demonstrate attacking movements against a static opponent
- the ability to show defensive movements without an opponent
- limited knowledge of rules and scoring system.

Judo

Candidates should be taught to perform:

- breakfalls – forward roll breakfall, side breakfall, left and right
- grips/stance and movement – standard lapel and sleeve grip
- stance/balance
- throws – a variety of simple throws
- attack and counters – front and both sides
- holds and locks – one basic hold
- escaping from hold – bridging and rolling.

Candidates should be taught knowledge and understanding of:

- rules and conventions of Judo
- scoring system for Judo.

Candidates' skills should be assessed in isolation and in training conditions. Combat situations are only possible if opponents can be matched fairly in terms of age and ability.

Performance level 3

Candidates will demonstrate:

- correct stance and fast footwork in attack and defence
- the ability to demonstrate varied attacks, including throws and holds
- the ability to defend against an opponent and to escape a hold
- knowledge and understanding of rules and scoring system.

Performance level 2

Candidates will demonstrate:

- sound stance and footwork in attack and defence
- basic ability to demonstrate attacks, including throws and holds
- some ability defend against an opponent and the ability to escape a hold
- some knowledge and understanding of rules and scoring system.

Performance level 1

Candidates will demonstrate:

- understanding of stance and footwork in attack and defence
- limited ability to demonstrate attacks
- limited ability to defend against an opponent
- limited knowledge of rules and scoring system.

Karate

Candidates should be taught to perform:

- blocks
- kicks
- punches
- strikes
- stances
- Kata (fixed sequence of all above techniques)
- Padwork – speed and power of individual techniques
- body position, tension, breathing, balance, flexibility and focus
- Kumite – control, speed and range of techniques.

Candidates should be taught knowledge and understanding of:

- rules and conventions of Karate.

Candidates' skills should be assessed in isolation and in training conditions. Combat situations are only possible if opponents can be matched fairly in terms of age and ability.

Performance level 3

Candidates will demonstrate:

- correct stance and fast footwork in attack and defence
- the ability to demonstrate varied attacks, including punches and kicks
- the ability to defend against an opponent
- knowledge and understanding of rules and conventions.

Performance level 2

Candidates will demonstrate:

- sound stance and footwork in attack and defence
- basic ability to demonstrate attacks, including punches and kicks
- the ability to block in defence
- some knowledge and understanding of rules and conventions.

Performance level 1

Candidates will demonstrate:

- understanding of stance and footwork in attack and defence
- limited ability to demonstrate punches and kicks in attack
- limited ability to demonstrate defensive blocks
- limited knowledge of rules and conventions.

Tae Kwon Do

Candidates should be taught to perform:

- line work – speed, focus, power, accuracy of application
- patterns – speed, focus, power, accuracy of application
- sparring – timing, distance, safe control of techniques.

Candidates should be taught knowledge and understanding of:

- rules and conventions of Tae Kwon Do
- scoring system for Tae Kwon Do.

Candidates' skills should be assessed in isolation and in training conditions. Sparring matches are only possible if opponents can be matched fairly in terms of age and ability.

Performance level 3

Candidates will demonstrate:

- correct stance and fast footwork in line work and sparring
- the ability to demonstrate speed in attack, including kicks and punches
- the ability to defend against an opponent using blocks
- knowledge and understanding of rules and scoring system.

Performance level 2

Candidates will demonstrate:

- sound stance and footwork in line work
- basic ability to demonstrate attacks, including kicks and punches
- basic ability to defend against an opponent using blocks
- some knowledge and understanding of rules and scoring system.

Performance level 1

Candidates will demonstrate:

- understanding of stance and footwork in line work
- limited ability to demonstrate attacks, including kicks and punches
- limited ability to demonstrate defensive blocks
- limited knowledge of rules and scoring system.

Dance Activities

Aerobics

Candidates should be taught to perform:

- warm up and cool down
- aerobic routines
- muscular strength fitness skills and endurance work.

Candidates should be taught knowledge and understanding of:

- warm up and cool down principles
- aerobic and muscular fitness.

Performance level 3

Candidates will demonstrate:

- competence in performing effective warm up and cool down
- the ability to perform combinations of movements at speed
- the ability to demonstrate timing and fluency of movement
- the ability to perform effectively a range of muscular fitness skills
- knowledge and understanding of aerobic and muscular fitness.

Performance level 2

Candidates will demonstrate:

- the ability to perform a warm up and cool down
- the ability to perform combinations of movements
- the ability to demonstrate some timing and fluency of movement
- basic ability to perform a range of muscular fitness skills
- some knowledge and understanding of aerobic and muscular fitness.

Performance level 1

Candidates will demonstrate:

- the ability to take part in a warm up and cool down
- the ability to perform various movements
- the ability to demonstrate basic timing and fluency of movement
- limited ability to perform a range of muscular fitness skills
- limited knowledge of aerobic and muscular fitness.

Dance

Candidates may choose from two different categories of dance: 'Required Response' or 'Contemporary'. The performance may be a group or solo dance.

'Required Response' – dances which use a pre-determined set of dance moves and/or step-patterns responding to certain stimuli, usually music. Include dances which use traditional and established responses and sequences such as Ballet, Tap, Ballroom or Cultural (eg Irish or Folk).

'Contemporary' - forms of dance which explore different responses to stimuli, usually music, but do not follow set sequence routines and are not judged by expected pre-determined moves.

Candidates should be taught:

- posture/placement, alignment, co-ordination, balance, tension, control and mobility; shaping the body
- the use of the different parts of the body in isolation and combination
- dynamics - speed, energy, continuity, rhythm; use of space, levels, flight.

Candidates should be taught knowledge and understanding of:

- choreography - composition, interpretation, flow links.

Performance level 3

Candidates will demonstrate:

- the ability to compose with assistance and perform an increasing range of basic skills and techniques with consistency
- the ability to compose performances which show some link with the accompaniment
- the ability to communicate ideas, concepts or emotions through performance
- knowledge and understanding of choreography.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills and techniques with some consistency
- the ability, with assistance, to compose performances which show some link with the accompaniment
- some ability to communicate ideas, concepts or emotions through performance
- some knowledge and understanding of choreography.

Performance level 1

Candidates will demonstrate:

- limited ability to perform some basic skills and techniques, but inconsistently
- limited ability to use simple choreography with assistance
- limited ability with assistance to show any link between performance and accompaniment
- limited ability to communicate ideas, concepts or emotions through performance.

