

Teacher Support: Coursework Guidance Booklet

AS GCE Physical Education

OCR Advanced Subsidiary GCE in Physical Education H154

Updated for September 2013

This Teacher Support: Coursework Guidance booklet relates to Unit G452 - Acquiring, Developing and Evaluating Practical Skills in Physical Education and is designed to accompany the OCR Advanced Subsidiary GCE specification in Physical Education for teaching from September 2008.

This Teacher Support: Coursework Guidance booklet has been updated for use in the 2014/15 academic year onwards; changes have been highlighted.

Contents

1	Introduction	3
1.1	Planning	3
1.2	Categories of Physical Activities	3
1.3	Assessment	5
1.4	Moderation	7
1.5	Internal Standardisation	8
1.6	Minimum Coursework Requirements	9
1.7	Special Arrangements	9
1.8	Authentication	9
1.9	Submission of Log Books to Accompany Assessments	9
1.10	Special Activity Submission Criteria	10
2	Unit G452: Acquiring, Developing and Evaluating Practical Skills in Physical Education	11
2.1	Introduction	11
2.2	Unit Content	12
2.3	Unit Assessment	15
3	Performance - Activity Profiles and Assessment Criteria	22
3.1	Athletic Activities	23
3.2	Combat Activities	35
3.3	Dance Activities	49
3.4	Invasion Games	56
3.5	Net/Wall Games	96
3.6	Striking/Fielding Games	107
3.7	Target Games	122
3.8	Gymnastic Activities	133
3.9	Outdoor and Adventurous Activities	146
3.10	Swimming and Water Safety Activities	173
3.11	Safe and Effective Exercise Activities	178
4	Coaching – Assessment Criteria	185
5	Officiating – Assessment Criteria.	190
6	Evaluation and Planning for the Improvement of Performance	195

1 Introduction

Coursework is set and marked by the centre and externally moderated by OCR.

1.1 Planning

The philosophy of the OCR Advanced Subsidiary GCE and Advanced GCE Physical Education specifications is that the performance of practical activities is a central and integral part of the course. Wherever possible in the delivery of the course, theory is related to practice and practice related to theory.

Physical activities make a significant contribution to aims and objectives, serving as a source of material and to facilitate learning. They should be selected as representative of the varied physical activities available to centres and to those that candidates have experienced within the National Curriculum and/or GCSE Physical Education. The selection should be influenced by:

- relevance to the course content areas;
- interests, stages of development and abilities of candidates;
- traditions and practices in the centre and the local community;
- teaching resources and the expertise of staff;
- facilities and equipment;
- time;
- candidate numbers.

Centres may wish to maximise time by combining AS/A2 candidates for some practical work and indeed the diversity of activities may necessitate the use of extra curricular activities and local clubs as sources of practical activities for candidates. In the latter case the centre **must** retain the responsibility for monitoring the work and its assessment.

Assessment should be continuous, not only to provide candidates with an indication of their progress, but also so that in the case of injury, there is some indication of the candidate's improvement and standard.

Off-site activities

As mentioned above, where candidates are being assessed in activities which take place off-site or which they predominantly participate in away from the centre, the Physical Education staff responsible for GCE assessments must take an active enough role to enable them to award final marks to the candidate and fulfil their obligation to internally standardise all of their candidates' marks. This should include liaison with the coach or instructor who may be assisting in the assessment of the candidate. Centres are required to have DVD/CD-Rom evidence of a sample of their candidates across the range of marks (top, middle and bottom) for **each** activity assessed.

1.2 Categories of Physical Activities

This specification classifies physical activities into eight contexts. These contexts are those identified in the National Curriculum with the addition of combat activities and safe and effective exercise activities. The eight contexts are:

Athletic Activities

The performance and refinement of a range of dynamic skills with the intention of improving personal and collective bests in relation to speed, height, distance and accuracy.

eg track and field athletics

Combat Activities

Performers select, develop, apply and adapt skills, strategies and tactics with the intention of outwitting their opponent in a range of different combats.

eg judo

Dance Activities

Performers use their imagination and ideas to create, perform, appreciate and develop dances with an awareness of historical and cultural contexts. The artistic intention makes use of rhythm, space and relationships, expressing and communicating ideas, moods and feelings.

eg contemporary dance

Game Activities

Performers select, apply and adapt skills, strategies and tactics, on their own and in teams, with the intention of outwitting the opposition in a range of different game types.

The Game Activity context is sub-divided into four activity profiles:

- Invasion Games
eg association football
- Net/Wall Games
eg badminton
- Striking/Fielding Games
eg cricket
- Target Games
eg golf

Gymnastic Activities

Performers devise aesthetically pleasing sequences using combinations of skills and agility which they repeat and perform with increasing control, precision and fluency.
eg trampolining

Outdoor and Adventurous Activities

Performers develop, individually and in teams, the ability to analyse, plan and then respond effectively and safely to physical challenges and problems they encounter in familiar, changing and unfamiliar environments.
eg mountain walking

Swimming and Water Safety Activities

Performers develop the confidence and ability to stay afloat and to swim unaided for sustained periods of time, selecting, adapting and refining their skills so that they can swim safely and engage in a variety of different activities in and around water.
eg competitive swimming

Safe and Effective Exercise

Performers develop the ability to design and implement training programmes which are targeted and progressive, aiming to develop particular muscle groups, muscle fibres and/or energy systems in an identified time frame. Performers demonstrate knowledge of health and safety considerations and are able to evaluate the success of the training programmes *eg circuit training*.

Each centre will differ in its approach to the range of activities it offers and in the way it structures them. As with their theoretical studies, it is expected that candidates will supplement and enhance their curriculum time with time spent on their practical activities outside their course. Candidates are likely to build on in-depth practical activity experiences gained within Key Stage 4 and in some cases GCSE Physical Education. Centres should enable candidates to continue to experience a broad range of practical activities in order to enhance their application and appreciation of performance issues whilst also specialising in their two selected activities.

In unit G452, candidates follow a minimum of two practical activities which are chosen from two of the eleven different activity profiles described. The four different categories of Games each count as a separate activity profile. In unit G454, candidates follow one practical activity chosen from one of the eleven different activity profiles.

The activities within the coursework place candidates in physically demanding situations. Centres should ensure that candidates are medically capable of coping with this. Where doubt exists medical advice should be sought.

Each of the practical activities offered to candidates should be carried out in accordance with the recommendations in ‘*Safe Practice in Physical Education and school sport*’ (Association for Physical Education Current Edition).

1.3 Assessment

Centres need to be aware of the importance of submitting estimated entries for Units G452 and G454. Estimated entry forms will be sent out to centres in September for completion and return back to OCR by mid October in the year prior to examination. Estimated entry information is used

as a basis for apportioning coursework moderators. Failure to submit estimated entries may result in a centre receiving late notification of the moderation process or in some instances not being allocated a visiting moderator.

Units G452 and G454 are only available for entry in the June series.

In Unit G452 candidates are assessed in two activities from two of the eleven different activity profiles described in section 1.2.

In Unit G454 candidates are assessed in one activity from one of the eleven different activity profiles.

Assessment should be continuous, not only to provide candidates with an indication of their progress, but also so that in the case of injury, there is some indication of the candidate's improvement and standard.

In centres where a diverse range of practical activities is offered to candidates, there may be occasions when expertise is 'bought in'. This is consistent with the desire to enable candidates, wherever feasible, to capitalise on their strengths in terms of practical activities. Candidates may be assessed in settings outside the centre by teachers/coaches other than those within the Physical Education department of the centre. **The assessment of practical activities is however, the responsibility of the Head of Physical Education who must not only oversee the process but ensure that there is internal standardisation across the centre's assessments and all the staff involved in the assessments.**

At AS Level these activities must remain within the parameter of being from two different activity categories. **The activity which candidates are assessed in at A2 unit G454** (The improvement of effective performance and the critical evaluation of practical activities in Physical Education) **must be one of the activities in which they were assessed in as part of the AS Unit G452** (Acquiring, Developing and Evaluating Practical Skills in Physical Education).

Coursework is set and marked by the centre and externally moderated by OCR.

Final marks are submitted to OCR as follows: -

AS - All activity assessments other than in the specified seasonal activities must be submitted to the moderator by 31 March. At least one activity mark must be submitted for each candidate by 31 March. Performance assessments in seasonal activities may be submitted by the 15 May, the final coursework submission date. The assessment of each seasonal activity submitted to the moderator by 15 May **must** be accompanied by DVD/CD-Rom evidence and Log books where relevant.

The seasonal activities are:

- Baseball;
- Cricket;
- Mountain Walking;
- Rock Climbing;
- Rounders;
- Skiing;
- Snowboarding;
- Tennis;
- Track and Field athletics.

Only AS assessments in these activities may be submitted to the moderator by the later deadline of 15 May and they must be accompanied by DVD/CD-Rom evidence.

For A2, it may be necessary to assess seasonal activities (ie Cricket, Tennis, Track and Field Athletics) during the summer term of the AS year or the autumn term of the A2 year. The pattern of coursework assessment is as follows:

AS Unit G452 - Acquiring, Developing and Evaluating Practical Skills in Physical Education.

Candidates will be assessed in:

1. Performing two chosen activities from two different activity profiles

or

2. Performing one chosen activity and coaching one chosen activity from two different activity profiles

or

3. Performing one chosen activity and officiating one chosen activity in two different activities.

30% of the AS marks

and

Evaluating and planning for the improvement of performance.

10% of the AS marks.

A2 Unit G454 - The Improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education

Candidates will be assessed in:

1. Performing one chosen activity from one of the activity profiles

or

2. Coaching one chosen activity from one of the activity profiles

or

3. Officiating one chosen activity from one of the activity profiles

20% of the A2 marks

and

The evaluation, appreciation and improvement of performance.

10% of the A2 marks

1.4 Moderation

Moderation is by means of cluster groups based on geographical distribution. The process is to ensure that assessments are standardised across all centres and that every candidate is treated fairly.

A sample of a centre's candidates will be identified by the moderator and asked to attend a cluster moderation meeting. Candidates may be moderated in the activities in which they have been assessed but may also be asked to take part in other activities to ensure viable numbers for the standardisation exercise. Cluster moderations usually last for a day but centres can request that, where the programme of activities permits, candidates attend for only part of the day. Candidates should be aware that moderation is part of the examination process and that they should prepare themselves adequately for the process. Candidates who are requested to attend by the moderator are required to do so. Candidates who fail to attend moderation without prior permission from the moderator may be deemed to be absent from that unit and awarded a zero score.

All final assessments must be supported by DVD/CD-Rom evidence. Centres are required to have DVD/CD-Rom evidence of a sample of their candidates from across the range of marks (top, middle and bottom) for **each** activity assessed. This DVD/CD-Rom evidence should include:

For AS:

- The selection and application of acquired and developed skills. Candidates are recorded taking part in performance, coaching or officiating assessment situations
- Evaluation and planning for the improvement of performance. Candidates are recorded responding together with footage of the performance they have observed
- Evidence of all candidates from Centres with fewer than six candidates. Centres with more than six candidates should submit evidence of two candidates at each of the top, middle and bottom points of the mark range.

For A2:

- The performance of a range of basic and advanced acquired and developed skills in an authentic context. Candidates are recorded taking part in performing, coaching or officiating assessment situations
- Evaluation, appreciation and the improvement of performance. Candidates are recorded responding together with footage of the performance they have observed
- Evidence of all candidates from Centres with fewer than six candidates. Centres with more than six candidates should submit evidence of two candidates at each of the top, middle and bottom points of the mark range.

Centres should ensure that candidates included in the DVD/CD-Rom evidence can be clearly identified and matched easily to candidates detailed within the assessment forms. This can be achieved by the use of numbered bibs together with a commentary or accompanying documentation. The DVD/CD-Rom evidence should relate to the assessment criteria for the activity concerned.

For assessments submitted by 31 March DVD/CD-Rom evidence should be retained by the centre until requested by the moderator. For assessments submitted by 15 May the DVD/CD-Rom evidence should accompany the assessments.

Only evidence in DVD or CD-Rom format will be accepted. Please see the *guidelines for the submission of DVD/CD-Rom evidence* document available via the OCR website.

1.5 Internal Standardisation

Centres are required to standardise assessment across all activities. This is to ensure that all candidates within centre have been judged against the same standards. Usually the Head of Department/A Level PE Co-ordinator will be responsible for ensuring that the assessments are

standardised and accurate, particularly where more than one teacher has been involved in the assessment.

1.6 Minimum Coursework Requirements

If a candidate submits no work for a coursework unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for a coursework unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

1.7 Special Arrangements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course.

All candidates must fulfil the rubric of the specification. Candidates with special needs could have an activity adapted but this must allow candidates to be assessed the same skills as other candidates. It is the responsibility of the centre to propose adaptation to an activity which must be approved by OCR before commencement of the course.

1.8 Authentication

Teachers must verify that the work carried out for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

1.9 Submission of Log Books to Accompany Assessments

Log books completed for performance activities, coaching and officiating must be completed and submitted to the moderator, with your marks, by 31 March. Any seasonal activity assessment being submitted by the 15 May must include log books and DVD/CD-Rom supporting evidence.

For performance activities which require a log book, and coaching and officiating the weighting of practical performance is $\frac{2}{3}$ of overall mark, for the log book it is $\frac{1}{3}$ of the overall mark. Both performance and the log book should be assessed, each out of 30. The marks for the separate elements should be entered on to the G452 Practical Activity Assessment Form and the overall mark will be automatically calculated when using the interactive Practical Activity Assessment form.

Log books are required for the following activities:

- All activities in the 'Outdoor and Adventurous' activity profile
- Circuit Training
- Coaching

- Officiating

Further guidance on the assessment of activities which require log books can be found in Section 2.3, ‘Unit Assessment’.

Log book cover sheets

Cover sheets have been revised to assist centres in their assessment of log books where required. These are available via the OCR website.

1.10 Special Activity Submission Criteria

Centres may wish to enable candidates to perform in an activity which does not already feature in Section 3. In order for candidates to capitalise on their areas of expertise, centres may make a Special Activity Submission.

Criteria for some activities may have already been submitted to OCR by other centres who deliver the specification. In the first instance, and prior to making a submission, it would be advisable to contact OCR to ascertain if such criteria already exist. This can be done via the OCR Customer Contact Centre:

Telephone 01223 55 3998;

Email: general.qualifications@ocr.org.uk

Centres should ensure that their submissions are sent to the OCR Customer Contact Centre by **15 October** in the academic year of assessment.

The submission for the activity should meet the following criteria:

- the activity must have a national governing body;
- the activity must link with one of the eleven activity profiles;
- the activity is required to comply with the existing generic criteria for the activity profile it links to for AS/A2;
- contain details of the assessment criteria specific to the activity;
- contain details of standardisation if it takes place away from the centre;
- contain details of the conditioned competitive situations and the effective performance situation;
- comply with ‘Safe Practice in Physical Education and school sport’ (Association for Physical Education Current Edition).

If accepted the activity will be available for use by the candidate or candidates identified in the submission and for that academic year only by the centre submitting. Some activity submissions which prove popular may be made available to all centres by OCR.

Further guidance on submissions is available on the GCE Physical Education section of the OCR website. If centres are unsure that an activity meets these criteria, they can request advice from OCR.

OCR reserves the right to refuse, amend or modify a submission.

2 Unit G452: Acquiring, Developing and Evaluating Practical Skills in Physical Education

2.1 Introduction

Physical Education hinges on physical performance and its significance is acknowledged within Arnold's first dimension where the intrinsic value of Physical Education as an experience is recognised. Unit G452 focuses on the acquisition and development of physical skills, recognising that they can be performed in isolation, but usually in combination with others. Skills need to be practised in order to be performed as specific movements or activities, which are then repeated consistently, with precision. Unit G452 links the physical activities with both Key Stage 4 where pupils 'develop and apply advanced skills and techniques' and to GCSE Physical Education where candidates 'perform increasingly advanced techniques' and apply them in increasingly demanding situations.

Once specific movements or actions can be repeated consistently it enables candidates to adapt them and ultimately perform them autonomously to meet the needs of a variety of conditions and environments within the context of Unit G454.

Candidates are able to draw on and apply subject matter from Unit G451 which is appropriate and relevant to the selected activities pursued. This application should consist of a synthesis of theory and practice as reflected in the aims and objectives of the specification together with exemplars to illustrate links between physical performance and theoretical study.

Centres should devise programmes that enable candidates to experience and develop all aspects of their practical activities. Candidates should also experience different roles eg different playing positions in invasion games; singles and doubles in racquet games. They should also gain experience in coaching the activities so as to develop their understanding and appreciation of the coaching points of skills, and the application of tactics/compositional ideas, associated with their chosen activities. In addition, they should experience the role of officiating so as to develop their knowledge, understanding and ability to apply the rules, regulations, conventions and codes of conduct relevant to their activities.

Activities will be set in suitably demanding contexts which show progression from National Curriculum/GCSE and which are appropriate for the ability of the candidate.

Candidates should have an understanding of the short and long-term health and fitness benefits of the activity as well as an awareness of the opportunities for participation and progression both locally and nationally.

In the roles of performing, coaching and officiating candidates should be able to explain the factors which make for an effective and efficient performance through the development of their knowledge and understanding of the relationship between skill, strategy/composition and fitness.

The understanding of the relationship between skill, strategy/composition and fitness will be further enhanced as candidates develop and improve:

- the range, difficulty and quality of their basic and advanced skills. These will be implemented with greater consistency in terms of precision, control and fluency in situations that are both complex and demanding;

- their ability to use tactics, strategies/compositional ideas through an understanding of key principles underpinning success in the activity and their effective selection and use of advanced strategic/choreographic or organisational concepts in situations that are increasingly complex and demanding;
- their capacity to perform effectively by maintaining and developing their physical fitness and developing their knowledge and understanding of the effects of physical and mental preparation on performance as well as their ability to prepare and train mentally and physically for physical activity.

2.2 Unit Content

The candidate must follow a minimum of two activities from two of the following eleven different activity profiles.

