

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Unit Title</b>	Developing sports skills			<b>Unit Code</b>	R052	<b>Session</b>		<b>Year</b>			
<b>Centre Name</b>							<b>Centre Number</b>				
<b>Candidate Name</b>							<b>Candidate Number</b>				
Criteria						Teacher Comments		Mark	Page No.		
LO1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity											
<b>MB1: 1 – 6 marks</b>			<b>MB2: 7 – 11 marks</b>			<b>MB3: 12 – 15 marks</b>					
Demonstrates <b>limited</b> application of skills and techniques as an individual performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making often <b>lacks accuracy</b> and <b>fluency</b> .  Ability to maintain performance is <b>inconsistent</b> .  [1 2 3 4 5 6]			Demonstrates <b>effective</b> application of skills and techniques as an individual performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>some accuracy</b> and <b>fluency</b> .  Ability to maintain performance is <b>consistent</b> .  [7 8 9 10 11]			Demonstrates <b>advanced</b> application of skills and techniques as an individual performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making <b>shows accuracy</b> and <b>fluency</b> on <b>most occasions</b> .  Ability to maintain performance is <b>consistent</b> and <b>confident</b> .  [12 13 14 15]					
LO2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity											
<b>MB1: 1 – 6 marks</b>			<b>MB2: 7 – 11 marks</b>			<b>MB3: 12 – 15 marks</b>					
Demonstrates <b>limited</b> application of skills and techniques as a team performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making often <b>lacks accuracy</b> and <b>fluency</b> .  Awareness of role within/contribution to the team is <b>limited</b> .  [1 2 3 4 5 6]			Demonstrates <b>effective</b> application of skills and techniques as a team performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making shows <b>some accuracy</b> and <b>fluency</b> .  Awareness of role within/contribution to the team is <b>clear</b> .  [7 8 9 10 11]			Demonstrates <b>advanced</b> application of skills and techniques as a team performer in a sporting activity.  Creativity, use of tactics/strategies/compositional ideas and decision-making <b>shows accuracy</b> and <b>fluency</b> on <b>most occasions</b> .  Awareness of role within/contribution to the team is <b>well developed</b> .  [12 13 14 15]					

Criteria				Teacher Comments	Mark	Page No.
<b>LO3: Be able to officiate in a sporting activity</b>						
<b>MB1: 1 – 6 marks</b>	<b>MB2: 7 – 11 marks</b>	<b>MB3: 12 – 15 marks</b>				
Demonstrates <b>limited</b> officiating skills in the sporting activity selected.  Rules and regulations are applied in <b>simple</b> situations with <b>limited</b> accuracy and consistency.  Communication and use of signals is <b>often hesitant</b> .  <b>[1 2 3 4 5 6]</b>	Demonstrates <b>effective</b> officiating skills in the sporting activity selected.  Rules and regulations are applied in <b>common</b> situations, with <b>some</b> accuracy and consistency.  Communication and use of signals is <b>clear</b> .  <b>[7 8 9 10 11]</b>	Demonstrates <b>advanced</b> officiating skills in the sporting activity selected.  Rules and regulations are applied in <b>complex</b> situations, <b>most</b> of which are accurate and consistent.  Communication and use of signals is <b>clear and confident</b> .  <b>[12 13 14 15]</b>				
<b>LO4: Be able to apply practice methods to support improvement in a sporting activity</b>						
<b>MB1: 1 – 6 marks</b>	<b>MB2: 7 – 11 marks</b>	<b>MB3: 12 – 15 marks</b>				
The review of their performance is <b>basic</b> .  The application of practice methods is <b>basic</b> and addresses <b>few</b> of the areas and skills where improvement is needed.  Understanding of how to measure improvement is <b>limited</b> .  <b>[1 2 3 4 5 6]</b>	The review of their performance is <b>detailed</b> in <b>some</b> aspects.  The application of practice methods is <b>simple</b> and addresses <b>many</b> of the areas and skills where improvement is needed.  Understanding of how to measure improvement is <b>detailed</b> .  <b>[7 8 9 10 11]</b>	The review of their performance is <b>detailed</b> in <b>most</b> aspects.  The application of practice methods is <b>considered</b> and addresses <b>most</b> of the areas and skills where improvement is needed.  Understanding of how to measure improvement is <b>comprehensive</b> .  <b>[12 13 14 15]</b>				
<b>Total/60</b>						
If this is a re-sit, please tick		Session and Year of previous submission		Please tick to indicate this work has been standardised internally		

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

### Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.