Athletic Activities

Cross Country Running

Candidates should be taught to perform:

- a warm up
- the start, the finish
- pace judgement
- running styles for different terrain.

Candidates should be taught knowledge and understanding of:

- rules, such as start and finish of races
- scoring system for team races.

Performance level 3

Candidates will demonstrate:

- the ability to plan and lead a full warm up
- the ability to judge pace consistently
- the ability to adapt running style to differing terrain
- knowledge and understanding of rules and scoring system.

Performance level 2

Candidates will demonstrate:

- the ability to plan and lead a basic warm up
- the ability to sometimes judge pace consistently
- some ability to adapt running style to differing terrain
- some knowledge and understanding of rules and scoring system.

Performance level 1

Candidates will demonstrate:

- the ability to perform a basic warm up
- limited ability to judge pace
- limited ability to adapt running style to differing terrain
- limited knowledge of rules and scoring system.

Cycling

Candidates should be taught to perform:

- basic cycling skills
- sprint technique
- climbing technique
- pace judgement.

Candidates should be taught knowledge and understanding of:

- safety in road and or/circuit riding
- rules and scoring system for races.

Performance level 3

Candidates will demonstrate:

- the ability to perform a maintained sprint
- the ability to judge pace consistently
- the ability to adapt cycling style to differing gradients
- knowledge and understanding of safety, rules and scoring systems.

Performance level 2

Candidates will demonstrate:

- the ability to perform a sprint
- some ability to judge pace
- the ability to adapt cycling style to slight gradients
- some knowledge and understanding of safety, rules and scoring systems.

Performance level 1

Candidates will demonstrate:

- the ability to perform a change of speed
- limited ability to judge pace
- basic ability to adapt cycling style to slight gradients
- limited knowledge of safety, rules and scoring systems.

Resistance training

Candidates can be assessed in Weight training (fixed/free weights) **or** Circuit training.

Candidates should be taught to perform:

- preparation – warm up, equipment checks, assessment
- assessment, monitoring and evaluation of performance levels
- range of exercise skills and techniques (eg bench-presses, total-body exercises)
- cool down.

Candidates should be taught knowledge and understanding of:

- exercise and training programmes – designing, evaluation and modifying
- progression
- safe use of equipment and working environment.

Candidates must design (with guidance) a training programme for a minimum duration of **six** weeks. The training programme must include at least **six** exercises from at least **three** of the areas listed below.

Candidates' knowledge and understanding should be assessed through performance, oral questioning and training programme/log work.

Upper-body

- circuit training – press ups, bench press, medicine ball chest pass, seated dips, shoulder press, straight arms pullover, bicep curls, dumbbell lateral raise
- weight training – bench press, bicep curls, tricep press, lateral pull down, seated rows, overhead dumbbell press.

Core

- circuit training – sit ups (lower abdominals), stomach crunch (upper abdominals), low-back stabilisers, back hyperextensions, low-back stabilisers, plank
- weight training – sit-ups, lateral pulley extensions, total abdominal crunches.

Lower-body

- circuit training – star jumps, squat jumps, compass jumps, astride jumps, step ups, shuttle runs, hopping shuttles, high knee sprints, leg lift, lunges, obliques, bench squat
- weight training – leg press, leg curls, leg extensions, barbell/dumbbell squats, one-leg bench squats, calf raises, heel raises, standard cable pull.

Total-body

- circuit training only – burpees, treadmills, squat thrusts, skipping, Cossacks, crossovers, lizards.

Performance level 3

Candidates will demonstrate:

- the ability to perform to an increasing range of exercise skills showing progression
- the ability to devise a training programme which is effective and appropriate
- a mostly effective technique which will be evident through the performance of their training programme
- knowledge of testing, measuring and evaluation of performance levels
- ability to evaluate training programme which will result in some appropriate modification
- awareness and application of warm up and cool down activities, safe use of equipment and working environment.

Performance level 2

Candidates will demonstrate:

- the ability to perform some of the basic exercise skills showing some progression
- the ability to devise a basic training programme which effective and appropriate
- some technique which will be evident through the performance of their training programme
- some knowledge of testing, measuring and evaluation of performance levels
- ability to evaluate training programme - will require assistance to identify appropriate modification
- some awareness and application of warm up and cool down activities, safe use of equipment and working environment.

Performance level 1

Candidates will demonstrate:

- limited ability to perform some of the basic exercise skills showing limited progression
- limited ability to devise a basic training programme and will require assistance in making it effective and appropriate
- limited technique which will be evident through the performance of their training programme
- limited knowledge of testing, measuring and evaluation of performance levels
- limited ability to evaluate training programme - will require significant assistance to identify appropriate modification
- limited awareness and application of warm up and cool down activities, safe use of equipment and working environment.

Rowing

Candidates should be taught to perform:

- basic Rowing skills
- sculling technique – catch, draw, finish, recovery, balance, steering
- sweeping technique – catch, draw, finish, recovery, balance
- pace judgement.

Candidates should be taught knowledge and understanding of:

- safety requirements in Rowing
- launching, entering and exiting a boat.

Performance level 3

Candidates will demonstrate:

- the ability to launch, enter and exit a boat competently
- the ability to perform basic skills
- the ability to judge pace consistently over a long distance
- knowledge and understanding of safety requirements.

Performance level 2

Candidates will demonstrate:

- the ability to launch, enter and exit a boat – may require limited assistance
- the ability to perform basic skills
- basic ability to judge pace consistently over a set distance
- some knowledge and understanding of safety requirements.

Performance level 1

Candidates will demonstrate:

- limited ability to launch, enter and exit a boat – will require significant assistance
- limited ability to perform some basic skills
- limited ability to judge pace consistently over a set distance
- limited knowledge of safety requirements.

Track and Field Athletics

Candidates do not have to be assessed in the context of a competition but must comply with UK Athletics' appropriate age-related regulations. The effectiveness of a performance will be judged based upon the skill level and the outcome. Technical phases (and skills) for the different disciplines are:

- Running: start phase, acceleration phase, maintenance phase, finish phase
- Throwing: preparation phase, approach phase, release phase, flight phase
- Jumping: approach phase, take-off phase, flight phase, landing phase.

Candidates perform in three events in total, chosen from at least two of the disciplines (Running, Throwing and Jumping). For example, sprints **and** hurdling from 'Running' **and** long jump from 'Jumping'.