Activity Profiles

CATERGORY	ACTIVITY	ABBREVIATION
ATHLETIC	CROSS COUNTRY 26	CC
	DRAGON BOAT RACING 26	DBR
	OLYMPIC WEIGHTLIFTING 27	OW
	RACE WALKING 28	RaW
	ROAD CYCLING 29	RCy
	ROWING AND SCULLING 30	Rw
	TRACK AND FIELD 32	Ath
	TRACK CYCLING 31	TC
	TRIATHALON 33	Tri
COMBAT	BOXING 38	Bxg
	FENCING 38	Fen
	JUDO 39	Ju
	JU JITSU 40	JuJ
	KARATE (non-contact) 41	Kar
	KICKBOXING 45	Kb
	TAE KWON-DO 46	TKD
	WRESTLING 47	Wr

DANCE	ARTISTIC ROLLER SKATING 52	RS
	BALLET 53	Bal
	BALLROOM DANCING 53	BD
	CONTEMPORARY DANCE 53	CD
	FOLK DANCING 54	FD
	ICE DANCE 54	ID
	IRISH DANCING 54	IrD
	STREET DANCE 55	StD
	TAP DANCE 55	TaD

GYMNAStic	CHEERLEADING 136	Ch
	DIVING 137	Div
	GYMNASTICS 138	Gym
	ICE (FIGURE) SKATING 140	ISk
	RHYTHMIC GYMNASTICS 141	Rg
	SPORTS ACROBATICS 142	SAw
	SYNCHRONISED SWIMMING 143	SS
	TRAMPOLINING 144	Tr

INVASION GAMES	AMERICAN FOOTBALL 59	AmF
	ASSOC FOOTBALL 59	Af
	BASKETBALL 61	BAS
	FIELD HOCKEY 62	Ho
	GAElic FOOTBALL 64	GF
	HANDBALL 64	Hb
	HURLING 64	Hu
	ICE HOCKEY 65	IH
	INLINE SKATER HOCKEY 69	ISH
	KORFBALL 73	Kor
	LACROSSE 74	Lac
	NETBALL 77	Ne
	POLO 83	Pol
	ROLLER HOCKEY 84	RH
	RUGBY LEAGUE 87	RL
	RUGBY UNION 89	RU
	ULTIMATE FRISBEE 89	UF
	WATER POLO 92	WP
	WHEELCHAIR BASKETBALL 93	WhB
	WHEELCHAIR RUGBY 94	WhR

NET/WALL GAMES	BADMINTON	Bad
	SQUASH	Sq
	TABLE TENNIS	Tt
	TENNIS	Te
	VOLLEYBALL	Vo

STRIKING/FIELDING GAMES	BASEBALL	Bb
	BLIND CRICKET	BCr
	CRICKET	Cr
	ROUNDERS	Ro

TARGET GAMES	ARCHERY	Ar
	BOCCIA	Bo
	CLAY PIGEON SHOOTING	CPs
	FLAT GREEN BOWLING	Gb
	GOLF	Go

OUTDOOR AND ADVENTUROUS	CANOEING	Ca
	EQUESTRIAN (Cross Country)	HRc
	EQUESTRIAN (Dressage)	HRd
	EQUESTRIAN (Eventing)	HRe
	EQUESTRIAN (Show Jumping)	HRs
	KAYAKING	Ka
	MOUNTAIN BIKING	Mb
	MOUNTAIN WALKING	Mw
	ORIENTEERING	Or
	ROCK CLIMBING	Rc
	SAILING	Sa
	SKIING	Sk
	SNOWBOARDING	Sno
	SUB-AQUA DIVING	SAD
	SURFING	Sur
	WAKEBOARDING	Wb
	WATERSKIING	WaS
	WINDSURFING	Ws

SWIMMING AND WATER SAFETY ACTIVITIES	COMPETITIVE SWIMMING	Sw
	LIFE SAVING	Ls

SAFE & EFFECTIVE EXERCISE	CIRCUIT TRAINING	CT
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2.3 Unit Assessment

The candidate's practical performance, knowledge and understanding is assessed in Unit G452. The candidate is assessed in the selection and application of acquired and developed skills in two activities, together with evaluation and planning for improvement. The two activities are each assessed out of 30 marks. The evaluation and planning for improvement is assessed out of 20 marks.

Candidates will be assessed in:

Performing two chosen activities from two **different activity profiles** and Evaluating and Planning for the improvement of performance.

OR

Performing one chosen activity and coaching one chosen activity from **two different activity profiles** together with Evaluating and Planning for the improvement of performance.

OR

Performing one chosen activity and officiating one chosen activity in **two different activities** together with Evaluating and Planning for the improvement of performance.

The Selection and Application of Acquired and Developed Skills

There are three different pathways in which candidates can be assessed in the selection and application of acquired and developed skills. These are:

- 1 Performance
- 2 Coaching
- 3 Officiating

1 Performance

Candidates are assessed in their ability to select and perform skills consistently, precisely and with control and fluency in an applied skill environment.

These acquired and developed skills are assessed in conditioned, competitive situations which generate tasks of suitable pitch and challenge. This ensures that candidates are able to select the appropriate skills whilst also performing them repetitively and consistently as specific movements, and adapting them to suit a variety of situations. These tasks should:

- aim to improve the candidate's performance using tasks of suitable pitch and challenge within authentic contexts;
- place emphasis on the appropriate basic and advanced acquired and developed skills and pressurise candidates by utilising features such as restricting the number of players, space and range of skills;
- identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable ability differentials to be displayed;
- develop the candidate's physical and mental fitness.

The conditioned, competitive situations should generate tasks of appropriate pitch and challenge which:

- focus on the range of basic and advanced applied and acquired skills to be assessed;

- are structured to allow candidates to develop basic tactical/choreographical/ compositional awareness;
- may be conditioned, in which acquired and developed skills are assessed whilst applying the normal rules/regulations and codes of practice;
- enable candidates to be placed in a rank order in terms of ability.

Candidates should be able to:

- perform a range of basic and advanced acquired and developed skills in conditioned, competitive situations which generate tasks of suitable pitch and challenge;
- select and apply skills and tactics/choreographic/compositional ideas in conditioned, competitive situations thereby demonstrating their understanding of the perceptual requirements of the activity;
- demonstrate an understanding and application of the relevant rules, regulations and code of practice of the activity;
- demonstrate a knowledge and understanding of the fitness and health benefits of the activity.

Conditioned Competitive Situations

In some activities the Conditioned Competitive Situations are prescribed. For example:

Activity	Conditioned Competitive Situation
Gymnastics	4 cross-box vaults
	A movement sequence
Trampolining	A 10-contact routine
Dance	3, one-minute solo choreographed dances
Mountain Walking	A two-day, 14 hour journey

Performance activities with distinct, separate elements for assessment

In some activities candidates are assessed in more than one distinct element or event, for example, in two different events in track and field athletics or in cricket where candidates are assessed in either batting or bowling and then also in fielding or wicket keeping.

In these activities, the two elements or events should both be assessed, each out of 30. The marks for the separate elements should be entered on to the G452 Practical Activity Assessment Form. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

In some performance activities candidates are required to complete a log book (see 1.9 **Submission of Log Books to Accompany Assessments**).

For performance activities which require a log book, the weighting of practical performance is $\frac{2}{3}$ of overall mark, for the log book it is $\frac{1}{3}$ of the overall mark. Both performance and the log book should be assessed, each out of 30. The marks for the separate elements should be entered on to the G452 Practical Activity Form. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

When assessing log books, consideration should be given to the breadth and depth of the content:

- are all of the required elements of the log book present?
- what is the quality of the different elements?

Professional judgement needs to be used by the assessor; some aspects of the log will simply be either present or not, such as evidence of a suitable First Aid qualification in some activities. Other sections will vary in terms of demonstrating relevant knowledge and understanding.

In a small number of performance activities, eg Equestrian (Eventing), candidates are assessed in more than one distinct element or event **and** are required to complete a log book. In these activities, the different events/skills and the log book should each be assessed out of 30. The marks for the separate elements should be entered on to the G452 Practical Activity Assessment Form. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

Log book cover sheets

Cover sheets have been revised to assist centres in their assessment of log books where required. **Where a log book is required, the relevant cover sheet must be used.** These are available via the OCR website.

2 Coaching

Candidates are assessed in coaching an activity (this must be from a different activity profile to the activity their performance has been assessed in).

Candidates are assessed in their ability to deliver safe, purposeful and enjoyable sporting and physical recreational activities whilst exhibiting motivation, responsibility, control and confidence. These skills, abilities and qualities are assessed in authentic contexts which generate tasks of suitable pitch and challenge thus ensuring that candidates are able to select the appropriate coaching methodology whilst also performing repetitively and consistently, adapting and adjusting to suit a variety of situations.

The tasks generated aim to improve the candidate's coaching performance and centres should devise their own tasks of suitable pitch and challenge within authentic contexts. These tasks should place emphasis on the appropriate developed skills, abilities and qualities and challenge candidates. By working with primary school children working with disabled groups, working with youth groups, suitable tasks can be generated. The tasks generated should identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable ability differentials to be displayed.

The authentic contexts should generate tasks of appropriate pitch and challenge which:

- focus on the range of applied and acquired skills, abilities and qualities to be assessed;
- enable candidates to be placed in a rank order in terms of ability;
- be structured to allow candidates to develop their coaching skills.

Candidates should be able to:

- Deliver safe, purposeful and enjoyable coaching sessions which generate tasks of suitable pitch and challenge;
- demonstrate a range of basic and advanced acquired and developed skills in an authentic context which generates tasks of suitable pitch and challenge;
- demonstrate competence in organisational skills related to the planning and delivery of sessions;
- demonstrate appropriate communication skills;
- demonstrate an understanding and appreciation of health and safety procedures;
- implement risk assessment procedures;
- demonstrate a knowledge and understanding of the fitness and health benefits of the activity;

- evaluate sessions delivered and plan for improvement;
- demonstrate an awareness of Child Protection issues and procedures;
- operate the principle of inclusion in their sessions.

Candidates will keep a detailed log which must include:

- records of their coaching activities over a three month period. The record should demonstrate ongoing involvement in coaching the activity throughout this time and include a minimum of ten sessions;
- a scheme of work which identifies progression and has a minimum of ten session plans together with appropriate evaluations of the sessions and risk assessments;
- a personal DVD/CD-Rom record of a minimum of forty minutes of coaching taken from one or two of the sessions delivered;
- details of health and safety issues relevant to the activity;
- details of child protection procedures in operation for the activity together with evidence of appropriate DBS clearance (Disclosure and Barring Service, formerly CRB) for the candidate;
- evidence of the candidate's appropriate first aid qualification; suitable courses would be either the St John's Ambulance Sports First Aid course or a first aid course offered by the relevant National Governing Body for the activity.

For coaching, candidates are required to complete a log book (see 1.9 **Submission of Log Books to Accompany Assessments**).

For coaching, the weighting of practical performance is $\frac{2}{3}$ of overall mark, for the log book it is $\frac{1}{3}$ of the overall mark. Both performance and the log book should be assessed, each out of 30. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

When assessing log books, consideration should be given to the breadth and depth of the content:

- are all of the required elements of the log book present?
- what is the quality of the different elements?

Professional judgement needs to be used by the assessor; some aspects of the log will simply be either present or not, such as evidence of a suitable First Aid qualification in some activities. Other sections will vary in terms of demonstrating relevant knowledge and understanding.

Log book cover sheets

Cover sheets have been revised to assist centres in their assessment of log books where required. **Where a log book is required, the relevant cover sheet must be used.** These are available via the OCR website.

3 Officiating

Candidates are assessed in officiating an activity (this must differ from the activity their performance has been assessed in). Candidates who choose officiating must be fulfilling the role of the main match official or referee, not the role of either an assistant (such as an assistant referee in association football) or a support role (such as a table judge in basketball).

Candidates are assessed in their ability to officiate in safe, purposeful and enjoyable sporting and recreational activities whilst exhibiting responsibility, control and confidence. These skills, abilities and qualities are assessed in authentic contexts which generate tasks of suitable pitch and

challenge thus ensuring that candidates are able to select the appropriate officiating style whilst also performing repetitively and consistently, adapting and adjusting to suit a variety of situations.

The tasks generated aim to improve the candidate's officiating performance and centres should devise their own tasks of suitable pitch and challenge within authentic contexts. These tasks should place emphasis on the appropriate developed skills, abilities and qualities and challenge candidates. By utilising opportunities in primary school sports, local junior sports, lower secondary school sports, inter-form sports, inter-school sports, working with youth groups, suitable tasks can be generated. The tasks generated should identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable ability differentials to be displayed.

The authentic contexts should generate tasks of appropriate pitch and challenge which:

- focus on the range of applied and acquired skills, abilities and qualities to be assessed;
- enable candidates to be placed in a rank order in terms of ability;
- be structured to allow candidates to develop their officiating.

Candidates should be able to:

- officiate safe, purposeful and enjoyable sessions;
- officiate in sessions which generate tasks of suitable pitch and challenge enabling candidates to display a range of basic and advanced acquired and developed skills;
- perform a range of basic and advanced acquired and developed skills in an authentic context which generates tasks of suitable pitch and challenge;
- demonstrate an applied knowledge and understanding of the rules/regulations of the activity;
- demonstrate appropriate communication skills;
- demonstrate an understanding and appreciation of health and safety procedures;
- implement risk assessment procedures;
- demonstrate an awareness of child protection issues and procedures;
- demonstrate a knowledge and understanding of the fitness and health aspects of the activity;
- evaluate sessions officiated and plan for improvement.

Candidates will keep a detailed log which must include:

- records their officiating activities over a three month period with personal evaluations of sessions officiated. The record should demonstrate ongoing involvement in officiating the activity throughout this time and include a minimum of ten sessions;
- a minimum of four qualified assessor evaluations of the sessions officiated. This can be by a member of the PE department providing that they are a qualified official in the activity themselves;
- evidence of risk assessments undertaken,
- a personal DVD/CD-Rom record of a minimum of forty minutes of officiating taken from one or two of the sessions delivered;
- details health and safety issues relevant to the activity.
- details of child protection procedures in operation for the activity, together with appropriate DBS clearance (Disclosure and Barring Service, formerly CRB) for the candidate.

For officiating, candidates are required to complete a log book (see 1.9 **Submission of Log Books to Accompany Assessments**).

For officiating, the weighting of practical performance is $\frac{2}{3}$ of overall mark, for the log book it is $\frac{1}{3}$ of the overall mark. Both performance and the log book should be assessed, each out of 30. **The overall mark will be automatically calculated when using the interactive Practical Activity Assessment Form.**

When assessing log books, consideration should be given to the breadth and depth of the content:

- are all of the required elements of the log book present?
- what is the quality of the different elements?

Professional judgement needs to be used by the assessor; some aspects of the log will simply be either present or not, such as evidence of a suitable First Aid qualification in some activities. Other sections will vary in terms of demonstrating relevant knowledge and understanding.

Log book cover sheets

Cover sheets have been produced to revised centres in their assessment of log books where required. **Where a log book is required, the relevant cover sheet must be used.** These are available via the OCR website.

The Evaluation and Planning for the Improvement of Performance (EPIP)

Candidates will observe a live performance by another candidate in one of their own assessed performance activities. Candidates will then consider the factors that make for an effective and efficient performance in this activity. Candidates will critically evaluate:

- the quality of the acquired and developed skills;
- the success of the selection and application of skills, tactics/compositional ideas;
- the health and fitness benefits of the activity observed.

Candidates will give a detailed evaluative response using appropriate technical language, in which they will discuss:

- the strengths of the performance observed in relation to skills, tactics/compositional ideas and fitness;
- the weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness;
- areas of the performance they would prioritise for improvement;
- an action plan to improve one of the major weaknesses identified to include detailed coaching points and detailed progressive practices together with a timescale for the plan;
- opportunities locally and nationally for performers to participate and progress in the activity;
- the health and fitness benefits of the activity observed.

The candidate will observe another candidate performing the activity and NOT coaching or officiating the activity.

Centres should ensure that candidates are assessed under supervised conditions, in an environment that is free from noise and interruptions.

Activities which may be difficult to evaluate in the EPIP

It is recognised that some activities do not lend themselves as well to the task of conducting the EPIP as others. Reasons for this vary; sometimes the nature of the activity means that observing a live performance at close quarters in order to then evaluate it may be difficult, for example in Cross

Country, or it may be that detailed coaching points and progressive practices for the action plan are not as straight-forward to identify, for example in Mountain Walking.

Candidates should consider performing their EPIP in an activity which does not feature on the list below. Centres may wish to give consideration to this list in determining candidates' activity choices.

- 1 Cross country
- 2 Race walking
- 3 Road Cycling
- 4 Triathlon
- 5 Canoeing
- 6 Equestrian – cross country/dressage/eventing/show jumping
- 7 Kayaking
- 8 Mountain biking
- 9 Mountain walking
- 10 Orienteering
- 11 Rock climbing
- 12 Rowing
- 13 Sailing
- 14 Skiing
- 15 Snowboarding
- 16 Sub-aqua diving
- 17 Surfing
- 18 Wakeboarding
- 19 Waterskiing
- 20 Windsurfing
- 21 Circuit training

Candidates may conduct their EPIP in activities from the above list should they wish to do so.

3 Performance - Activity Profiles and Assessment Criteria

3.1	<u>Athletic Activities</u>	23
3.2	<u>Combat Activities</u>	35
3.3	<u>Dance Activities</u>	49
3.4	<u>Invasion Games</u>	56
3.5	<u>Net/Wall Games</u>	96
3.6	<u>Striking/Fielding Games</u>	107
3.7	<u>Target Games</u>	122
3.8	<u>Gymnastic Activities</u>	133
3.9	<u>Outdoor and Adventurous Activities</u>	146
3.10	<u>Swimming and Water Safety Activities</u>	173
3.11	<u>Safe and Effective Exercise Activities</u>	178

3.1 Athletic Activities

- 1 Cross Country (CC)
- 2 Dragon Boat Racing (DBR)
- 3 Olympic Weightlifting (OW)
- 4 Race Walking (RaW)
- 5 Road Cycling (RCy)
- 6 Rowing and Sculling (Rw)
- 7 Track Cycling (TC)
- 8 Track and Field Athletics (Ath)
- 9 Triathlon (Tri)

Athletic Activities – Generic Criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical and mental fitness
- The understanding and application of rules

The assessment should take place in conditioned competitive situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on the accurate replication of actions, phases and sequences.