Candidates should be taught knowledge and understanding of:

- rules, tactics and safe practice.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of basic skills in three chosen events (from at least two areas)
- the ability to consistently perform and link together most of the phases to produce part of or a whole performance
- knowledge and understanding of rules, tactics and safe practice.

Performance level 2

Candidates will demonstrate:

- the ability to perform basic skills in three chosen events (from at least two areas)
- the ability to perform and link together some of the phases required to produce part of or a whole performance
- some knowledge and understanding of rules, tactics and safe practice.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic skills in three chosen events (from at least two areas)
- limited ability to perform some of the phases required to produce part of or a whole performance
- limited knowledge of the rules, tactics and safe practice.

Outdoor and Adventurous Activities

Canoeing/Kayaking

Candidates should be taught to perform:

- a capsize drill
- launching a canoe/kayak
- getting in and out of a canoe/kayak in shallow water
- forward and backward paddling
- turning left and right, stationary and on the move.

Candidates should be taught knowledge and understanding of equipment checking and use for:

- fitting out a canoe/kayak/safety check/packing a canoe/kayak; storage and carrying
- personal equipment such as life jacket, helmet, where appropriate, etc.

Performance level 3

Candidates will demonstrate:

- knowledge and understanding of equipment and preparation
- ability to consistently launch a canoe/kayak from shallow water independently
- the ability to accurately paddle on still/placid water applying an increasing range of basic skills consistently
- knowledge and understanding of safety.

Performance level 2

Candidates will demonstrate:

- some knowledge and understanding of equipment and preparation
- ability to launch a canoe/kayak from shallow water independently
- the ability to paddle on still water applying appropriate basic skills
- some knowledge and understanding of safety.

Performance level 1

Candidates will demonstrate:

- limited knowledge of essential equipment
- the ability to launch a canoe/kayak from shallow water with assistance
- limited ability to paddle on still water using some basic skills
- limited knowledge of safety.

Hill Walking and Campcraft

Candidates should be taught to perform:

- route planning
- equipment selection and use
- navigation using maps and compass
- campcraft – including selecting locations, cooking and camp hygiene
- team work and leadership.

Candidates should be taught knowledge and understanding of:

- health and safety, basic first aid and emergency procedures
- country, highway and other environmental codes.

Assessment should be based on an expedition where candidates demonstrate knowledge and skills in a practical situation. Ideally, this will involve an expedition comprising two days and one night under close supervision.

Performance level 3

Candidates will demonstrate:

- the ability to navigate using maps and compass
- the ability to perform an increasing range of basic campcraft skills
- the ability to contribute successfully to a group expedition
- knowledge and understanding of route planning and safety.

Performance level 2

Candidates will demonstrate:

- the ability to navigate using maps and compass with some assistance
- the ability to perform a range of basic campcraft skills
- the ability to make a contribution to a group expedition
- some knowledge and understanding of route planning and safety.

Performance level 1

Candidates will demonstrate:

- the ability to navigate using maps and compass with significant assistance
- limited ability to perform a range of basic campcraft skills
- limited ability to contribute to a group expedition
- limited knowledge of route planning and safety.

Horse Riding

Candidates should be taught to perform:

- horse and rider preparation; horse handling – leading the horse
- mounting and dismounting the horse
- rider position and rein hold, balance, rhythm and tempo
- use of aids – natural (legs, hands, body/seat and voice)
- pace work – riding in walk, trot and canter
- jumping (optional).

Candidates should be taught knowledge and understanding of:

- how to warm up/cool down both horse and rider
- safety rules and regulations; country, highway and other environmental codes.

Performance level 3

Candidates will demonstrate:

- the ability to effectively perform an increasing range of basic horse riding skills
- the ability to consistently demonstrate good posture, balance, rhythm and tempo whilst riding
- the ability to control change of pace effectively
- knowledge and understanding of safety rules and care, preparation and handling of the horse.

Performance level 2

Candidates will demonstrate:

- the ability to effectively perform a range of basic horse riding skills
- the ability to demonstrate posture, balance, rhythm and tempo whilst riding
- the ability to control change of pace
- some knowledge and understanding of safety rules and care, preparation and handling of the horse.

Performance level 1

Candidates will demonstrate:

- limited ability to perform basic horse riding skills
- limited ability to demonstrate posture, balance, rhythm and tempo whilst riding
- limited ability to control change of pace
- limited knowledge of safety rules and care, preparation and handling of the horse.

Mountain Biking

Candidates should be taught to perform:

- basic Mountain Biking skills – pedalling, use of gears, braking, cornering and balance
- control of machine – climbing, descending and stopping
- changing pace
- negotiating obstacles.

Candidates should be taught knowledge and understanding of:

- safety, equipment and procedures
- rules and regulations for competitions.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of skills with consistency and control
- the ability to ride a course with rough terrain and inclines at speed
- the ability to negotiate obstacles maintaining good balance and control
- the ability to make correct decisions regarding gear changes and speed
- knowledge and understanding of safety, equipment and rules.

Performance level 2

Candidates will demonstrate:

- some ability to perform a range of skills with control
- the ability to ride a course with varying terrain and gentle inclines
- the ability to negotiate simple obstacles maintaining balance and control
- some ability to make correct decisions regarding gear changes and speed
- some knowledge and understanding of safety, equipment and rules.

Performance level 1

Candidates will demonstrate:

- the ability to perform some skills with limited control
- limited ability to ride a short course with varying terrain and gentle inclines
- limited ability to negotiate simple obstacles
- limited ability to make correct decisions regarding gear changes and speed
- limited knowledge of safety, equipment and rules.

Orienteering

Candidates should be taught to perform:

- preparing for Orienteering – equipment, safety, country code
- maps and map reading – simple understanding of map scales, signs, symbols and grid references, measuring distances
- using a compass – setting a map with a compass, taking a bearing from the map
- planning a route – choosing a route, considering different options
- navigating – recognising features along the route
- participating – thumbing, control points, attack points, aiming off.

Candidates should be taught knowledge and understanding of:

- knowledge of safety, equipment and procedures
- rules and regulations for competitions.

Assessments can be made on recognised orienteering courses (level 3) or local park/woodland (level 2), or 'on-site' in school grounds (level 1).

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of skills with consistency
- the ability to orientate a recognised Orienteering course using a compass
- the ability to complete a course in unfamiliar terrain
- the ability to make correct decisions regarding map and bearings
- knowledge and understanding of safety, equipment and rules.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of skills with some consistency
- the ability to orientate a short Orienteering course using a compass
- the ability to complete a course in familiar terrain
- the ability to make some correct decisions regarding map and bearings
- some knowledge and understanding of safety, equipment and rules.

Performance level 1

Candidates will demonstrate:

- the ability to perform some skills but inconsistency
- the ability to orientate a short Orienteering course with assistance
- the ability to complete a course in school grounds
- limited ability to make decisions regarding map and bearings
- limited knowledge of safety, equipment and rules.

Pony and Trap Driving

Candidates should be taught to perform:

- basic skills – horse, trap and rider preparation, leading the horse, mounting and dismounting the trap
- driving the trap in walk and trot, through different turns; negotiate clear obstacles safely; give the correct driving signals whilst driving
- planning a route – preparing a route sheet for a journey
- navigating – following a planned route to the times agreed.

Candidates should be taught knowledge and understanding of:

- knowledge of safety, equipment and procedures
- rules and regulations for competitions.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of skills with consistency
- the ability to demonstrate turns and negotiate obstacles at walk **and** trot without assistance
- the ability to successfully plan and navigate a route
- knowledge and understanding of safety, equipment and rules.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of skills with some consistency
- the ability to demonstrate turns and negotiate obstacles at walk **and** trot with some assistance
- the ability to successfully plan and navigate a basic route with assistance
- some knowledge and understanding of safety, equipment and rules.

Performance level 1

Candidates will demonstrate:

- limited ability to inconsistently perform some skills
- the ability to demonstrate turns and negotiate obstacles at walk with assistance
- the ability to plan and navigate a basic route with assistance
- limited knowledge of safety, equipment and rules.

Rock Climbing

Candidates should be taught:

- identification and use of basic equipment – rope, harness, slings, karabiners and helmet
- knots and belays, use of slings and karabiners
- climbing on rock – basic climbing technique, balance, use of legs
- calls when ready and actually climbing
- methods of descending – climbing down and a simple abseiling technique.

Candidates should be taught knowledge and understanding of:

- knowledge of safety, equipment and procedures
- emergency procedures.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of skills consistently
- the ability to set up and use equipment under supervision
- the ability to climb up and down a moderate rock face effectively demonstrating correct climbing technique and calls
- knowledge and understanding of safety, equipment, rules and emergency procedures.

Performance level 2

Candidates will demonstrate:

- the ability to perform a sound range of skills with some consistency
- the ability to set up and use equipment with assistance
- the ability to climb up and down a simple rock face effectively sometimes demonstrating correct climbing technique and calls
- some knowledge and understanding of safety, equipment, rules and emergency procedures.

Performance level 1

Candidates will demonstrate:

- limited ability to inconsistently perform some basic skills
- the ability to assist others set up and use equipment
- the ability to climb up and down a simple rock face with guidance, though demonstrating inconsistent climbing technique
- limited knowledge of safety, equipment, rules and emergency procedures.

Sailing

Candidates should be taught:

- equipment – knowledge of boat, rig, personal equipment
- weather and sailing conditions – wind strength and direction
- rigging and launching the boat
- sailing – the ‘five essentials’ – sail set, balance, trim, centreboard and course; steering a three-point course by running, tacking and gybing.

Candidates should be taught knowledge and understanding of:

- capsize and man overboard procedures
- knowledge of safety, equipment and procedures.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of skills with consistency
- the ability to rig and launch a boat without assistance
- the ability to sail a three-point course unaided or with little assistance
- knowledge and understanding of safety, equipment, rules and emergency procedures.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of basic skills
- the ability to rig and launch a boat with assistance
- the ability to sail a three-point course with assistance
- some knowledge and understanding of safety, equipment, rules and emergency procedures.

Performance level 1

Candidates will demonstrate:

- limited ability to inconsistently perform some basic skills
- the ability to assist others rig and launch a boat
- limited ability to sail a three-point course, requiring significant assistance
- limited knowledge of safety, equipment, rules and emergency procedures.

Skiing

Candidates should be taught:

- how to fit skis, bindings and safety straps
- walking and side stepping left and right on the level; turning using a step turn and a kick turn, left and right; how to get up correctly from a fallen position; traversing and side slipping
- turning on a gentle slope using snow plough and stem turns over a short distance
- how to control the speed of descent on a simple slope
- using drag and other lifts.

Candidates should be taught knowledge and understanding of:

- knowledge of safety, equipment and etiquette; emergency procedures.

Assessment can take place on real snow, artificial (indoor) snow, or on artificial (outdoor) snow slope.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of skills consistently
- the ability to descend a gradual slope and come to a stop under control
- the ability to traverse with good posture and make controlled snowplough turns
- knowledge and understanding of safety, equipment, etiquette and emergency procedures.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of skills with some consistency
- the ability to descend a gentle slope and come to a stop under control
- the ability to traverse and make basic snowplough turns
- some knowledge and understanding of safety, equipment, etiquette and emergency procedures.

Performance level 1

Candidates will demonstrate:

- limited ability to inconsistently perform some skills
- the ability to descend a very gentle slope and come to a stop
- attempts to make snowplough turns though will be ineffective
- limited knowledge of safety, equipment, etiquette and emergency procedures.

Snowboarding

Candidates should be taught:

- how to fit board, bindings and safety straps
- basic stance – ‘regular’ (left foot forward) and ‘goofy’ (right foot forward); side slip and traverse on heel and toe edge; traversing and side slipping; how to get up correctly from a fallen position
- turning on tow and heel edge to left and right; heel edge stop and skid to stop
- scoot with front foot in binding
- using lifts and tows.

Candidates should be taught knowledge and understanding of:

- safety, equipment and etiquette; emergency procedures.

Assessment can take place on real snow, artificial (indoor) snow, or on artificial (outdoor) snow slope.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of skills consistently
- the ability to descend a gradual slope and come to a stop under control
- the ability to traverse with good posture and make controlled turns
- knowledge and understanding of safety, equipment, etiquette and emergency procedures.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of skills with some consistency
- the ability to descend a gentle slope and come to a stop under control
- the ability to traverse and make basic turns
- some knowledge and understanding of safety, equipment, etiquette and emergency procedures.

Performance level 1

Candidates will demonstrate:

- limited ability to inconsistently perform some skills
- the ability to descend a very gentle slope and come to a stop
- attempts to make turns though will be ineffective
- limited knowledge of safety, equipment, etiquette and emergency procedures.