The level of success in appropriate tactical awareness will be based on performance at maximum levels.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A wide range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.

- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A limited range of appropriate strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure usually maintain some accuracy, fluency and control.
- Some appropriate strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the rules/regulations of the activity.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is an attempt to select and apply advanced techniques which, under competitive pressure maintain little accuracy, fluency and control.
- Appropriate strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited learning and understanding
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.

1 Cross Country

The candidate is assessed performing the acquired and developed skills of Cross Country.

The focus of the tasks will be:

Running over different types of:

- Terrain
- Surfaces
- Distances

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Posture
- Leg action
- Arm action
- Head carriage
- Overall efficiency

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

- 1 Longer distance ‘runs’ of 5km or longer, focusing on sustaining technique and pace
- 2 Shorter distance ‘runs’ of 2km or less, focusing on maintenance and control of technique at speed
- 3 Shorter distance endurance runs focusing on finishing

These should be carried out over different types of terrain and surfaces.

2 Dragon Boat Racing

The candidate is assessed performing the acquired and developed skills of Dragon Boat Racing.

The focus of the tasks will be:

- Sprint events
- Endurance events

The candidate is assessed in sprint **and** endurance events in a standard international designed boat conforming to BDA and European regulations.

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- 1 Sprint events – 250/500/1000 metres
 - Starting techniques
 - Paddling techniques
 - The catch

- Compression
 - The finish
 - The recovery
 - Variations in stroke technique
 - Stroke rating
- 2 Endurance events – 6,000-10,000 metres
- Starting position and technique
 - Development of recovery time
 - Assessing the environmental conditions (lake/river) in relation to tactics
- 3 Demonstrating knowledge and understanding of the equipment necessary for Dragon Boat Racing through its preparation for use

Boat

- Role of racing bars
- Role of drummer (traditional/active)
- Standard European dimensions
- Weight

Paddles

- Length of paddle in relation to each individual
- Degree of stiffness of blade in relation to each individual
- Use of Helm blade

These assessment phases are used in conjunction with the generic assessment criteria for Athletic Activities.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Sprints – starts, short sprint paddles 16-20 strokes efforts

Endurance – part race distances

The requirements of the number of paddlers required in relation to environmental conditions especially the depth of water/tactics should be taken into account.

3 Olympic Weightlifting

The candidate is assessed performing the acquired and developed skills of Olympic Weightlifting.

The focus of the tasks will be:

- Clean and Jerk
- Snatch

The level of success of the acquired and developed skill is measured through the movement phases identified below:

Clean and Jerk

- Safety of lifting area and placement of bar
- Preparation phase
- Starting position
- First pull
- Second pull
- Lifting catching phase
- Preparation for the jerk
- The Jerk
- Recovery catching phase
- Placement of bar
- Overall efficiency of the lift

The snatch

- Safety of lifting area and placement of the bar
- Preparation phase
- Starting position
- First pull
- Second pull
- Catching of the bar
- The snatch
- Recovery phase
- Placement of bar
- Overall efficiency of the lift

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

4 Race Walking

The candidate is assessed performing the acquired and developed skills of Race Walking.

The focus of the tasks will be:

- Race Walking

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Posture
- Leg action
- Foot action
- Arm action

- Head carriage
- Maintenance of contact with the ground
- Overall efficiency

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

- 1 Longer distance ‘race walk’ of 5km or longer, focusing on sustaining technique and pace
- 2 Shorter distance ‘race walk’ of 2km or less, focusing on maintenance and control of technique at speed

5 Road Cycling

The candidate is assessed in the performing the acquired and developed skills of road cycling.

The focus of the tasks will be:

- Road cycling
- Time trialling

The level of success of the acquired and developed skills is measured through the movement phases identified below:

Road cycling

- Posture
- Pacing
- Leg action
- Tactics
- Overall efficiency

Time trialling

- Posture
- Pacing
- Leg action
- Overall efficiency

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

Candidates will be expected to demonstrate their knowledge and understanding of:

- Safety equipment and preparation of bicycle
- The correct procedure in checking the cycle is safe and maintained
- The use of skill to minimize the risk of injury and the knowledge of correct safety equipment and clothing
- Use of gears and chain efficiency
- Knowing when to conserve energy and when to stand on the pedals

- Knowing how to use different parts on the handle bars to change your body position, therefore maximizing your potential for that certain environment
- Being able to judge the bunch of riders, assessing the situation and where you should be placed
- When it is necessary to slipstream other riders
- The correct method to maintain good quality breathing and to allow periods of rest

6 Rowing and Sculling

The candidate is assessed performing the acquired and developed skills of Rowing or Sculling.

The candidate will be assessed in either:

Rowing (sprint or 'head race' events)

or

Sculling (sprint or 'head race' events)

Sprint events - 2000 metres

'Head race' – 2500 - 6000 metres

The focus of the tasks will include:

- Sculling strokes
- Rowing on stroke side
- Paddling with square blades
- Rowing on bow side
- Sprint Events
- The focus will be on starts, technique and race tactics

Head Race Events

- The focus will be on 'rolling starts', positioning on the river, technique and race tactics.

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Leg position/action
- Body position/action
- Arm action/position
- Posture
- Overall efficiency
- Grip/hand placement on oar
- Angle of oar/entry
- Action in relation to boat
- Recovery

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Sprints – starts, short sprints e.g. 20 stroke efforts

Heads – part race distances

7 Track Cycling

The candidate is assessed performing the acquired and developed skills of Track Cycling.

The focus of the tasks is:

Two acquired and developed skills, these being selected from the following event areas:

- Track sprint
- Pursuit
- Time trial

The level of success of the acquired and developed skill is measured through the movement phases identified below:

Track sprint

- Start position
- Posture
- Position on track
- Leg action
- Overall efficiency

Pursuit

- Posture
- Pacing
- Leg action
- Tactics
- Overall efficiency

Time trial

- Posture
- Pacing
- Leg action
- Overall efficiency

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

8 Track and Field Athletics

The candidate is assessed performing the acquired and developed skills of Track and Field Athletics.

The focus of the tasks will be:

Two acquired and developed skills, these being selected from the following event areas:

- Track events
- Jumping events
- Throwing events

NB candidates may select more than one acquired and developed skill from the same event area.

The level of success of the acquired and developed skill is measured through the movement phases identified below:

Track events

- Posture
- Leg action
- Arm action
- Head carriage
- Overall efficiency

Jumping events

- Approach
- Take off
- Flight
- Landing
- Overall efficiency

Throwing events

- Initial stance, grip and preparation
- Travel and trunk position
- Throwing action
- Release
- Overall efficiency

These assessment phases are used in conjunction with the generic criteria for Athletic Activities.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Track Events

- Shorter distance sprints, focusing on starts and technique
- Shorter distance sprints, focusing on bend running, lane position

- Sprint work focusing on crossing the finishing line

Field Events (Throws)

- Standing throws
- Throws with different weighted implements

Field Events (Jumps)

- Standing jumps/restricted run-ups

9 Triathlon

The candidate is assessed performing the acquired and developed skills of the Triathlon.

The focus of the tasks will be:

- Swimming
- Cycling
- Running

The level of success of the acquired and developed skill is measured through the movement phases identified below:

Swimming:

- Body position
- Arm action
- Leg action breathing
- Overall efficiency

Cycling :

- Body position
- Head carriage
- Arm action
- Leg action
- Overall efficiency

Running

- Posture
- Head carriage
- Arm action
- Leg action
- Overall efficiency

These assessment phases are used in conjunction with the generic assessment criteria for Athletic Activities.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Swimming

- Longer distances to focus on pacing and technique
- Shorter distances to focus on change over

Cycling

- Longer distances to focus on pacing and technique
- Shorter distances to focus on change over

Running

- Longer distance endurance runs focusing on pacing and techniques
- Shorter distance endurance runs focussing on finishing

3.2 Combat Activities

- 1 Boxing (Bxg)
- 2 Fencing (Fen)
- 3 Judo (Ju)
- 4 Ju Jitsu (JuJ)
- 5 Karate (Non-contact) (Kar)
- 6 Kickboxing (Kb)
- 7 Tae Kwon Do (TKD)
- 8 Wrestling (Wr)

Combat Activities - Generic Criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical and mental fitness
- The understanding and application of rules/conventions

The assessment should take place in conditioned competitive situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on movement phases in attacking and defending situations appropriate to the individual combat activity.

The level of success in appropriate tactical awareness will be based on:

- Attacking
- Defending

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A wide range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions of the activity.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.

- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the activity.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A limited range of appropriate strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the activity.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure usually maintain some accuracy, fluency and control.
- Some appropriate strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the rules/regulations/conventions of the activity.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is an attempt to select and apply advanced techniques which, under competitive pressure maintain little accuracy, fluency and control.
- Appropriate strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited learning and understanding
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions of the activity.

1 Boxing

The candidate is assessed performing the acquired and developed skills of Boxing.

The focus of the tasks will include:

- Straight punching
- Single punching
- Combination punching
- Use of feet, arms and trunk to defend
- Guard
- Weight distribution

The level of success of the acquired and developed skills is measured through the following movement phases:

- Attack – stance, guard, footwork, balance
- Defence – stance, guard, footwork, balance

These assessment phases are used in conjunction with the generic criteria for Combat Activities.

2 Fencing

The candidate is assessed in performing the acquired and developed skills of Fencing.

The focus of the tasks will be on **two** acquired and developed skills, these being selected from two of the following disciplines:

- Foil
- Epee
- Sabre

The focus of these acquired and developed skills will include:

- Beat attack
- Disengage
- Lunge
- Parry
- Parry sixte

The level of success of the acquired and developed skills is measured through the following movement phases:

- Attacking – preparation, execution, recovery, result, overall efficiency
- Defending - preparation, execution, recovery, result, overall efficiency

These assessment phases are used in conjunction with the generic assessment criteria for Combat Activities.

3 Judo

The candidate is assessed performing the acquired and developed skills of Judo.

The focus of the tasks will include:

- Goshi
- Morote Seoi Nage
- Harai Goshi
- Tsuri Komi Goshi
- Kata Game
- Kamishio Gatame
- Mune Gatame
- Kesa Gatame
- Soto Gari
- Uchi Gari
- Ko-uchi Gari
- Uchi Mata

The level of success of the acquired and developed skills is measured through the following movement phases:

Defending

- Entry
- Controlling opponent
- Execution
- Completion/effectiveness
- Overall efficiency

Attacking

- Grip
- Set up, breaching balance
- Entry, balance, timing
- Throw, completion, effectiveness
- Overall efficiency

These assessment phases are used in conjunction with the generic assessment criteria for Combat Activities.

The following are suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations in conjunction with the associated tactics and principles.

Contests are limited in terms of:

- Techniques permitted
- Mat area
- Time allowed
- The limitations imposed should enable candidates to focus on their:
 - Groundwork techniques
 - Throwing techniques

4 Ju Jitsu

The candidate is assessed performing the acquired and developed skills of Ju Jitsu. The following criteria must be used in conjunction with the G452 generic assessment criteria for Combat Activities.

The focus of the tasks will include:

Defence:

- Non contact Kata: to include rising, upward and downward blocks to both sides (inside forearm)
- Valley drop
- Holding and locking
- Rice bale
- Spring hip
- Rear scoop
- Ground strangles
- Hip/loin wheels
- Sweeping loins
- Breaking half/full nelsons
- Wrist throw with lock
- Counter to collar holds
- Escaping garroting

Attack :

- Front/side kicks
- Roundhouse kicks (to the upper leg and torso)
- Crab claw scissors
- Cross and Inside hook
- Straight arm and shoulder arm locks
- Front and Back strangle
- Holding and locking hip throws

- Shoulder throws lapel/full
- Half and full nelson locks

The level of success of the acquired and developed skills is measured through the following movement phases:

Defending

- Entry
- Controlling opponent
- Execution
- Completion/effectiveness
- Overall efficiency

Attacking

- Grip
- Set up, breaching balance
- Entry, balance, timing
- Throw, completion, effectiveness
- Overall efficiency

These assessment phases are used in conjunction with the generic assessment criteria for Combat activities.

The following are suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Contests are limited in terms of:

- Techniques permitted
- Mat area
- Time allowed

The limitations imposed should enable candidates to focus on their:

- Groundwork techniques
- Throwing techniques
- Sparring techniques

5 Karate (Non contact)

The candidate is assessed in the acquired and developed skills of Karate (Non-contact)

The focus of the tasks will include:

- Kihon – a range of basic techniques including basic combinations
- Kata – formal exercise sequence
- Kumite – sparring

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Kihon – speed, form, focus, power, smoothness of application, attitude
- Kata – Speed, form, focus, smoothness of application, attitude
- Kumite - Speed, form, focus, smoothness of application, timing, distance, safe control of techniques

Candidates will be expected to demonstrate their knowledge and understanding of:

- Rules of dojo etiquette
- The dojo code
- The general code of conduct for Karateka
- The procedures for kata performance
- The rules and procedures for basic sparring
- Definition of Karate
- History of Karate

These assessment phases are used in conjunction with the generic assessment criteria for Combat Activities.

The following conditioned competitive situations are Shotokan based and could be appropriately adapted for Goju Ryu, Shito Ryu or Wado Ryu etc. Most of the terms are generic and will be understood by qualified instructors and assessors.

	Shotokan term	Other style equivalent or alternative
a) KIHON		
Three punch combination	Sanbon tsuki	_____
Rising block, reverse punch, downward block	Age uke, gyaku tsuki	_____
Outside block, reverse punch	Soto uke, gyaku tsuki	_____
Outside block, elbow strike, backfist strike	Soto uke, empi uchi	_____
Inside block, double punch	Uchi uke, gyaku tsuki	_____
Knife hand block, front kick, spear hand thrust	Shuto uke, nukite	_____
Double front kick (changing legs)	Mae ren geri	_____
Double side kick (same leg)	Yoko ren gen	_____
Roundhouse kick	Mawashi geri	_____
b) KATA		
2nd Basic Kata	Heian Shodan	_____
3rd Basic Kata	Heian Nidan	_____
c) KUMITE		
One Step Basic sparring - Attacker using stepping punch to the face and chest	Kihon Ippon Kumite - Jodan and Chudan Oi-tsuki	_____

Candidates will also be expected to demonstrate in writing, knowledge of:

- the definition of Karate
- the History of Karate
- the rules of dojo etiquette
- the dojo code
- general code of conduct for Karateka
- rules of Kata competition
- the rules and procedures for basic sparring

Assessment

In addition to the generic banded criteria centres may find the following activity specific assessment criteria helpful.

Level	0-6	7-12	13-18	19-24	25-30
KIHON	All techniques or combinations performed with reasonable form and co-ordination.	All techniques or combinations at medium speed with reasonable form and co-ordination.	All techniques or combinations at full speed with good form and co-ordination.	All techniques or combinations at full speed with very good form, good focus, power and smoothness of application.	All techniques or combinations at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
All techniques and combinations must be performed a minimum of three times, with Kiai on the last technique or combination.					
KATA			2nd Basic Kata at full speed with good form, and co-ordination.	2nd Basic Kata at full speed with very good form, good focus, power and smoothness of application.	2nd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
	3rd Basic Kata performed with reasonable form and co-ordination.	3rd Basic Kata at medium speed with reasonable form and co-ordination.	3rd Basic Kata at full speed with good form and co-ordination.	3rd Basic Kata at full speed with very good form, good focus, power and smoothness of application.	3rd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
KUMITE	Kihon Ippon Kumite performed with reasonable form and co-ordination and Kiai.	Kihon Ippon Kumite at medium speed with reasonable form and co-ordination and Kiai.	Kihon Ippon Kumite full speed with good form and co-ordination and Kiai.	Kihon Ippon Kumite at full speed with very good form, good focus, power, smoothness of application, good timing and vigorous Kiai.	Kihon Ippon Kumite at full speed with very good form, very good focus, maximum power, smoothness of application, very good timing, correct distance and vigorous Kiai.
At all levels of Kumite, the emphasis must be on good control and safe delivery of attacks and counter-attacks. Kiai should be delivered on every counter-attack, or, where a combination counter is used, on the last technique.					

6 Kickboxing

The candidate is assessed performing the acquired and developed skills of Kickboxing.

The focus of the tasks will include:

- Punching technique (jab, hook, uppercut)
- Kicking technique (knee, front kick, axe kick, side kick, turning kick)
- Basic combinations (5 basic hands, 5 basic legs, pattern 1, turning kick 1, side kick 1)
- Shadow boxing
- Foot work and movement
- Guard and head movement

The level of success of the acquired and developed skills is measured through the movement phases identified below:

- Defending
- Stance
- Guard
- Footwork
- Balance
- Overall Efficiency
- Attack
- Stance
- Guard
- Footwork
- Balance and Timing
- Overall Efficiency

Candidates will be expected to demonstrate their knowledge and understanding of:

- Rules and procedures for class sparring
- Tenets of Korean Martial arts and its theory

These assessment phases are used in conjunction with the generic assessment criteria for Combat Activities.

The following are suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations in conjunction with the associated tactics and principles.

The conditioned competitive situations could be in the form of mat work, both individual and pair, that should enable the kick boxer to demonstrate the full range of required skills and in the authentic contextual situation.

Contests on the mat should be limited in terms of:

- Techniques permitted

- Mat area
- Time allowed
- The limitations should allow the performer to concentrate on the basic combinations and techniques.

Suggested mat work includes:

- points fighting (semi contact)
- continuous (light contact)
- continuous low kick (light contact)

7 Tae Kwon Do

The candidate is assessed performing the acquired and developed skills of Tae Kwon Do.