Surfing

Candidates should be taught:

- equipment - knowledge of board and personal equipment
- weather and surfing conditions – wave strength and tide direction
- swim/paddle/duck out through surf waves; ride in with body on board, possibly ride in standing on board; control board on backhand and forehand.

Candidates should be taught knowledge and understanding of:

- knowledge of safety in open water, sea and surf conditions
- emergency procedures.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of skills consistently
- the ability to swim/paddle out and ride in prone showing good control
- beginnings of the ability to stand on a wave
- the ability to select appropriate waves and judge the catching of broken and unbroken waves
- knowledge and understanding of safety, equipment, rules and emergency procedures.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of basic skills with some consistency
- the ability to swim/paddle out and ride in prone showing some control
- the ability to pick up a wave and body surf over a reasonable distance
- some ability to select appropriate waves and judge the catching of broken and unbroken waves
- some knowledge and understanding of safety, equipment, rules and emergency procedures.

Performance level 1

Candidates will demonstrate:

- limited ability to inconsistently perform some basic skills
- the ability to swim/paddle out and surf in low waves
- the ability to pick up a wave and body surf over a short distance
- limited ability to select appropriate waves and judge the catching of broken and unbroken waves
- limited knowledge of safety, equipment, rules and emergency procedures

Windsurfing

Candidates should be taught:

- equipment – knowledge of board, rig, personal equipment, foot straps and harness
- weather and sailing conditions – wind strength and direction
- rigging the board
- sailing different points by steering, running, tacking and gibing
- up-haul starts, landing and self-rescue.

Candidates should be taught knowledge and understanding of:

- knowledge of safety, equipment and procedures
- self-rescue and emergency procedures.

Performance level 3

Candidates will demonstrate:

- the ability to perform an increasing range of skills consistently
- the ability to rig a board and perform an up-haul start without assistance
- the ability to sail a route involving changes of direction by tacking and gibing in gentle conditions
- knowledge and understanding of safety, equipment, rules and emergency procedures.

Performance level 2

Candidates will demonstrate:

- the ability to perform a range of skills with some consistency
- the ability to rig a board and perform an up-haul start with assistance
- some ability to sail a route involving changes of direction by tacking in gentle conditions
- some knowledge and understanding of safety, equipment, rules and emergency procedures.

Performance level 1

Candidates will demonstrate:

- limited ability to inconsistently perform some basic skills in isolation
- the ability to rig a board and perform an up-haul start with significant assistance
- limited ability to sail unaided
- limited knowledge of safety, equipment, rules and emergency procedures.

Swimming Activities

Life saving

Candidates should be taught to perform:

- entry and exit
- basic land rescues – talk, reach and throw
- water rescues – wade, swim and tow
- recovery and landing a casualty, with support
- guided resuscitation and recovery position.

Candidates should be taught knowledge and understanding of:

- order of rescues
- personal safety
- knowledge and understanding of aftercare.

Performance level 3

Candidates will demonstrate:

- knowledge and understanding of rescues, personal safety and aftercare
- the ability to perform a land-based rescue without assistance
- the ability to perform a water-based rescue with assistance
- the ability to lead recovery, landing and simulated resuscitation of a casualty.

Performance level 2

Candidates will demonstrate:

- some knowledge and understanding of rescues, personal safety and aftercare
- the ability to perform a land-based rescue with some assistance
- the ability to assist with a water-based rescue
- the ability to support recovery, landing and simulated resuscitation of a casualty.

Performance level 1

Candidates will demonstrate:

- limited knowledge of rescues, personal safety and aftercare
- the ability to perform a land-based rescue with assistance
- limited ability to assist with a water-based rescue
- the ability to contribute towards recovery, landing and simulated resuscitation of a casualty.

Personal survival

Candidates should be taught to perform:

- safe entry and exit
- swimming with clothes
- treading water
- surface dive/underwater swim
- HELP and HUDDLE positions.

Candidates should be taught knowledge and understanding of:

- survival principles, such as maintaining body temperature.

Performance level 3

Candidates will demonstrate:

- the ability to perform a safe entry and exit in deep water
- the ability to tread water when wearing clothes for 1 minute
- the ability to perform surface dive and swim 5 metres underwater
- the ability to perform the HELP and HUDDLE positions in mid-depth water
- knowledge and understanding of personal survival techniques.

Performance level 2

Candidates will demonstrate:

- the ability to perform a safe entry and exit in shallow water
- the ability to tread water when wearing clothes for 1 minute, with flotation aid
- the ability to perform surface dive and swim 1 metre underwater
- the ability to perform the HELP and HUDDLE positions in shallow water
- basic knowledge and understanding of personal survival techniques.

Performance level 1

Candidates will demonstrate:

- the ability to perform a safe entry and exit with assistance
- limited ability to tread water when wearing clothes
- the ability to submerge in shallow water, with support
- the ability to perform the HELP and HUDDLE positions in shallow water, with assistance
- limited knowledge of personal survival techniques.

Swimming

Candidates should be taught to perform:

- starts, turns and finish techniques
- strokes – front crawl, back crawl, breaststroke
- correct leg and arm action, and body position
- correct breathing techniques.

Candidates should be taught knowledge and understanding of:

- principles, such as streamlining and propulsion
- rules, such as start and finish of races.

Performance level 3

Candidates will demonstrate:

- the ability to swim two different strokes for over 25 metres each, without stopping
- the ability to use correct arm, leg and breathing techniques
- knowledge and understanding of swimming principles and rules.

Performance level 2

Candidates will demonstrate:

- the ability to swim one stroke for over 25 metres, without stopping
- some ability in using correct arm, leg and breathing techniques
- some knowledge and understanding of swimming principles and rules.

Performance level 1

Candidates will demonstrate:

- the ability to swim 25 metres with assistance
- limited ability to use correct arm, leg and breathing techniques
- limited knowledge of swimming principles and rules.

Coaching/Leading Activities

The role of coach/leader is available in all activities as well as the role of performer.

Candidates should be taught:

- communication skills and strategies;
- organisation and planning;
- progressive skill learning;
- identifying weaknesses/areas for improvement;
- demonstrations;
- safety aspects – risk assessment and health and safety (including warm up and cool down).

Candidates should be taught knowledge and understanding of:

- the range of activity skills appropriate to the level they are coaching/leading.

In addition to the candidate's ability to coach/lead, the improvement of individuals or groups being coached/led will also depend upon the ability of the individuals or groups. This should be considered by both candidate and centre when selecting subjects to be coached/led.

Performance level 3

Candidates will demonstrate:

- the ability to lead and organise small groups (up to four) and comment on how to improve performance
- the ability to set up an appropriate skill practice independently
- the ability to consistently demonstrate an increasing range of basic skills as appropriate to the group they are working with
- knowledge and understanding of health and safety considerations and be able to conduct a basic risk assessment.

Performance level 2

Candidates will demonstrate:

- the ability to organise one or two participants and make some comments on how to improve the performance of those being coached/led
- the ability to set up an appropriate skill practice with some assistance
- the ability to consistently demonstrate basic skills
- limited knowledge of health and safety considerations.

Performance level 1

Candidates will demonstrate:

- the ability to supervise in a one-to-one situation and make limited comments on how to improve the performance of those being coached/led
- limited ability to set up an appropriate skill practice but will require assistance
- limited ability to demonstrate skills at a basic level
- basic knowledge of health and safety considerations.

Officiating Activities

The role of official is available in specific activities (see below) as well as the role of performer.

Officiating is available in: Association Football; Badminton; Basketball; Boxing; Cricket; Eton Fives; Fencing; Gaelic Football; Goalball; Handball; Hockey; Hurling; Ice Hockey; Judo; Karate; Lacrosse; Netball; Roller Hockey; Rounders; Rugby League; Rugby Union; Softball; Squash; Table Tennis; Tae Kwon Do; Tennis; Volleyball; Water Polo.

Candidates should be taught:

- decision and judgement making
- communication skills and strategies
- safety aspects - health and safety.

Candidates should be taught knowledge and understanding of:

- the range of rules and regulations appropriate to the activity and the level of performance/game they are officiating in.

In addition to the candidate's ability to officiate, the conduct and ability of the performance/game participant(s) will also effect their achievement as an official. When selecting individuals/groups to be officiated candidates and centres should take this into consideration.

Performance level 3

Candidates will demonstrate:

- the ability to act as officials in small-sided or conditioned activities independently
- increasing knowledge and understanding of the rules/laws of the game;
- the ability to consistently make correct decisions
- the ability to communicate effectively with participants
- increasing knowledge and understanding of health and safety considerations.

Performance level 2

Candidates will demonstrate:

- the ability to act as officials in small-sided or conditioned activities with some assistance
- some knowledge and understanding of the essential rules/laws of the activity
- the ability to make some correct decisions
- limited ability to communicate with participants
- limited knowledge and understanding of health and safety considerations.

Performance level 1

Candidates will demonstrate:

- the ability to act as officials in small-sided or conditioned activities with assistance
- limited knowledge of the essential rules/laws of the activity
- the ability to occasionally make correct decisions
- basic ability to communicate with participants
- basic knowledge of health and safety considerations.

4. Resources

A resource list for teachers to assist in delivering and engaging candidates with the qualification.

Books

Fundamentals of Health and Physical Education - Eshuys, J, Guest, V, & Lawrence, J (1990) [0-435-13000-5]

PE to 16 - Fountain, S & Gee, L. (1996) Oxford University Press [0-19-913380-8]

Sport and Physical Education, A complete guide to GCSE - Hodgson, B (1998) Hodder and Stoughton [0-34-070490-X]

DVDs

Ten Reasons to Get and Stay in Shape BOULTON & H; ISBN DVD

Speed for Sports Performance DVD CISSIK; ISBN 9780736065252

Flexibility for Sports Performance DVD FREDERICK; ISBN 9780736064224

Strength Ball Training 2e + DVD GOLDENBERG; ISBN 9780736066976

Strength for Sports Performance DVD (RRP £19.99) HEDRICK; ISBN 9780736064217

Websites

www.direct.gov.uk/en/HealthAndWellBeing/HealthyLiving/index.htm & www.nhs.uk/Change4Life
Information concerning the latest government healthy living initiatives.

www.youtube.com Great site for clips of different sporting action and injuries. Please remember that the content on this site is not edited and therefore it is advisable to download the content in advance.

www.pponline.co.uk A useful website for training methods and principles of training. Covers sport specific and general fitness. Great video clips of training sessions. Also useful for sports nutrition and injuries.

5. Teacher guidance on marking

5.1 Guidance on how to mark coursework

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 candidate 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.

5.1.1 Practical tasks

For the practical tasks 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 link criteria (section 3.3) to assess the level of the candidate's achievement in the activity. Centres should use their professional judgement in selecting the descriptor that best describes the work of the candidate. To support their assessment, centres should refer back to the levels in the General assessment criteria to ensure the candidates meet these descriptors.

Having selected the level which the candidate has achieved, centres should rank order every candidate who is working within that level within the activity. Once the rank order has been established centres, using the full range of marks within the band, need to select the most appropriate mark within the range for each individual candidate. When selecting the most appropriate mark centres should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded.
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should begin with their highest ranked candidate within the level award a mark (eg 18), then move to the lowest ranked candidate and award them a mark (eg 12). All other candidates within this level will be awarded between these two marks.

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

Worked example for marking practical performance

Volleyball performers – two candidates both demonstrate *adequately* all of the criteria in level 2 of the Volleyball activity-specific link and all of the criteria from the previous level. Therefore, these candidates are initially assessed as *adequate* level 2 performers in this activity. These candidates are then assessed against the General assessment criteria and also both demonstrate *adequately* the level 2 criteria. Both candidates are therefore *adequate* level 2 performers in Volleyball.

Having established the correct level for these candidates, marks should be awarded within the level 2 range (11-20 marks). The candidates will be awarded marks using the descriptors above and the process of rank ordering:

- Candidate A's performance demonstrates all of the level 2 criteria; however, they do not perform a dig as well as candidate B does
- Similarly, Candidate A's smash is not as accurate as Candidate B's. In all other respects their performances are equal. The rank order therefore would place Candidate A lower than Candidate B. As both candidates have been assessed as being *adequate* both candidates will be awarded the middle range of the level 2 marks (14-17)
- Candidate A's lower level of dig **and** their lower ability to smash places them 2 marks lower than Candidate B. Candidate B's good standard of dig indicates that they are achieving a higher standard than *adequate*
- Candidate B is awarded 17 marks for their Volleyball performance, due to their *adequate* demonstration of level 2 criteria, **and** their achieving a higher standard than *adequate* with their dig. Candidate A is awarded 15 marks due to their *adequate* demonstration of level 2 criteria and due to their being ranked 2 marks below Candidate B
- Having established the levels and marks for these candidates in Volleyball, the centre should internally standardise these marks against both the candidates' other performances **and** performances by other candidates in other activities
- Candidate A, who achieves a mark of 17 in Volleyball, is also awarded 17 marks for their performance in Horse Riding; however, in Horse Riding this candidate meets all of the level 2 criteria *convincingly*. Candidate A is a better horse rider than they are a Volleyball player, and therefore, this candidate should not receive 17 for both performances. Both assessments should be reviewed; however, as this candidate *convincingly* meets all of the level 2 criteria for Horse Riding they should be awarded the highest mark within the level, (20 marks).