The focus of the tasks will include:

- Line work - a range of basic techniques including basic combinations
- Patterns – formal exercise sequences
- Sparring – set sparring and free sparring.

The level of the acquired and developed skill will be measured through the movement phases identified below:

- Line work – Speed, focus, power, accuracy of application, attitude
- Patterns - Speed, focus, power, accuracy of application, attitude
- Sparring - Speed, focus, power, accuracy of application, timing, distance, safe control of techniques

Candidates will be expected to demonstrate their knowledge and understanding of:

- The rules of training hall etiquette
- The general code of conduct for Tae Kwon-Do students
- The procedures for patterns of performance
- The rules and safety procedures for basic sparring

These assessment phases are used in conjunction with the generic assessment criteria for Combat Activities.

The following are suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

10th KUP	Date			Place		
	Stances	Focus	Power	Tech	Effort	Result
SS FP						
FRK						
10 PU						Comments
WS MP						
WS LB RP						
WS MB RP						
4DP						Examiner
THEORY						

Key to abbreviations

10 th Kup	First Tae Kwon-Do Level
SS FP	sitting stance front punch
FRK	front rising kick
10 PU	10 press ups
WS MP	walking stance middle punch
WS LB RP	walking stance low block reverse punch
WS MB RP	walking stance middle block reverse punch
4DP	4 directional punch exercise 1 & 2
THEORY	Testing on terminology taken from student's handbook up to grade to include Korean and English terms

Candidates will also be expected to demonstrate in writing, knowledge of:

- the definition of Tae Kwon-Do
- the History of Tae Kwon-Do
- the five tenets of Tae Kwon-Do
- general code of conduct in the dojang
- the rules and safety procedures for basic sparring

8 Wrestling

The candidate is assessed performing the acquired and developed skills of Wrestling.

The focus of the tasks will include:

- Groundwork
- Attacking

The level of the acquired and developed skill will be measured through the movement phases identified below:

Groundwork

- Controlling an opponent
- Execution (attack moves on the ground – gut wrench, waist roll, leg ride, west point from behind)
- Completion/effectiveness
- Overall efficiency

Attacking

- Entry (penetration step)
- Grip
- Set up, offset balance (attack moves standing- double leg, single leg, high crutch, duck under, arm drag)
- Timing
- Throw (fireman's carry, flying mare), completion;
- Effectiveness
- Overall efficiency

These assessment phases are used in conjunction with the generic assessment criteria for Combat activities.

3.3 Dance Activities

- 1 Artistic Roller Skating (RS)
- 2 Ballet (Bal)
- 3 Ballroom Dancing (Latin) (BD)
- 4 Contemporary Dance (CD)
- 5 Folk Dance (FD)
- 6 Ice Dance (ID)
- 7 Irish Dancing (IrD)
- 8 Street Dance (StD)
- 9 Tap Dancing (TaD)

Dance Activities – Generic Criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and choreographical and compositional ideas
- Physical and mental fitness
- The understanding of the genre of dance, its technical requirements and conventions

The assessment should take place in conditioned performance situations where tasks of appropriate pitch and challenge that enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The focus of these tasks will be on:

- Three dances, each lasting approximately 1 minute, with the use of music as a stimulus (the focus of assessment where dancing is with a partner should be on the performance of the individual being assessed, not the overall performance of the partnership)
- The dance must include the appropriate technical elements
- Candidates will produce a written programme prior to assessment and moderation which, depending on the style of dance will include a description of steps, counts beats, explanation of the stimulus selected, the development of motifs, repetition and the phrasing of the dance

The level of success of the basic and advanced skills will be based on:

- Shape – style and aesthetic quality, consistency and maintaining ambience
- Form – quality of the individual elements, accuracy and conformity to regulation;
- Consistency – continuity/flow of the sequence, aesthetic quality, quality of the individual elements and the sequence in relation to amplitude, timing and spatial awareness
- Control – success in the individual elements and the sequence as a whole

The level of success in the choreography and the composition will be:

- Elements of composition - improvisation, selection and rejection of movement content, coherency, structure of the dance, relationship and clarity of constituent parts
- Use of stimuli, appropriateness and use of music/sound/silence in relation to choreography
- Dynamics
- Rhythm, timing
- Use of spatial patterns, shape, line
- Aesthetic quality, flair, style
- Originality/appropriate adaptation of movement material

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under the pressure of performance.
- There is consistent successful selection and application of a wide range of advanced techniques which, under the pressure of performance maintain their accuracy, fluency and control.
- A wide range of appropriate choreographical and compositional ideas are successfully used by the candidate demonstrating an excellent understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the genre.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under the pressure of performance.
- There is consistent successful selection and application of a range of advanced techniques which, under the pressure of performance maintain their accuracy, fluency and control.
- A range of appropriate choreographical and compositional ideas are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations of the genre.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under the pressure of performance.
- There is successful selection and application of a range of advanced techniques which, under the pressure of performance maintain their accuracy, fluency and control.
- A range of appropriate choreographical and compositional ideas are successfully used by the candidate demonstrating a sound understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is good and indicative of good levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the genre.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under the pressure of performance.
- There is successful selection and application of advanced techniques which, under the pressure of performance usually maintain some accuracy, fluency and control.
- Some appropriate choreographical and compositional ideas are successfully used by the candidate demonstrating a limited understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is limited and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the rules/regulations of the genre.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under the pressure of performance.
- There is an attempt to select and apply advanced techniques which, under the pressure of performance maintain little accuracy, fluency and control.
- Choreographical and compositional ideas are rarely used by the candidate demonstrating a poor understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is poor and indicative of limited learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations of the genre.

1 Artistic Roller Skating

The candidate is assessed performing the acquired and developed skills of Artistic Roller Skating.

The focus of these skills will include:

Basic

- Step from forwards to backward
- Step from backward to forwards
- Outside and inside three turns
- Mohawks
- One foot spin
- Three jump
- Toe loop

Advanced

- Salchow

- Spin F/O
- Loop jump
- Sit spin
- Flip
- Spin B/O
- Step sequence
- Spin combination
- Jump combination
- Axel

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Dance Activities.

2 Ballet Dancing

The candidate is assessed performing the acquired and developed skills of Ballet Dancing.

The focus of these skills will include:

- Pirouettes
- Leaps
- Balances

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Dance Activities.

3 Ballroom Dancing

The candidate is assessed performing the acquired and developed skills of Ballroom Dancing.

The focus of these skills will include:

- Turns/spins
- Chasse
- Walks

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Dance Activities .

4 Contemporary Dance

The candidate is assessed performing the acquired and developed skills of Contemporary Dance.

The focus of these skills will include:

- Leaps
- Balances

- Step patterns
- Turns and travelling

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Dance Activities.

5 Folk Dancing

The candidate is assessed performing the acquired and developed skills of Folk Dancing.

The focus of these skills will include:

- Stepping
- Movement
- Rhythm

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Balanced footwork – equal aptitude of right and left feet, use of a variety of moods – light and heavy stepping, adaptability of different rhythms, intricacy of stepping
- Patterns – use of traditional patterns, variety of patterns
- Communication – awareness of response to audience, awareness of accompaniment

These assessment phases are used in conjunction with the generic assessment criteria for Dance Activities.

6 Ice Dancing

The candidate is assessed performing the acquired and developed skills of Ice Dancing.

The focus of these skills will include:

- Axes
- Patterns
- Steps
- Positions

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Dance Activities.

7 Irish Dance

The candidate is assessed performing the acquired and developed skills of Irish Dance.

The focus of these tasks will include:

- Leaps/jumps e.g. Irish dance jump, straight jump, hop back jump, cut and double cut jumps, long clicks, back clicks, ‘didi-dums’
- Balances eg up onto toes, variety of ‘rocks’
- Step patterns eg ‘threes’, ‘sevens,’ ‘trebles,’ ‘twists’
- Turns and travelling

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Dance Activities.

8. Street Dance

The candidate is assessed performing the acquired and developed skills of Street Dance.

The focus of these tasks will include:

- Jumps
- Holds/Grabs (usually last less than 3 seconds) – front, back, side
- Step patterns
- Turns and travelling

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Dance Activities.

9. Tap Dancing

The candidate is assessed performing the acquired and developed skills of Tap Dancing.

The focus of these skills will include the use of:

- Steps with one sound building to complex compound steps
- A variety of wings
- Use of a variety of pick ups including one foot, pick up changes and ripple pick ups
- Travelling steps – forward, backward, sideways and turning
- A variety of rhythms: 1, +1, +a1, ++a1
- Head, body and arm lines to portray the style of the dance

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Balanced footwork – equal aptitude of left and right feet, use of change of weight – light and shade, clarity of beat, intricacy of stepping, dance in time with the music-optional use of tacit, stop time, change of speed of footwork- fast, medium and slow
- Patterns – use of floor space, use of stage directions, use of arm lines
- Aesthetic quality – quality of all movements, use of arm and head lines
- Communication – interpretation of the music, use of showmanship

These assessment phases are used in conjunction with the generic assessment criteria for Dance Activities.

3.4 Invasion Games

- 1 American Football (AmF)
- 2 Association Football (Af)
- 3 Basketball (BAS)
- 4 Field Hockey (Ho)
- 5 Gaelic Football (GF)
- 6 Handball (Hb)
- 7 Hurling (Hu)
- 8 Ice Hockey (IH)
- 9 In Line Skater Hockey (ISH)
- 10 Korfball (Kor)
- 11 Lacrosse(Lac)
- 12 Netball (Ne)
- 13 Polo (Pol)
- 14 Roller Hockey (RH)
- 15 Rugby League (RL)
- 16 Rugby Union (RU)
- 17 Roller Hockey (RH)
- 18 Ultimate Frisbee (UF)
- 19 Water Polo (WP)
- 20 Wheelchair Basketball (WhB)
- 21 Wheelchair Rugby (WhR)

Invasion Games – Generic Criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical and mental fitness
- The understanding and application of rules

The assessment should take place in conditioned competitive situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency

The level of success in appropriate tactical awareness will be based on:

- Beating opponents
- Support/positioning
- Ball/puck distribution
- Set pieces

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A wide range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A limited range of appropriate strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure usually maintain some accuracy, fluency and control.
- Some appropriate strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the rules/regulations of the activity.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is an attempt to select and apply advanced techniques which, under competitive pressure maintain little accuracy, fluency and control.

- Appropriate strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.

1 American Football

The candidate is assessed performing the acquired and developed skills of American Football.

The focus of the tasks will include:

- Passing and Receiving
- Running with the ball (carrying)
- Tackling
- Retaining the ball
- Skills appropriate to the candidates position (defensive line)
- Beating an opponent (shedding a blocker)
- Supporting (gang tackling)

The level of success of the acquired and developed skill is measured through the following movement phases:

- Running with the ball to beat an opponent
- Skills appropriate to the candidates position
- Set pieces
- Beating an opponent
- Pass rushing

These assessment phases are used in conjunction with the generic assessment criteria for Invasion Games.

2 Association Football

The candidate is assessed performing the acquired and developed skills of Association Football.

The focus of the tasks will include:

- Passing/distribution
- Receiving/control
- Shooting
- Heading – attacking and defending
- Tackling
- Intercepting

- Closing down
- Jockeying
- Beating an opponent

Goalkeeping

The focus of the tasks will include:

- Shot stopping
- Receiving/distribution
- Taking high balls/crosses
- Punching/palming
- Narrowing angle
- Kicking dead ball/out of hands
- Clearing back passes

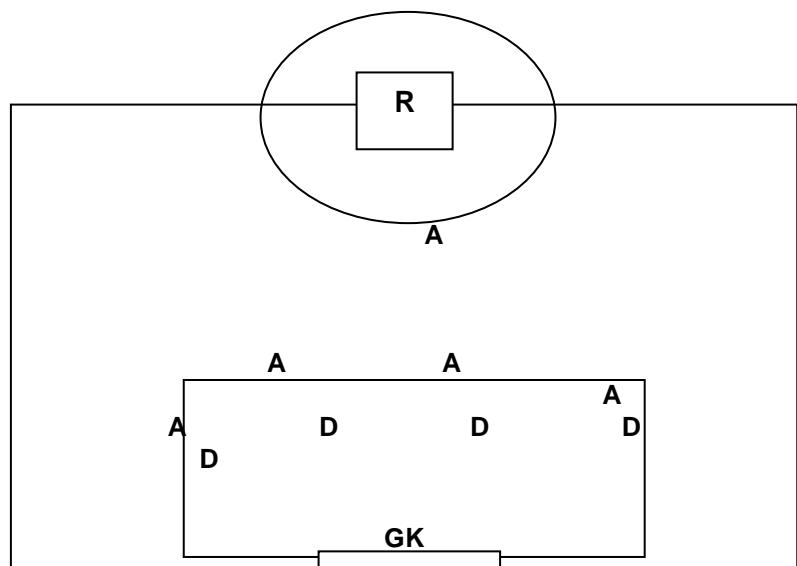
The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

It is likely that these situations will be small sided in relation to 'the normal' team size.

Association Football 6 v 5

- 1 player is restricted to an area on the half-way line (could be centre circle in football) This player cannot be tackled or closed down
- Play is restricted to half pitch
- Goalkeeper is not included in the team numbers but is on the defending side
- Attacking team can only score from within penalty area
- Defending team score by passing ball to player in centre circle



R = Restricted player

D = Defence

A = Attack

GK = Goal Keeper

Candidates are assessed in the selection and application of the acquired and developed skills within:

- passing and receiving
- attacking and defending

This assessment takes into account the candidates':

- level of accuracy, control and fluency
- correct selection of technique from the range available
- consistent success under pressure
- understanding principles and tactical awareness

The 'conditions' within the game outlined above can be manipulated or changed to place a different emphasis. However, the conditioned game should always involve the assessment areas identified above. Conditions that could be applied are:

- (a) no tackling
- (b) the type of pass to be used
- (c) the number of passes prior to scoring

3 Basketball

The candidate is assessed performing the acquired and developed skills of Basketball.

The focus of the tasks will include:

- Passing and receiving
- Dribbling
- Shooting
- Marking
- Intercepting

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Attack 3 v 3

Defence 3 v 3

These two situations can be assessed using the same half-court game.

The team on the attack commences from the mid-court line. The defending team attempt to prevent a score. The attack is completed on a score or loss of possession. Fouls on a shooter gives this player one free shot. Other fouls by defenders result in the attack starting again.

Attacking team have five attempts then change to defend.

Team membership should be varied over a series of games.

Half court conditioned game

- (i) Player to player defence
- (ii) No pressing defence
- (iii) No zone defence

This assesses ability in a team competitive situation. Wherever possible the candidate should experience playing in each of the three attacking situations: guard, forward and centre in order that their understanding and application of the skills and tactics appropriate to each position can be demonstrated.

4 Field Hockey

The candidate is assessed performing the acquired and developed skills of Field Hockey.

The focus of the tasks will include:

- Passing/ distribution
- Receiving/control
- Dribbling
- Shooting
- Tackling
- Intercepting
- Closing down/jockeying
- Beating an opponent

Goalkeeping

The focus of the tasks will include:

- Shot stopping
- Receiving/distribution
- Narrowing angle
- Defending short corners
- Saving penalty flicks

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

It is likely that these situations will be small sided in relation to ‘the normal’ team size.

6 v 5

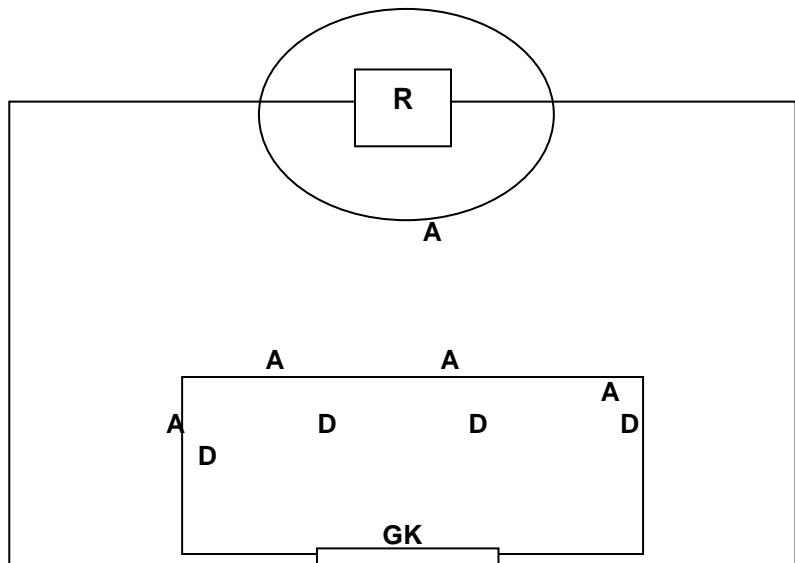
- 1 player is restricted to an area on the half-way line (could be centre circle in football) This player cannot be tackled or closed down
- Play is restricted to half pitch
- Goalkeeper is not included in the team numbers but is on the defending side
- Attacking team can only score from within penalty area
- Defending team score by passing ball to player in centre circle

R = Restricted player

D = Defence

A = Attack

GK = Goal Keeper



Candidates are assessed in the selection and application of the acquired and developed skills within:

- passing and receiving
- attacking and defending

This assessment takes into account the candidates':

- level of accuracy, control and fluency
- correct selection of technique from the range available
- consistent success under pressure
- understanding principles and tactical awareness

The ‘conditions’ within the game outlined above can be manipulated or changed to place a different emphasis. However, the conditioned game should always involve the assessment areas identified above. Conditions that could be applied are:

- (a) no tackling;
- (b) the type of pass to be used;
- (c) the number of passes prior to scoring.

5 Gaelic Football

The candidate is assessed performing the acquired and developed skills of Gaelic Football.

The focus of the tasks will include:

- Handling
- Tackling
- Intercepting
- Running with the ball
- Kicking
- Shooting

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

6 Handball

The candidate is assessed performing the acquired and developed skills of Handball.

The focus of the tasks will include:

- Passing/receiving
- Moving with the ball
- Shooting
- Marking/jockeying
- Intercepting
- Supporting

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

7 Hurling

The candidate is assessed performing the acquired and developed skills of Hurling.

The focus of the tasks will include:

- Grip and swing
- Striking a stationary ball (strong and weak sides)

- Roll lift and catch
- Balancing ball on hurley
- Palming the ball
- Running and striking ball
- Blocking
- Jab-lift
- Catching ball overhead
- Solo run
- Striking from hand
- Free taking
- Raising moving ball into hand
- Doubling forward
- Sideline cut

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

8 Ice Hockey

The candidate is assessed performing the acquired and developed skills of Ice Hockey.

The focus of the tasks will include:

- Passing and receiving
- Shooting
- Marking
- Delaying/jockeying
- Moving with the puck
- Supporting
- Intercepting

Net Minder

The focus of the tasks will include:

- Shot stopping
- Receiving/distribution
- Use of gloves/blocker
- Narrowing angle
- Rebound control
- Recovery

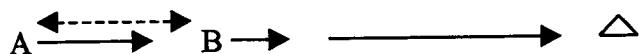
The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Passing and receiving

1 In 2s, static, pass to each other forehand and backhand.

2 In 2s



Player A moves forward

Player B moves backwards

Players keep passing to each other until  is reached, then reverse direction

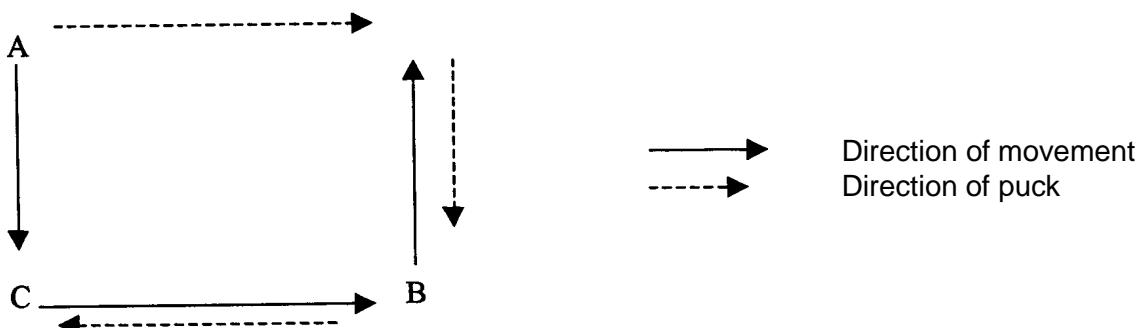


Movement direction



Movement of puck

3 In 3s - Level passing (working in a square)



- A can only pass level
- B moves forward to receive pass
- B can only pass level
- C moves forward to receive pass
- C can only pass level
- A moves forward to receive pass

4 Flip pass - forehand and backhand

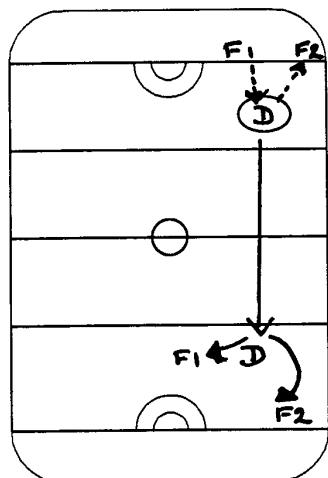
Static in 2s

A

B

Flip pass over stick in centre using forehand/backhand

5 Attacking 2 v 1



F1/F2 with puck

D Defenseman in face off circle

F1 to D

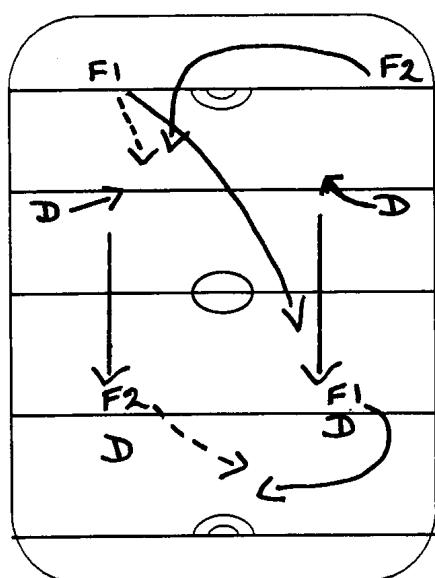
D to F2

F 1 & F2 work together, passing down rink until in a position when F 1 goes to centre to shoot

Or

F2 goes wide (down boards) player not shooting drives to the net

6 Defending 2 v 2



Two forward players F1 & F2 Two Defensemen D

1. F1 with Puck

F2 skates round back of net to receive pass from F1
Defensemen take on one player each and work backwards

2. D try to give F bad shooting angle (i.e. force player wide)

3. F 1 tries to get into good position to receive pass and shoot

Man to Man marking
Middle rink - poke check
Boards - body check

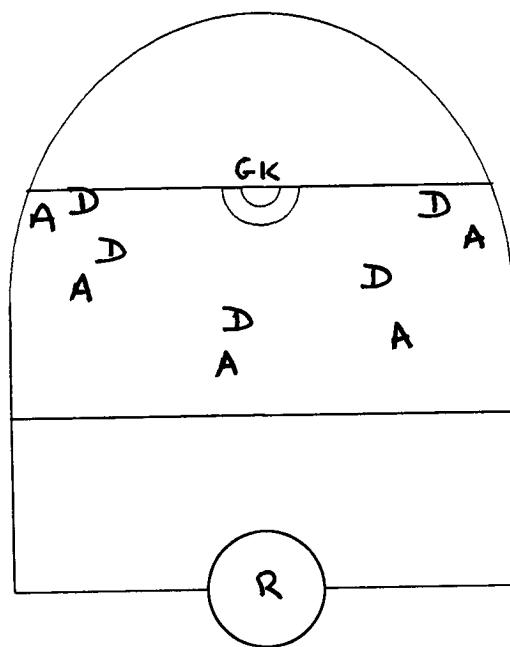
It is likely that these situations will be small sided in relation to the 'normal' team size.

7 6 v 5 Conditioned

Play restricted to half rink

One player restricted to circle on centre line (R)

Goalkeeper not included in team numbers but is on defending side



R – Restricted player must stay within circle

D – Defenseman

A – Forward player

Candidates are assessed in the selection and application of the acquired and developed skills within:

- Passing and receiving
- Attacking and defending

This assessment takes into account the candidate's:

- level of accuracy, control and fluency
- correct selection of technique from the range available
- consistent success under pressure
- understanding principles and tactical awareness

The 'conditions' within the game outlined above can be manipulated or changed to place a different emphasis. However, the conditioned game should always involve the assessment areas identified above. Conditions that could be applied are:

- (a) Defences have to turn sticks upside down;
- (b) The type of shot used;
- (c) The number of passes prior to scoring.

9 In-Line Skater Hockey

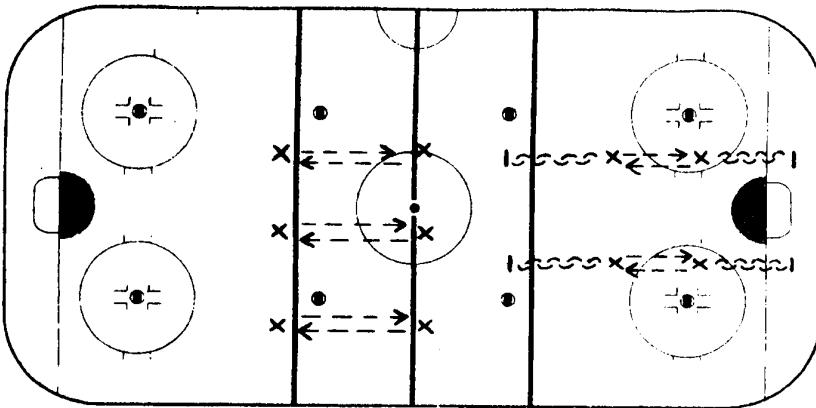
The candidate is assessed performing the acquired and developed skills of In-Line Skater Hockey.

The focus of the tasks will include:

- Skating
- Passing and receiving – Forehand/backhand
- Shooting – slap shot/wrist shot
- Stick handling
- Marking
- Moving with the puck
- Beating an opponent
- Supporting
- Intercepting

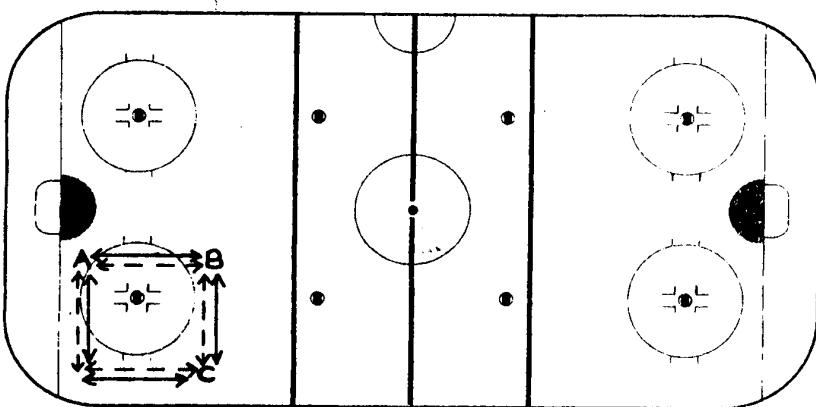
The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

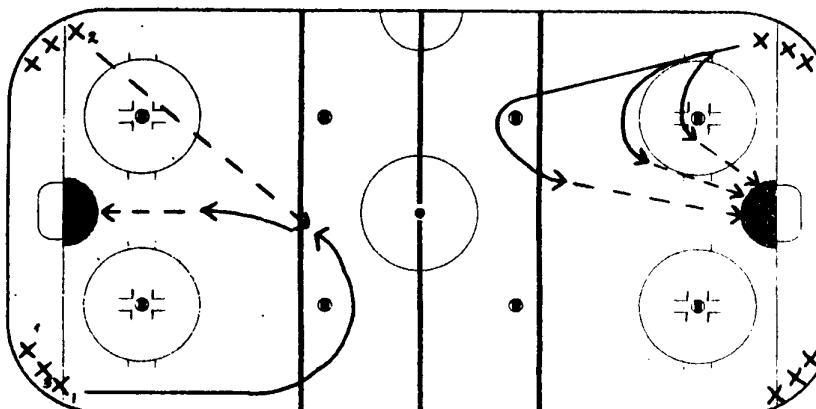


Drill 1: Two players one on the centre line and one on the blue line, pass the puck between them varying from forehand, backhand and saucer pass.

Drill 2: Two players stay approx. 5m apart to do one touch passes on the move. One will skate forward whilst the other is skating backwards. They then stop and change direction.

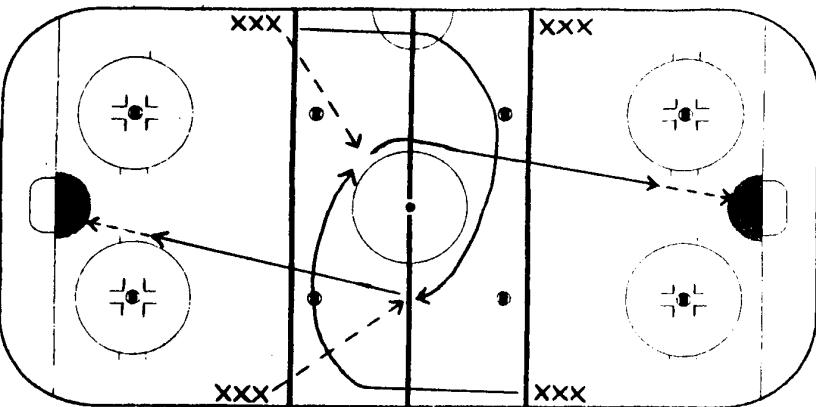


Three players form a square with one corner not taken. They pass along the lines of the square forcing one player to use quick feet and skate into the vacant corner.

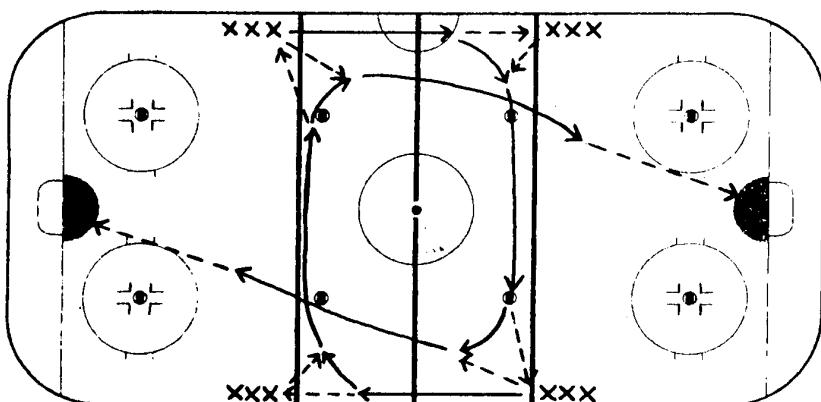


Drill 1: Player (x1) comes out of corner over blue line and curls in receiving a pass from the other corner (x2) and takes a shot. The other corner (x2) then goes when they have made the pass. This player receives the pass from (x3) and so on.

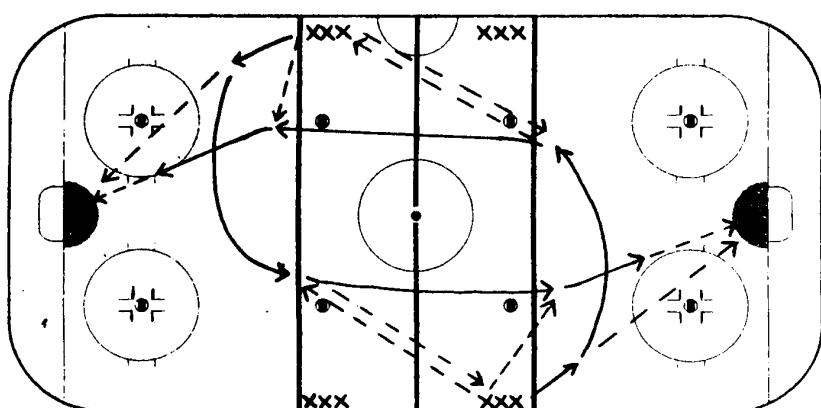
Drill 2: Three players go out of one corner first one goes across the face off dot, second one goes across the top circle and the third one goes over the blue line. They all take a shot in turn. Other corner follow, vary distance and change corner.



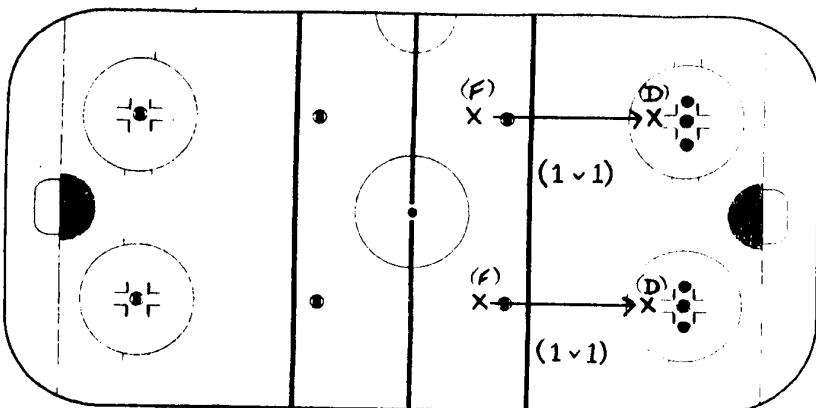
Players on all four corners of the blue line. Opposite corners go together, man skates up the boards round the circle and receives a pass from the opposite corner, then goes in and shoots. Other two corners then go.



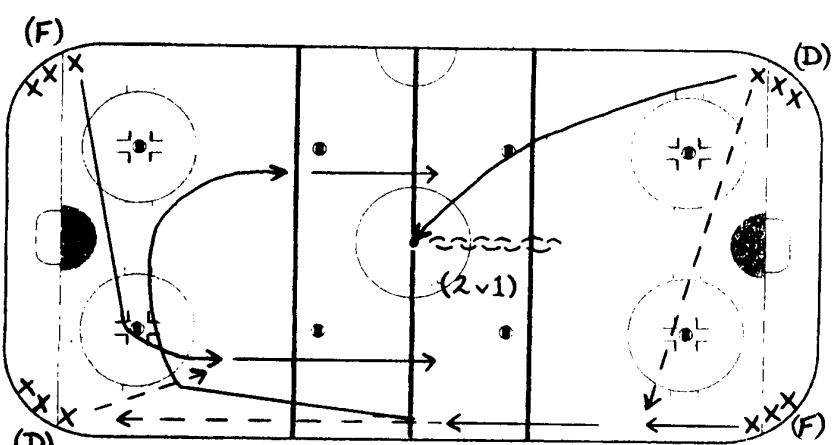
Players on all four corners of the blue line. Opposites corners go together, man skates up the boards with a puck and exchanges passes with the man in queue, then skates across the blue line and exchange passes with man in queue, goes down boards and takes a shot. Other two corners then go.