As per section 3.1 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 candidates within activities and across all activities.

5.1.2 Analysing Performance task

For the Analysing Performance task Centres should use the Analysing Performance criteria (section 3.2). Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

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

- where the candidate's work *convincingly* meets the statement, the higher of the marks should be awarded
- where the candidate's work *just* meets the statement, the lower of the marks should be awarded.

Worked example for marking the Analysing Performance task

Candidate A and Candidate B are both assessed as meeting the criteria for level 3 (5-6 marks); however, Candidate A's identification of a range of football skills is of a higher standard than Candidate B's. Also Candidate B required a little assistance in being able to answer a couple of the questions asked. Candidate A and B's understanding of the contribution exercise and training have towards a healthy, balanced lifestyle were equally good as were their suggestions on how to improve the performances observed.

Candidate A should be rank ordered higher than Candidate B and therefore Candidate A will be awarded 6 marks and Candidate B will be awarded 5 marks.

5.2 Guidance on external moderation of centre marking

All centres entering candidates are subject to quality control via moderation of a sample of candidates' work. This takes place towards the end of the course. This specification is moderated by a visit from a Moderator, where possible. In some instances a centre may be postally moderated using filmed evidence of performances and of the Analysing Performance task which will have been recorded by the centre.

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 candidates within the centre.

The **Moderator** will select the activities to be reviewed at moderation. It is then the responsibility of the centre to select a sample of candidates, which represents the full range of marks awarded in each activity to be moderated; this should include the candidates with the highest and lowest marks. The sample should also include a mix of male and female candidates, where appropriate.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Where a centre is to receive a moderation visit, the sample of candidates' work will be moderated by live performance. Where candidates have presented their Analysing Performance task orally, Moderators will interview the sample of candidates 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 2.5 of the specification).

Where a centre is to be postally moderated, the sample of candidates' work should be filmed (DVD) and be made available to the Moderator. 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 candidate'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 candidate's file.

Visiting moderation is conducted by means of cluster groups, where possible. A cluster group consists of locally situated centres. However, where a cluster moderation is not suitable or geographically feasible, centres will be moderated individually. The purpose of the 'clustering' process is to ensure that assessments are standardised across all centres and that every candidate is treated fairly.

A timeline for this process is available in Appendix C.

6. Frequently asked questions

Where can we find the Activity-specific links for each of the activities listed in the specification?

The Activity-specific links for each activity are available in section 3.3. Each Activity-specific link details the skills and knowledge and understanding relevant to the activity.

We would like to assess a candidate for an activity which is not on the list of activities in the specifications. Can we do this?

Yes. Centres may wish to assess candidates in an activity which is not on the approved list of activities for use in this specification. Further details on the process for submitting proposals for special activities can be found in section 2.1.

We have a disabled candidate taking ELC Physical Education, is there anything we should be aware of?

Centres should refer to section 2.2 of this handbook.

Are there any combinations of activities which candidates cannot be assessed in?

Yes. Candidates must choose their four practical activities from at least **two** different activity areas.

For example, a candidate could **not** choose to be assessed in four Combat Activities. They could, however, choose to be assessed in **three** Combat Activities and then one further activity from **one other** activity area.

Any candidate(s) using a combination of activities that is in breach of the specification requirements may have part or all of their practical marks discounted from their overall assessment.

Is there a template or pro forma document we can access or provide to our candidates for the Analysing Performance task?

Yes. Centres should refer to the Analysing Performance task sheet in Appendix A of this handbook.

In the Analysing Performance task can candidates use filmed footage of a performance to make their observations?

Candidates may choose to use filmed footage of their own or other's performances to make their observations on a performance; however, as candidates may wish to ask the performer to repeat a skill or movement so they can observe it further, a live observation may be preferable.

7. Other forms of support

In order to help you implement the new Entry Level Physical Education Specification effectively, OCR offers a comprehensive package of support. This includes:

OCR Training

Our training events provide valuable support, for the delivery and assessment of OCR qualifications:

Get Started...

For teachers preparing to deliver or already delivering OCR specifications

View up-to-date event details and make online bookings at www.ocreventbooker.org.uk or view our new training e-books at www.ocr.org.uk/training. If you are unable to find what you are looking for contact us by e-mail training@ocr.org.uk or telephone 02476 496398.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <http://community.ocr.org.uk/community/pe-gcse/home> and join the Entry Level Physical Education discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

8. Appendices

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What is the performer doing well in their performance?

What could the performer do better in their performance?

How could the performer improve the skill(s) that you identified?

Can you give an example of a practice that they could use to improve the skill(s) identified?

What lifestyle choices such as diet and exercise may have a positive or negative effect on performance?

Appendix B - Special activity submission form

This form is available to download from the OCR website, to access this form go to the Entry Level Physical Education webpage.

Physical Education

OCR ELC in Physical Education

Special activity submission form

Centre number:		Centre name:	
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Proposed activity title:	
Proposed role:	
Description of the activity:	
National Governing Body details, where applicable:	
OCR activity profile that the proposal relates to:	

Specific assessment criteria for the activity

Skills:

Knowledge and understanding:

Evidence of compliance with BAALPE/AfPE's Safety Recommendations:	
Any other supporting material:	

Centre contact name:	
Date:	
Contact details:	