Players on all four corners of the blue line. Opposite corners go together. Man goes just inside blue line and takes a shot he then curls and receives and returns a pass from the opposite corner, and takes a shot. Other corners then go. He skates across other blue line where he receives

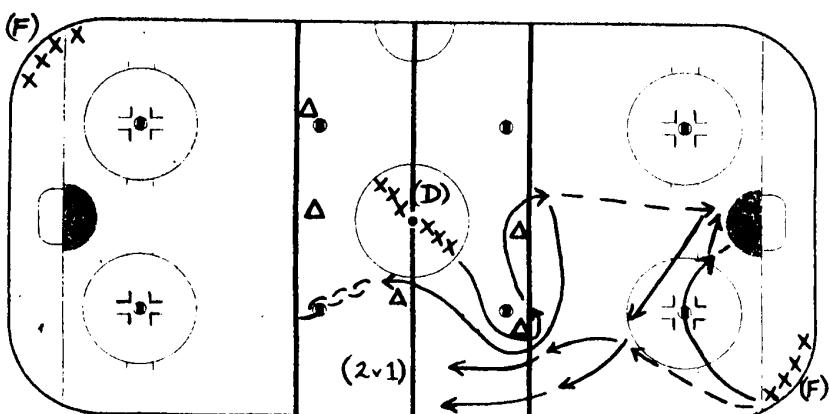


Three pucks are placed on both face off dots in one end. Defencemen protect them without a stick. Forwards skate in and try and get one puck at a time. Only when they have scored can they move onto the next puck. Goaltenders must be aware of both sides.



Full ice. Defencemen in opposite corners and forwards in opposite corners. Defenceman passes across to forward in the same end who skates hard down the boards and passes to defenceman, he then curls round to opposite wing. Other forward skates across ice and picks up the pass. Defensemen who started the drill will have skated to the centre line and pivoted backwards to create a two on one. Other end then start the drill.

Forward skates over face off dot and takes a shot. Defenseman skates around cones and takes a low shot for the forward to tip in.. Defenseman then skates forward and pivots backwards around cones. Whilst forward receives a pass from his line and skates down the boards. Forward who passed the puck to the first forward joins the play to create a two on one.



10 Korfball

The candidate is assessed performing the acquired and developed skills of Korfball.

The focus of the tasks will include:

- Passing and receiving
- Footwork
- Shooting
- Marking
- Supporting
- Intercepting/collecting

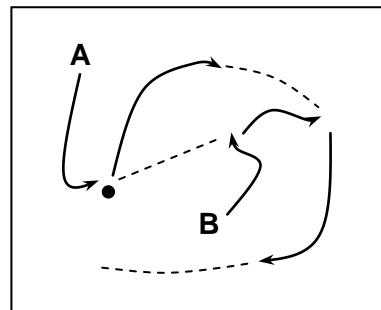
The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Drill One

In pairs short and long passes within grid using:

- Two handed chest pass
- One handed shoulder pass
- One handed underhand pass
- One handed overhand pass



A starts with ball, B moves and receives pass.

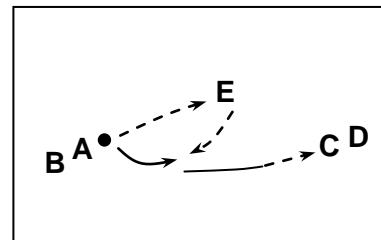
A moves and receives pass etc.

Vary passes and obey footwork rules.

Drill Two

In 5s, variety of passes to control player, move to receive, return pass and pass to head of opposite queue i.e.

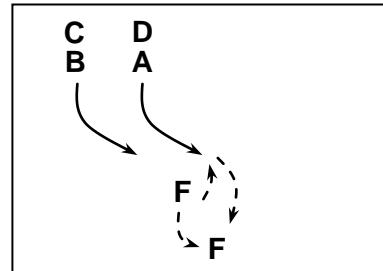
**A → E → A → C
C → E → C → B
B → E → B → D**



Drill Three

In pairs, drill with tactical aspect.

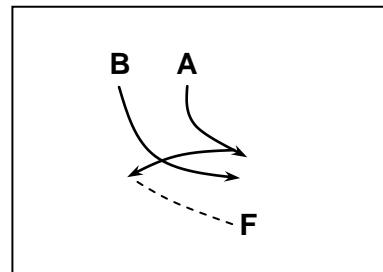
- A & B** run forward as a pair.
 - A** to receive pass from feeder (**F**).
 - B** to intercept, **A** returns pass to feeder.
- Next pair, **C & D**, repeat.



Progression

- If **B** gets into position to intercept,
- A** makes reverse move to lose **B**.

In all passing/receiving drills use appropriate passes and vary jump/running/stationery reception.



Attack and Defence

Half court 4 v 4 game. Full rules and gender marking to apply.

Defence to concentrate on: Prevention of goals by effective positioning between attacker and goalpost thereby denying a shot.

Interception of the ball in order to take defensive initiative.

Attack to concentrate on: Keep possession by continually passing around until a player is free and a scoring chance is created.

Creation of space by movement patterns using feints, agility, starting, stopping and change of pace.

11 Lacrosse

The candidate is assessed performing the acquired and developed skills of Lacrosse.

The focus of the tasks will include:

- Passing and receiving
- Carrying/cradling
- Shooting
- Marking
- Tackling
- Supporting
- Intercepting

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

1 Receiving, carrying and passing from front, side and behind on the move, using dominant and non-dominant hand positions

Situation

Players in line. 2 Feeders, side and front. Each player works in turn through 6 pass sequence. Players using dominant hand positions, then non-dominant and finally changing from one to the other throughout.

P1 starts with ball, sprints towards F2 giving and receiving pass from F1.

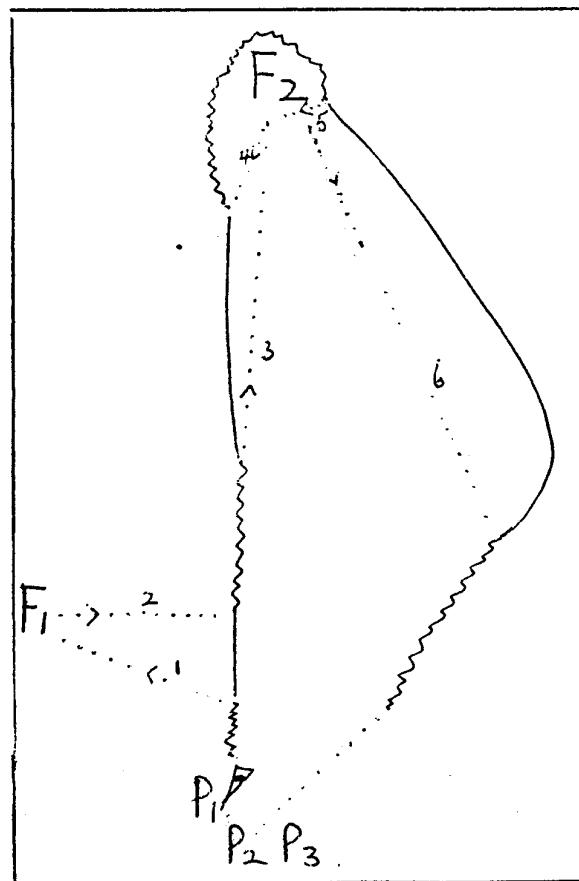
Continues towards F2 exchanging long front pass.

Carries ball round F2, flip pass to F2, then runs diagonally away to receive return pass from F2 from behind.

Finally, P1 passes to P2 who commences his turn.

Notes

- (i) Quality of footwork, speed, accuracy and timing of passes are crucial.
- (ii) Stress importance of quick recovery from any mishandling.
- (iii) Players become Feeders at intervals and in rotation.



2 Retrieval of loose ground ball – Competitive Conditioned Game 1/3 Field

Situation

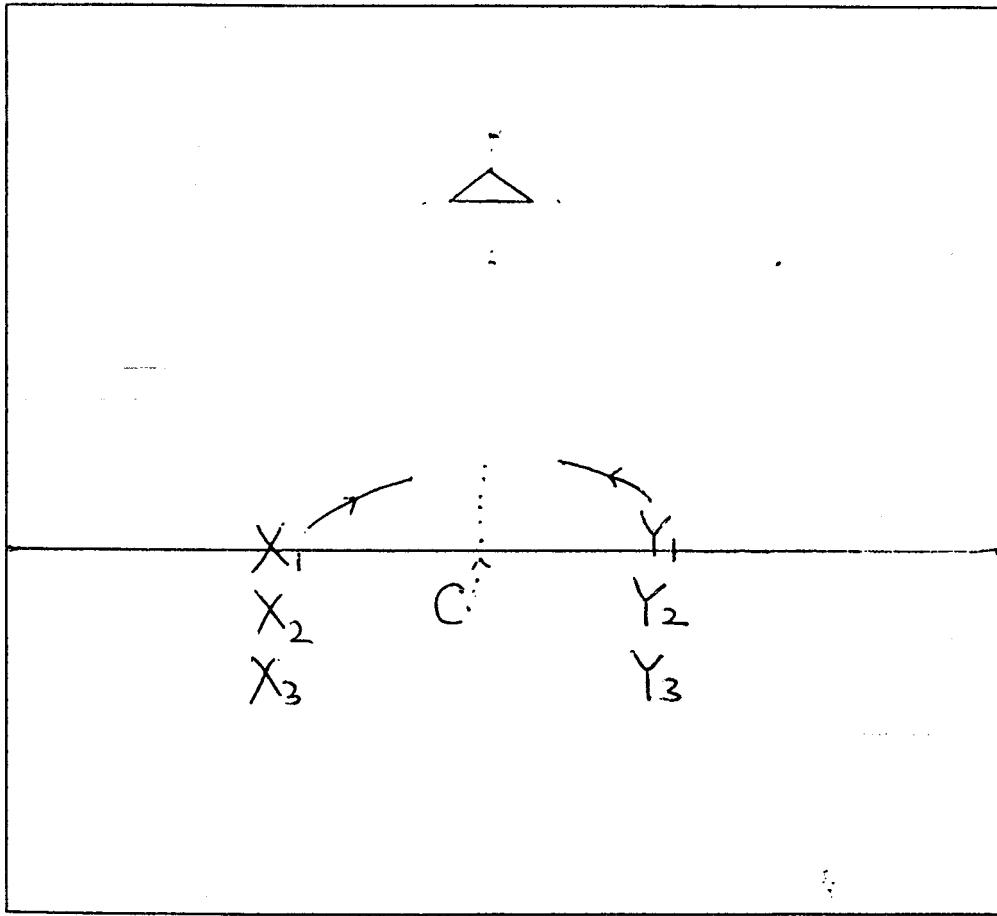
Players in 2 lines on either side of coach, who rolls ball towards goal between players.

On call, players compete for possession. Player winning ball progresses to goal to score, loser tries to prevent or block shot.

Quality to Assess

Speed of reactions, legal use of feet, body and stick to protect and gain, prevent and protect possession.

Points awarded to each player, team for clean possession.



3 Attack and Defence

- (A) 3 on 3. $\frac{1}{4}$ field competitive conditioned game.
Both Attack and Defence can be assessed using same game.

Play commences with Attack in possession. Defenders try to prevent score and clear. Attack completed on score, or loss of possession, or clearance by Defence.

Attacking team has 5 attempts, then change to Defence.

Points awarded to Attack for realistic attempt (1) or Goal (3) and to Defence for effective check, block, interception (1) or clearance (3).

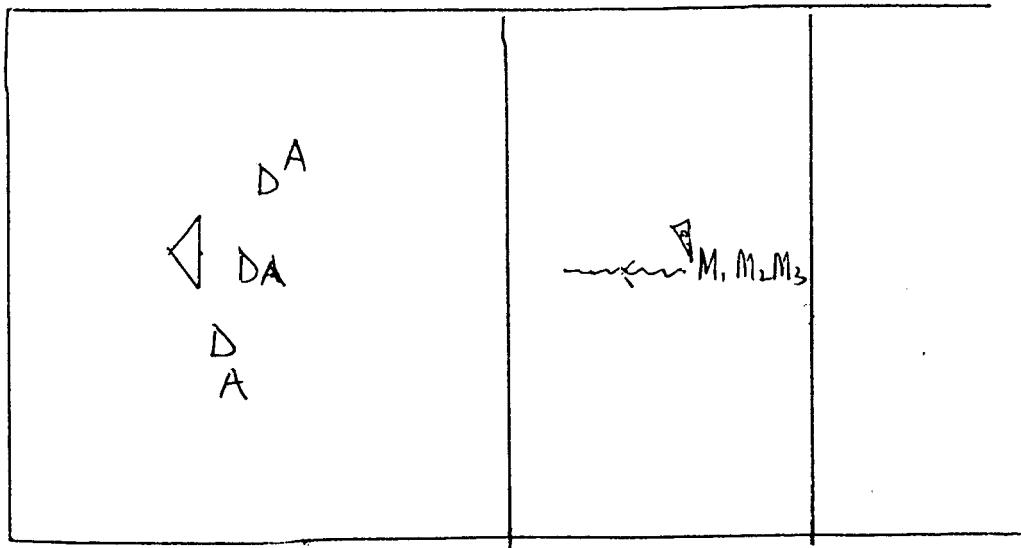
Conditions

- (i) Each attack player commences play in turn.
 - (ii) Scoring attempted only after declared number of passes (3-5), or declared times (20-30-60 seconds).
 - (iii) Play starts with face-off – team winning possession becomes Attack.
- (B) Extra Man Situations. Fast Break. $\frac{1}{2}$ field competitive Conditioned Game. 3 Attacks – 3 Defenders around Goal area. Midfielders in turn carry ball from halfway line to create extra man attack on goal.

To assess correct movement, positioning, awareness of options for Defenders and Attackers.

Points awarded to Defence for successful prevention of score and to Attack for each goal or opportunity.

After declared number of attempts Ms and As exchange positions and Ds rotate.



- (C) 6 on 6
½ field Competitive Conditioned Game
Same game requirements as 3 on 3 above.

This assesses ability in a team competitive situation. Players should demonstrate good handling skills, effective positioning and movement, good communication and awareness to support team and to create/prevent scoring opportunities.

Conditions

- (i) With regular Man on Man Defence.
- (ii) With Pressing Defence
- (iii) Extra Man 6 on 5. After foul (real or declared by coach).

Play commences with only 5 defenders. Attackers use extra man to create goal or good scoring opportunity. Defenders use zone to counteract attempts.

Coach to vary time penalties and to allow attackers extra attempts before re-admitting player from penalty box.

12 Netball

The candidate is assessed performing the acquired and developed skills of Netball.

The focus of the tasks will include:

- Passing and receiving
- Footwork
- Shooting
- Marking

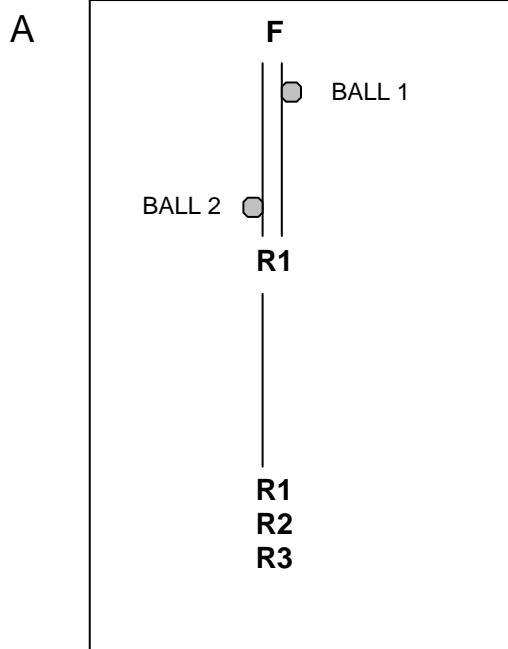
- Supporting
- Intercepting

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

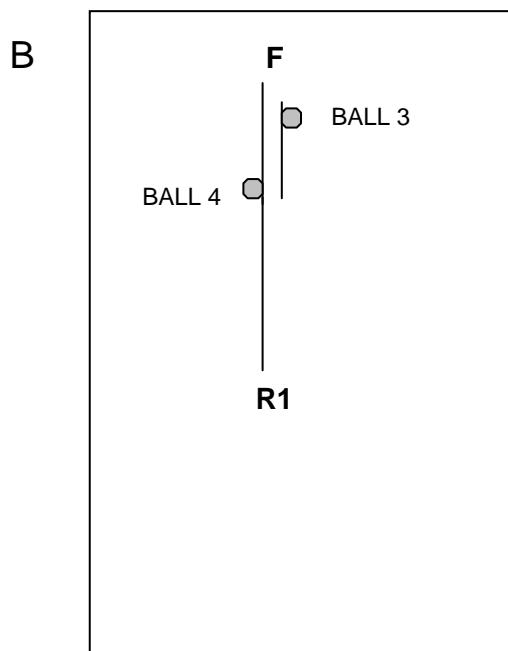
Drill 1

Passing and receiving



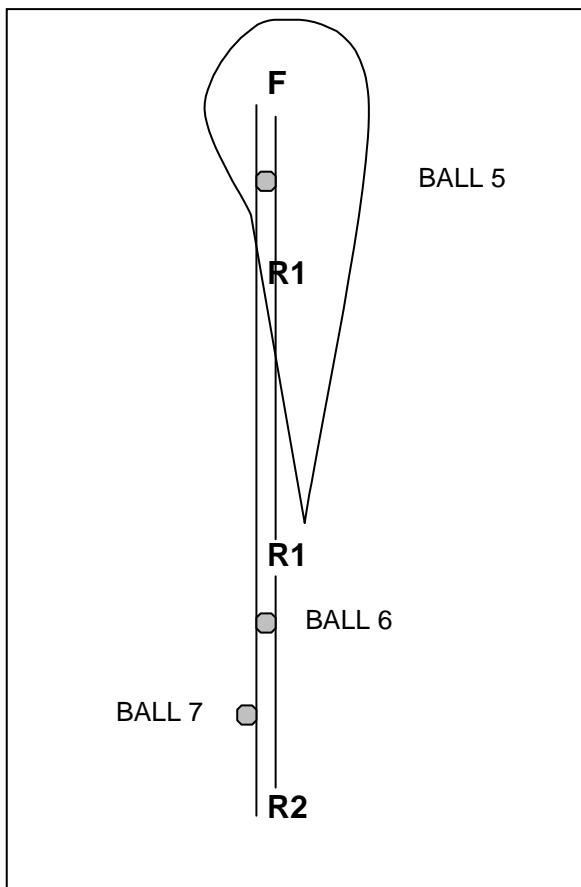
Conditioned activities to demonstrate the variety and quality of the pass and the opportunity to use different footwork and demonstrate the speed and agility of the performer. Drills to work on and then perform team v team or timed (etc).

A: F pass to just beyond $\frac{1}{2}$ court (ball 1). R1 drives into receive. R1 gives quick ball back to F (ball 2).



B: F now sends a high jump ball (ball3). R1 carries on running forward jumps forward to collect high ball. (can demo volley or right left hand catch). R1 catches and gives quick ball back to feed (can be quick under arm).

C



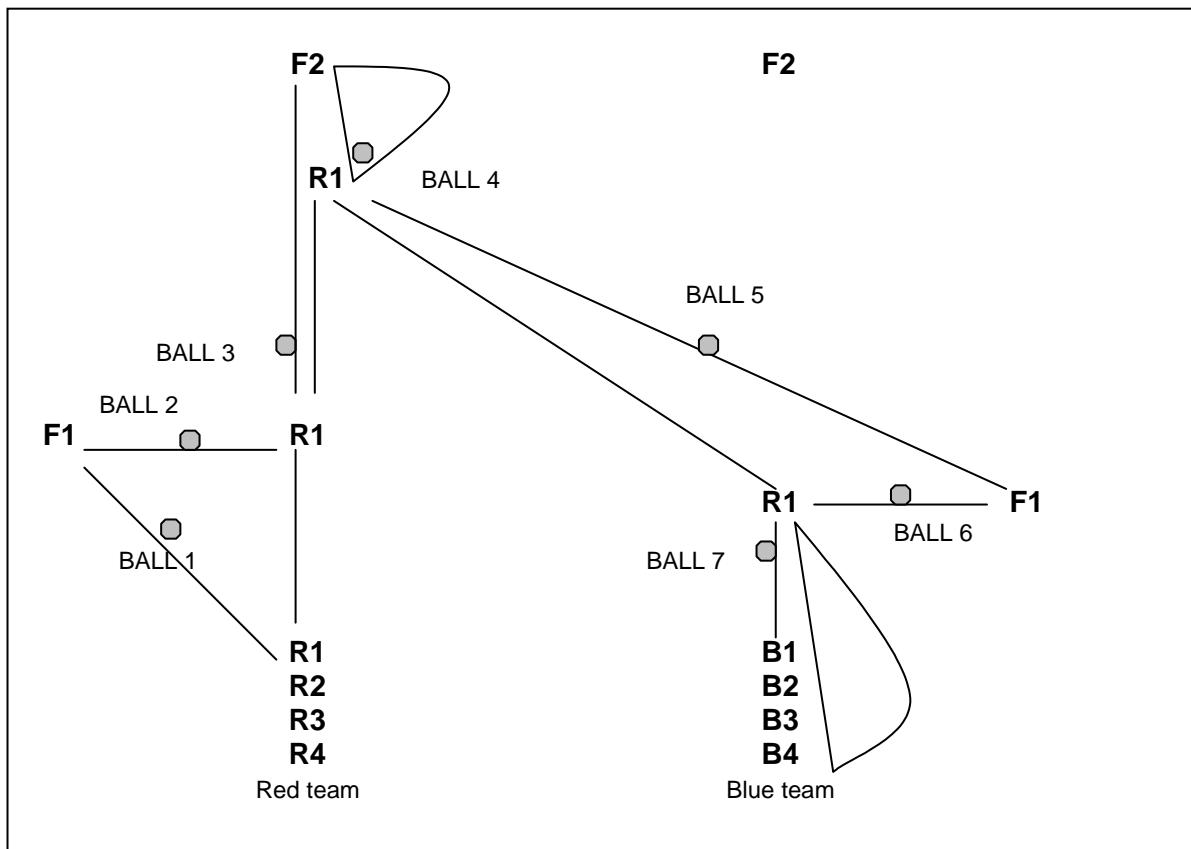
R1 now runs around the back of F looks for the ball and sprints forward to collect a 'loose' roll (a dropped ball) or a bounce pass from F (ball 5). R1 collects and decides on type of pass to give to R2 (can use rugby ball pick up and underarm) (ball 6). R2 send a long ball back to F to start the process again (ball 7).

Notes

- (i) F remains on the spot all passes straight. Can vary with angle on first ball right or left angle on ball 5
- (ii) Add competition team v team or time the squad back to start or number of laps in a given time
- (iii) Number of receives can be 4/5/6

Drill 2

2 Teams and 2 balls – explained for 1 team over 2/3 court however both teams must work at the same time.

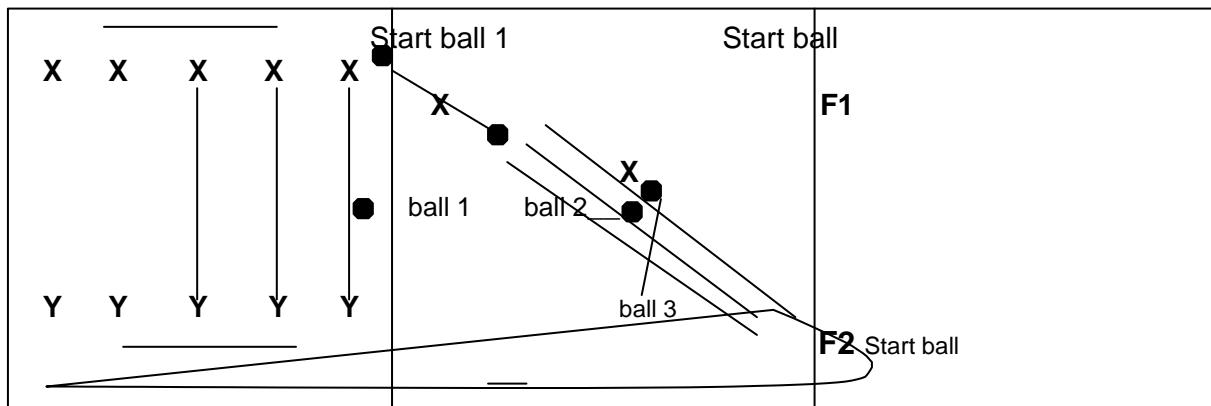


R1 starts with the ball, 2 feeders for each team F1 and F2, R1 gives a quick pass to F1 (ball 1) who is on an angle at the side line. R1 sprints forward and collects a square flat ball from F1 (ball 2). R1 now sends a long straight ball (ball 3) to F2 and R1 sprints forward to approx 1.5 metres away from F2, F2 sends a high jump ball (ball 4) R1 jumps to collect and demos a turn in the air to land and face F1 for opposing team side. R1 sends a diagonal pass to F1 (ball 5). R1 drives on a angle to collect a flat ball from F1 (ball 6). R1 then sends a straight flat ball to blue B1 (ball 7). R1 sprints down line to join opposite queue. Quality of footwork, speed and accuracy of pass are crucial.

Notes

- (i) As R and R2 start they must stay together so it maybe necessary to hold the first pass when it is returned
- (ii) Condition the game by setting team task of “getting there and back” (if a ball is a bad pass players must be quick to retrieve)

Drill 3'3' BALL



- 1 Starts as above
 - (a) Ball passes from X to Y
 - (b) X then drives on an angle towards F2 to receive ball 2 from F2
 - (c) X gives a quick ball back to F2
 - (d) X carries on running round F2 and sprints down the side line to join the queue (there may be no queues when the practice is done at speed).
 - 2 Y gives the ball back to the next player on the X row and also drives across to collect the flat ball from F1. She does exactly the same as X did.

Notes

- (i) The teams should establish a pattern and the 3 balls keep moving
 - (ii) Try a high feed from F or a bounce pass
 - (iii) Coach shouts 'change' and the X and Y approaching F1 and F2 change over to become feeders
 - (iv) Use as a team relay or timed 'there and back'

Half Court Conditioned Games

4 v 4

C-WA-GA-G
C-WD-GD-GK

(A) Attack

Challenge for the attacking team to get the ball into the circle in:-

- 4 passes
 - 3 passes
 - 2 passes

If the attackers put the ball out of the court, or if the defence make an interception, take the centre again.

Score out of 10 attempts.

(B) Defence

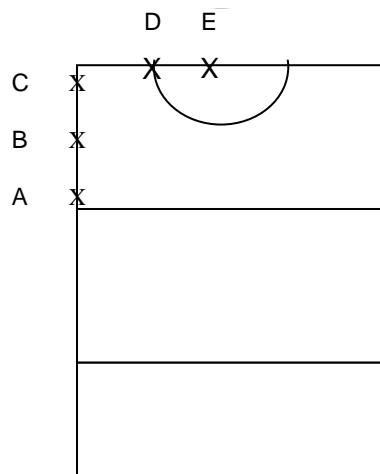
Same activity – however the attacking team must do 8/10 passes before attackers can shoot.

Defence to try person to person defence

- blocking
- zone defence

(C) Attack

Taking a throw from the goal third sideline, backline and goal line.



Attackers take the 'throw-in' from each of the 5 positions marked on both left and right side.

Attackers show movements to:

- create space
- hold space

Score

- the number of times out of the 10 starts that the shooter receives the ball in the circle.
- the number of goals scored out of the ten attempts.

(D) Defence

Defence bring the ball out of the goal third and win a point if they keep possession of the ball and pass it to their own centre who was to receive the ball in their attacking third.

Score a point for:

- ten passes;
- ten passes and taking the ball to the sideline.

13 Polo

The candidate is assessed performing the acquired and developed skills of Polo.

The focus of the tasks will include:

- Passing and receiving
- Shooting
- Marking
- Supporting
- Intercepting

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

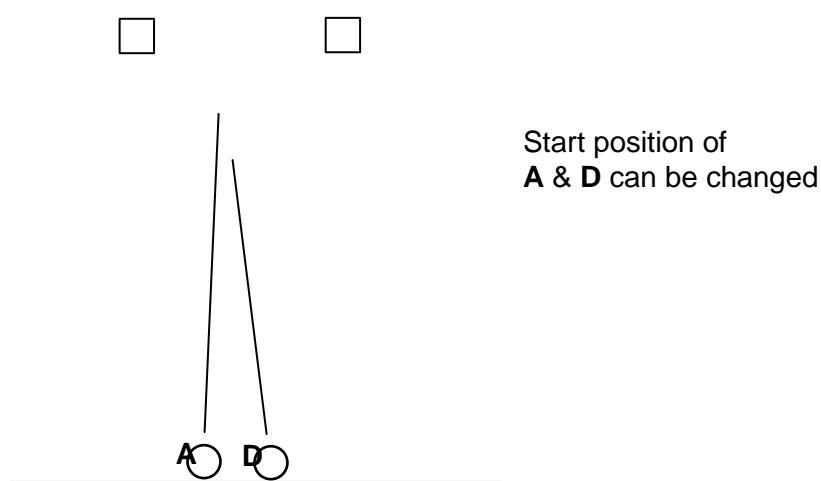
The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

The conditions within the game can be manipulated or changed to place a different emphasis but should always involve the assessment areas outlined above. Conditions that could be applied are:

1. no ride off
2. specific pass to be used
3. number of hits or taps to be used prior to scoring
4. no hooking

1 v 1

This conditioned competition situation can be used to assess attacking or defensive play.



- From 60yd line
- 1 attack, 1 defence
- Attacker to ride in to goal and score
- Defender to try to ride attacker off the line (ball)
- 1 point scored in attack when goal scored
- 1 point in defence when successful in riding off

Half pitch game.

In this conditioned competition situation particularly the conditions outlined previously can be applied. (no ride off / limited pass type I minimum number of hits or taps prior to scoring i.e. 5 from centre, 10 from wing).

- Goal scored by attacking team scores them a point
- Defence hitting ball back over $\frac{1}{2}$ way line scores them a point

14 Roller Hockey

The candidate is assessed performing the acquired and developed skills of Roller Hockey.

The focus of the tasks will include:

- Passing/ distribution
- Receiving/control
- Dribbling
- Shooting
- Tackling
- Intercepting
- Closing down/jockeying
- Beating an opponent

Goalkeeping

The focus of the tasks will include:

- Shot stopping
- Receiving/distribution
- Narrowing angle
- Defending short corners
- Saving penalty flicks

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

- 1 Receiving, carrying and passing from front, side and behind on the move, using both sides of stick

Situation

Players in line. 2 feeders, side and front. Each player works in turn through 6 pass sequence. Players using both sides of stick to pass and receive ball.

P1 Starts with ball, sprints towards
F2 giving and receiving pass from F1

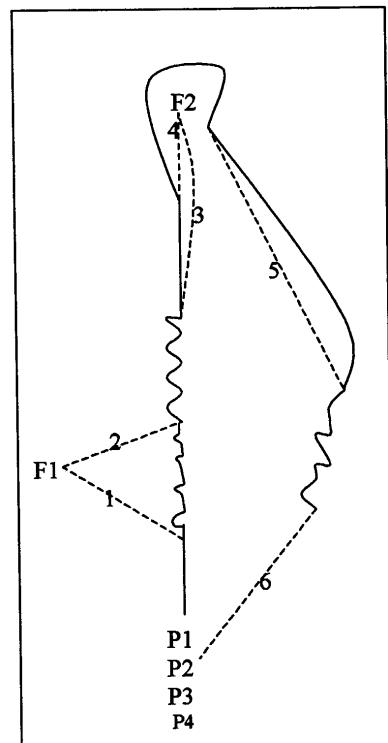
Continues towards F2 exchanging Long front pass

Carries ball around F2, stopping ball for F2, then runs diagonally away to receive return pass from F2 from behind

Finally Passing to P2 who commences his turn

Notes

- (i) Quality of movement, speed, accuracy timing of passes are crucial.
- (ii) Stressing importance of speed of recovery from mishandling.
- (iii) Players become feeders at intervals and in rotation



- 2 Retrieval of loose ball

Situation

Players in two lines either side of F1.

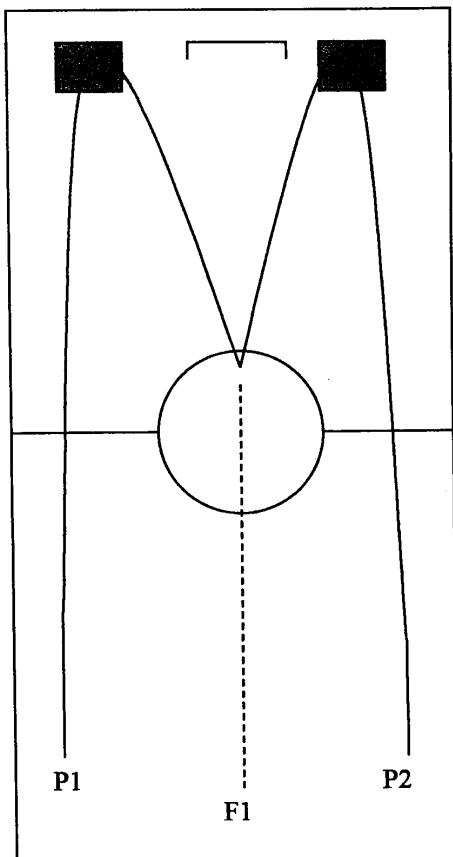
F1 gives a signal to P1 and P2 and rolls the ball along the ground between the two players.

P1 and P2 must skate to the marked area, perform a hockey stop, and then try to reach the ball before their opponent.

Player winning ball may make a shot at goal. Player not winning possession must try to block shot.

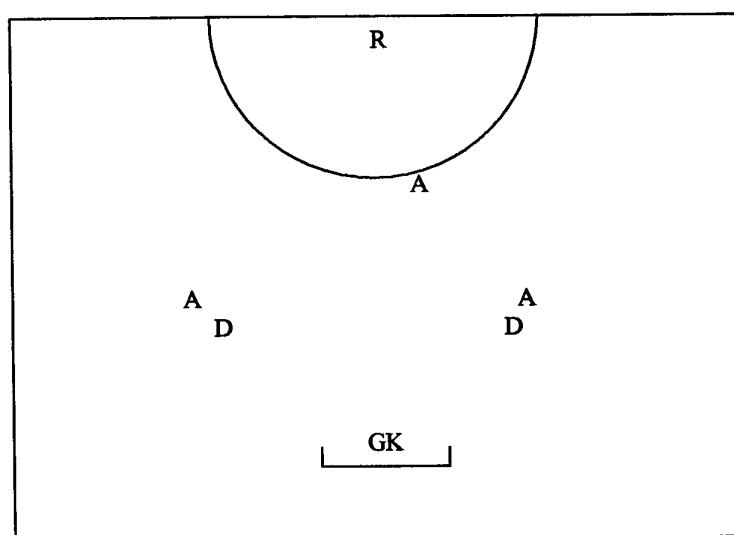
Notes

- (i) Speed of reactions, legal use of feet, body and stick to protect and gain, prevent and protect possession.
- (ii) Effective use of Hockey Stop to make rapid change of direction.
- (iii) Stress importance of clean possession and quality of control.
- (iv) Points awarded for winning the ball and scoring.



3 Attack and Defence

- Small sided conditioned competitive situation in Roller Hockey - 3v4 half court
- 1 player is restricted to the halfway line in the centre circle. This player cannot be tackled or closed down
- Play is restricted to half pitch. Should the ball be put out of play it will be brought back into play by the opposite team
- Goalkeeper is on the defending side
- Attacking team can score from anywhere within the half pitch
- Defending team score by passing the ball to the player in the centre circle



Attackers start with the ball just behind the halfway line.

Defenders must try to intercept the ball and clear it.

Attackers are awarded 1 point for an attempt at goal and 3 points for a successful shot on goal. Defenders are awarded 1 point for an interception and 3 points for effectively clearing the ball.

Assessment will take into account the candidates:

- level of accuracy, control and fluency
- correct selection of techniques from the selection available
- consistent success under pressure
- understanding of principles and tactical awareness

The conditions of the game above may be manipulated by:

- no tackling
- the type of pass to be used
- the number of passes made prior to an attempt at goal

15 Rugby League

The candidate is assessed performing the acquired and developed skills of Rugby League.