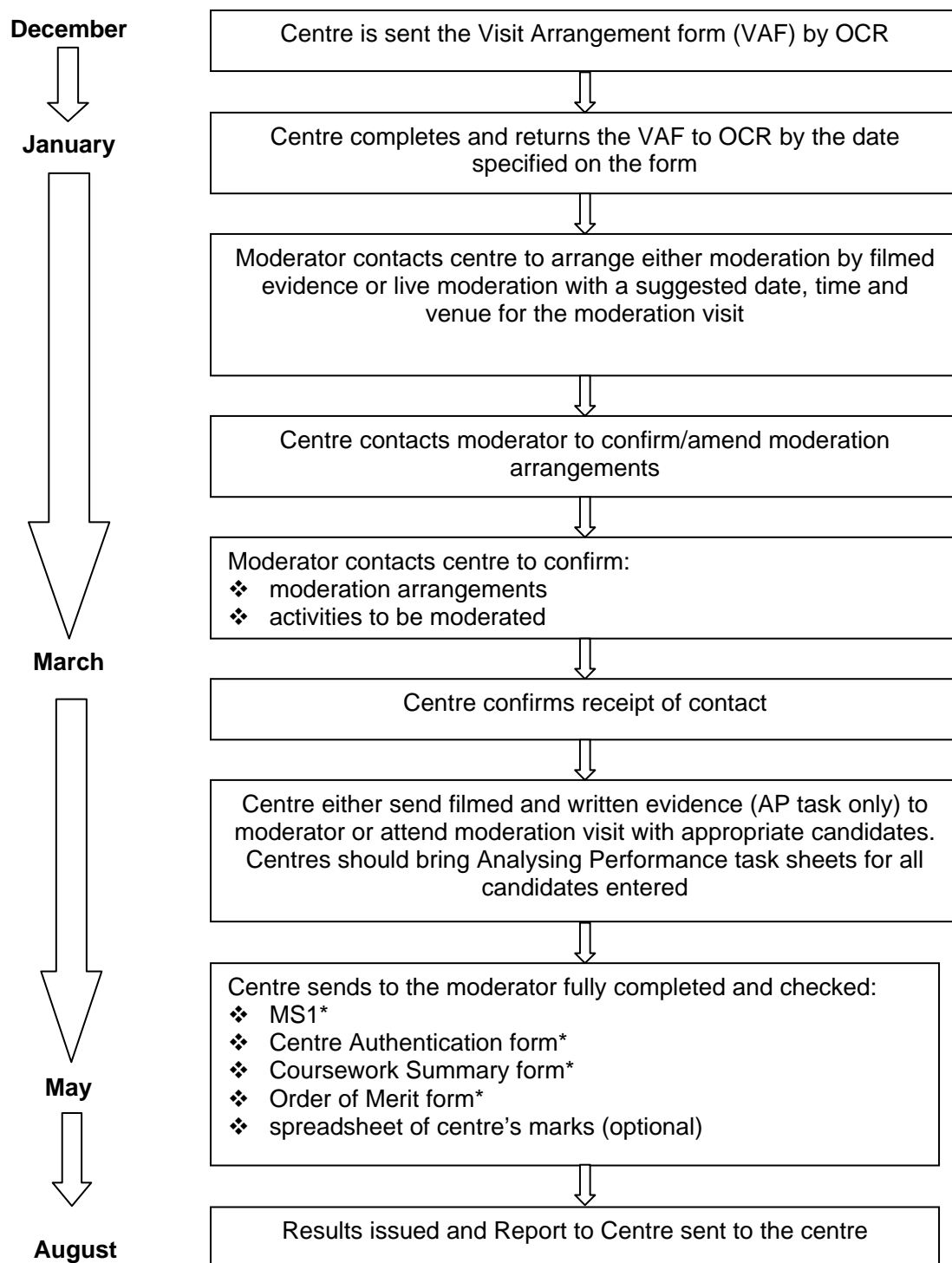
Guidance notes:

Special activity submissions should follow the above format. The detail included should be similar to that used in the specific criteria for activities in the same activity profile in which the proposed activity fits. In some cases, the detail may be the same but should still be included. Centres should refer to the Special activity submission guidance in section 2.1 for further information relating to completing this form.

All sections of the form should be completed appropriately – sections which are not completed would indicate non-compliance with the rules set out for approval of any submissions from centres unless not applicable.

Special Activity Submissions must be made on or before **15 October** of the academic year in which the activity will be assessed. Late submissions will **not** be accepted. The Special activity submission form is available to download from the OCR website. Forms must be **word processed** and **emailed** to OCR's Customer Contact Centre marked for the attention of the ELC Physical Education Qualifications Manager.

Appendix C - Moderation process



*As soon as **all** assessment and internal standardisation has occurred, centres can send these documents to the moderator.

All documents should be submitted to the moderator by **no later** than 15 May.

All marks must be submitted to OCR by **no later** than 15 May.

Appendix D - Additional guidance for filmed evidence

Centres offering R462 ELC Physical Education specifications to their students are expected to provide filmed evidence of their candidates' practical performance. The filmed evidence should be sent to the Moderator before the Coursework deadline date for the series.

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 candidates 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 at least two categories of activities/games. In each activity/game different candidates 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 candidates in a small game or group situation where team skills, if applicable can be demonstrated. Finally, in a game activity the candidates should be seen ideally in a full game situation. This latter point may not always be possible. However, if this is possible within a game situation the filming should track the identified candidates.

Important

The following documentation should be sent with the filmed evidence:

Filmed evidence – candidate identification form, MS1, Coursework Summary Form, and Centre Order of Merit Sheets for all activities offered, and Analysing Performance task sample. These must reach the moderator by the deadline they give to you.

FILMING OF ACTIVITIES

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

1. The evidence should be in DVD. Where necessary, VHS or CD format is accepted.
2. Each activity should be supported by about 15-20 minutes of filmed evidence.
3. Candidates including in filmed evidence should be from across the ability range. It is not necessary to film all candidates entering for an activity each series unless the numbers entering are less than 8.
4. Candidates should be identified per activity by lettered or numbered bib. The numbers must be shown against the candidate's name on the Centre Order of Merit Sheet for their filmed activities and ideally there should be an accompanying commentary, which clearly identifies candidates by number.
5. The use of yellow training bibs to identify candidates should be avoided, as this colour does not show up well on a screen.
6. Scores in rank order for all candidates, with the identified candidates clearly shown, should be sent with the filmed evidence.
7. Ideally, several minutes of the filming should be devoted to the individual skills of each identified candidate. Then if candidates are involved in team activities the camera should be focused on them in the game.
8. A running commentary, identifying the candidates in the games situation, is helpful.

9. The filmed evidence of the indoor activities should be recorded in good light.
10. An accurate description of how well the identified candidates are playing should be given because the marks for the rest of the group will depend on this. If a player is off form the reason should be stated.
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.

www.ocr.org.uk

OCR customer contact centre

General qualifications

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Email general.qualifications@ocr.org.uk

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FS 27093