The focus of the tasks will include:

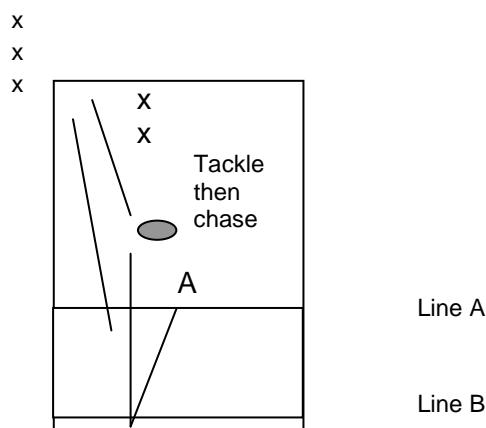
- Passing and receiving
- Retaining possession
- Off loading/recycling
- Supporting
- Tackling
- Running with ball/beating opponents

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are seen as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

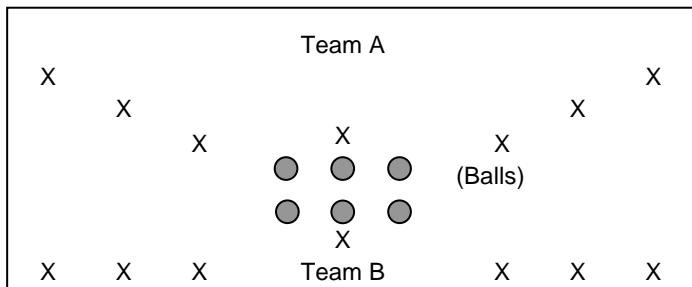
Defending

- 1 Player A is the defender whose task it is to tackle the other five members of the group in turn. Player A starts from line A, retreats to line B and at this point the attacker commences their run forward. Player A must advance and make the tackle, driving the attacker backwards and then assume marker position and finish with a chase to the end of the grid before repeating the drill with the next attacker.



- 2 Two teams line up in opposition 10m apart with six balls placed in the centre position indicated. Team A attacks and retains possession even if they make a mistake. Team B must therefore continually defend. After a set of six tackles the teams return to the start and repeat. All six balls should be used to overload the defence.

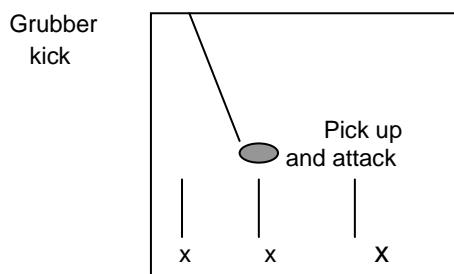
A set of cones should mark the defending team's position and coaches should look for the initial upwards movement before commencing a slide.



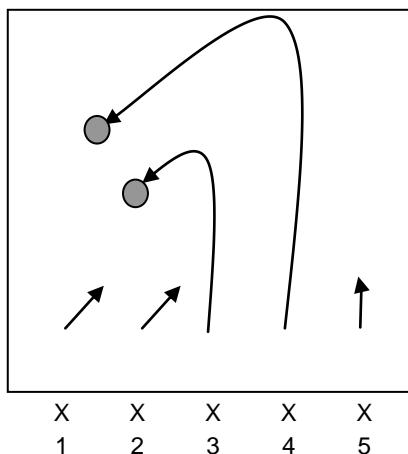
Attacking

1. 3 v 2

Two defenders face three attackers in a 20m grid. The defenders grubber kick the ball towards the attackers who pick it up and commence an attack against the defence, looking for space as they see fit. After a score or an error; attackers become defenders and the drill is a continuous practice.



- 2 Five players line up at the end of a 20m grid. Each player is numbered one to five and the coach calls out any two of those numbers who become the defenders by racing out to the marked cones, as soon as the defenders reach the cones the remaining three players start their attack attempting to score by any means they see fit.



16 Rugby Union

The candidate is assessed performing the acquired and developed skills of Rugby Union.

The focus of the tasks will include:

- Passing and receiving
- Running with the ball
- Ball distribution
- Tackling
- Retaining ball in a maul
- Retaining possession on floor/setting ruck
- Skills appropriate to candidate's position
- Beating an opponent
- Supporting
- Running with ball/beating opponents

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

17 Ultimate Frisbee

The candidate is assessed performing the acquired and developed skills of Ultimate Frisbee.

The focus of the tasks will include:

- Throwing (forehand, backhand, hammer), unpressured, pressured
- Receiving
- Pulling
- Pivoting
- Marking
- Defending
- Supporting/Dumping
- Intercepting

The level of success of the acquired and developed skill is measured through the following movement phases:

Offence

- Stacking
- Clearing
- Cutting

- Cycling the disk
- Dumping – Dump and Swing

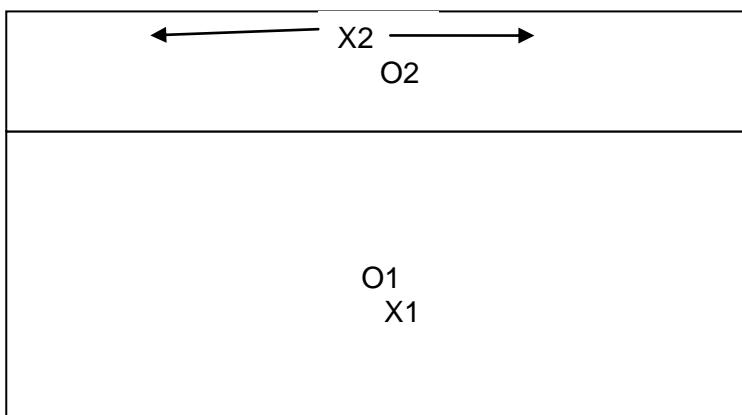
Defence

- Forcing
- Marking (Man-on-man, Zone, Switching, team communication)
- Blocking
- Poaching – Positioning
- Intercepting
- Stalling

These assessment phases are used in conjunction with the generic assessment criteria for Invasion Games.

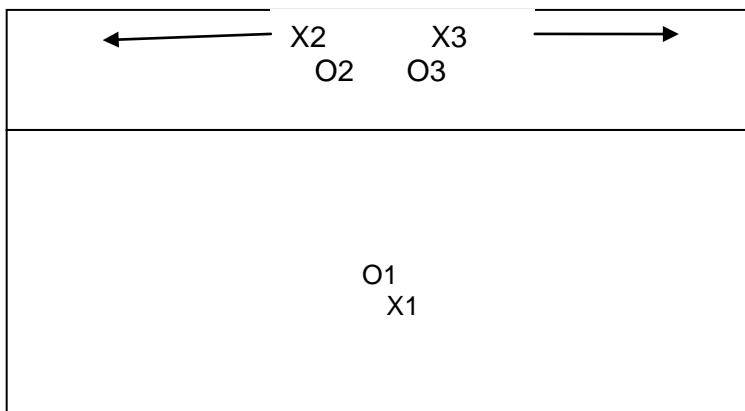
The following are seen as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

1 1 v 1 Attack/Defence in the End Zone



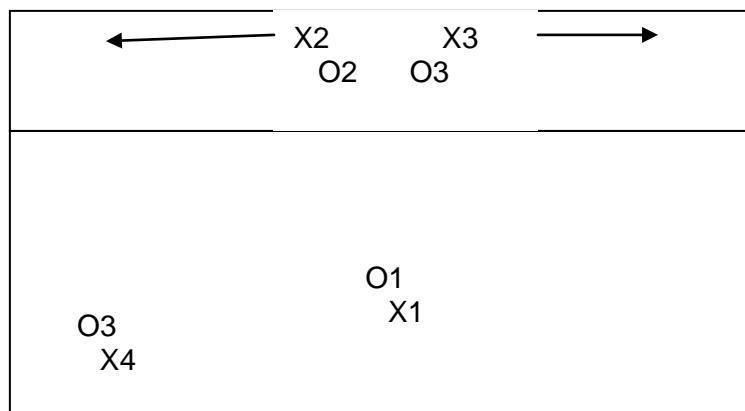
X1 has the disc near the end zone. O1 Forces X1 towards nearest sideline. X2 has to use change of direction and speed to outwit O2 and signal to receive a scoring pass from X1. Roles are rotated and the team score is kept. X2 and O2 must stay in the endzone.

2 2 v 2 Attack/Defence in the End Zone



The practice is now progressed and two players from each team must stay in the end zone to try and receive a scoring pass from X1.

3 4 v 4 Half Court/Pitch Conditioned Game

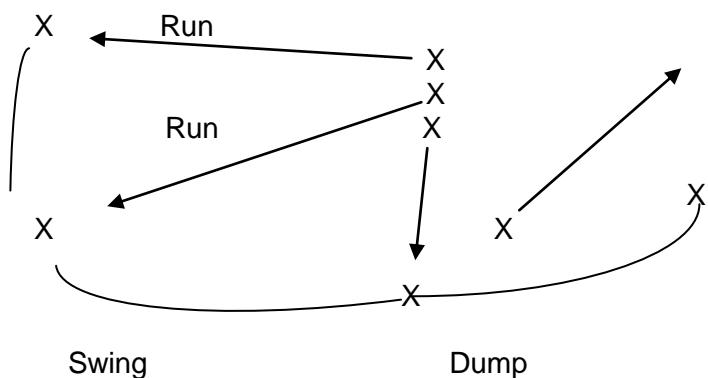


Players may now move freely in the space provided.

Conditions could include:

- Man-to-man marking
- Zonal Marking
- Number of passes before a score
- Shorter stall count

Dump and Swing Drill



18 Water Polo

The candidate is assessed performing the acquired and developed skills of Water Polo.

The focus of the tasks will include:

- Passing/receiving
- Moving with the ball
- Shooting
- Marking/jockeying
- Intercepting
- Supporting

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Invasion Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

GK

Scoring Area

AD

A
D

AD

R

- 1 Player is restricted to an area on halfway, this player cannot be challenged or closed down
- Play is restricted to half pitch
- Attacking team only allowed to score from designated area
- Defending team score by passing to restricted player
- Possession games eg 3 v 3

19 Wheelchair Basketball

The candidate is assessed performing the acquired and developed skills of Wheelchair Basketball.

Classification

The following regulations are in accordance with those stipulated by the Great Britain Wheelchair Basketball Association (GBWBA). Candidates must meet these regulations in order to be assessed in this activity.

Classification Philosophy

Wheelchair basketball classification is based on the players' functional capacity to complete the skills necessary to play - pushing, pivoting, shooting, rebounding, dribbling, passing and catching. It is not an assessment of a player's level of skill, merely their functional capacity to complete the task. In particular, the trunk movement and stability observed during these actual basketball situations, forms the basis for the assignment of a player to a particular class.

Classes

Players are assigned points as their classification - 1, 2, 3, and 4 are the recognised classes, with 0.5 classes between for the exceptional cases which do not fit exactly into one class, and the 4.5 category for the player with least or minimal disability.

Team Balance

The total number of points allowed on court at any time is 14.0. That is, the total points of all five players actually playing. If a coach allows the team to have over 14.0 points, they will incur a technical foul on the bench.

The focus of the tasks will include:

- Passing and receiving
- Dribbling
- Shooting
- Marking
- Intercepting

The level of success of the acquired and developed skill is measured through the following movement phases:

- Beating opponents
- Support/positioning
- Ball distribution
- Set pieces

These assessment phases are used in conjunction with the generic assessment criteria for Invasion Games.

The following are seen as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

- Half court conditioned games, player to player defence, no pressing defence, no zone defence
- Conditioned competitive situations such as:
 - Attack 3 v 3
 - Defence 3 v 3

20. Wheelchair Rugby

The candidate is assessed performing the acquired and developed skills of Wheelchair Rugby.

Classification

The following regulations are in accordance with those stipulated by the Great Britain Wheelchair Rugby (GBWR) and the International Wheelchair Rugby Federation (IWRF). Candidates must meet these regulations in order to be assessed in this activity.

Classification Philosophy

Wheelchair rugby classification is based on the players' functional capacity to complete the skills necessary to play. To determine an athlete's classification, classifiers observe athletes as they perform a variety of movements. Firstly, classifiers test athletes' limbs for strength, flexibility, sensation, and muscle tone; and athletes' trunks (abdominal and back muscles) for balance, ability to bend over and rise up and the ability to rotate to both sides (in combination with leg function, if present). The athlete is then observed performing both ball handling and wheelchair skills prior to game play and during game play, if necessary. In addition, the athlete's execution of ball and wheelchair handling skills are observed on court during actual game play.

Classes

There are seven classes ranging from 0.5 to 3.5 with functional characteristics identified for each athlete class. In general, the 0.5 class includes those athletes with the most disability and the 3.5 class includes those athletes with the least disability or "minimal" disability eligible for the sport of wheelchair rugby.

Team Balance

The total number of points allowed on court at any time is 8.0. That is, the total points of all four athletes actually playing cannot exceed 8.0 points. A team may play with a lineup that totals less than 8.0 points, but not more.

The focus of the tasks will include:

- Passing and receiving
- Moving with the ball
- Ball distribution
- Tackling/blocking
- Retaining possession
- Beating an opponent
- Supporting
- Skills appropriate to candidate's position

The level of success of the acquired and developed skill is measured through the following movement phases:

- Beating opponents
- Support/positioning
- Ball distribution
- Set pieces

These assessment phases are used in conjunction with the generic assessment criteria for Invasion Games.

3.5 Net/Wall Games

1 Badminton (Bad)

2 Squash (Sq)

3 Table Tennis (Tt)

4 Tennis (Te)

5 Volleyball (Vo)

Net/Wall Games - Generic Criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical and mental fitness
- The understanding and application of rules

The assessment should take place in conditioned competitive situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency

The level of success in appropriate tactical awareness will be based on:

- Beating/manoeuvring opponents
- Positioning
- Ball distribution
- Set pieces

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A wide range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A limited range of appropriate strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure usually maintain some accuracy, fluency and control.
- Some appropriate strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the rules/regulations of the activity.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.

- There is an attempt to select and apply advanced techniques which, under competitive pressure maintain little accuracy, fluency and control.
- Appropriate strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited learning and understanding
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.

1 Badminton

The candidate is assessed performing the acquired and developed skills of Badminton.

The focus of the tasks will include:

- Serves – short/long, forehand/backhand
- Overhead clear – forehand/backhand
- Drop shot – forehand/backhand
- Underarm clear - forehand/backhand
- Smash
- Drive - forehand/backhand
- Net shots - forehand/backhand

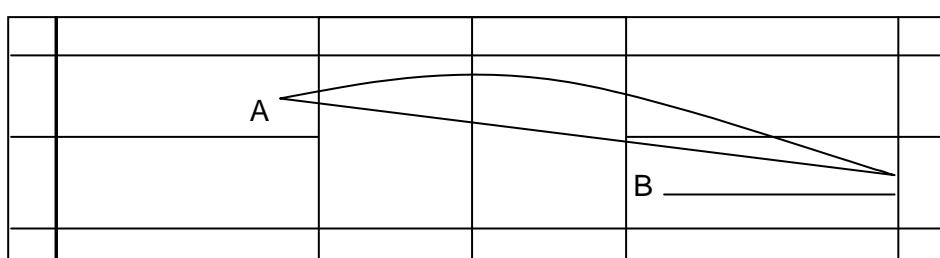
These will take place under competitive pressure in a singles situation.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

These will take place under competitive pressure in a one v one situation

High Serve

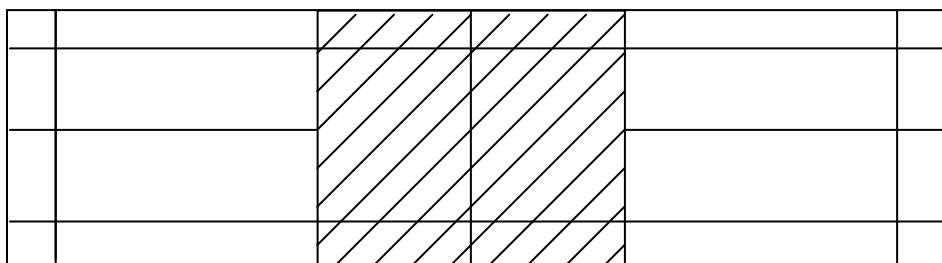


A has five high serves to B. Each time B must adopt the 'normal' receiving serve stance and position and attempt, if possible, to return A's serve.

Each serve is scored as follows:

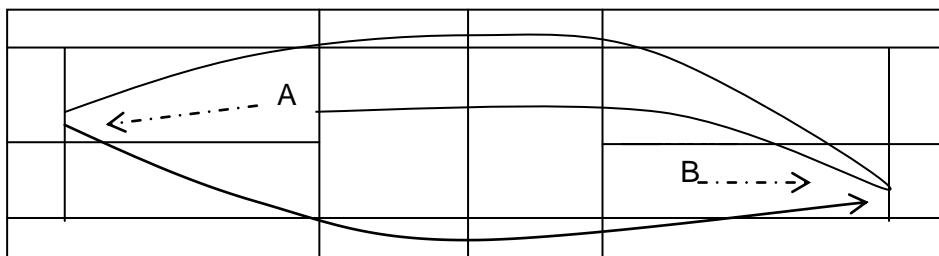
- | | |
|----------|--|
| 4 Points | B unable to return serve |
| 3 Points | B returns serve but A is able to attack return |
| 2 Points | B returns serve but A has to defend |
| 1 Point | Serve is good but B returns and kills |

Net Play



- Only net shots to be used
- Play confined to area between service lines
- Twenty points to be played for
- Usual rules relating to change of service and scoring

Overhead Clear



From the normal serving position A high serves to B who then forehand overhead clears to the diagonally opposite back court tramlines. A returns with a forehand overhead clear to the diagonally opposite back court from tramlines. This rally continues and a point is won when either player:

- Fails to return the shuttle
- Return falls short of backcourt tramlines
- Return falls beyond backcourt tramlines
- Fails to play forehand overhead clear

Overhead clear to the diagonally opposite back court from tramlines. This rally continues and a point is won when either player:

- Fails to return the shuttle
- Return falls short of backcourt tramlines
- Return falls beyond backcourt tramlines
- Fails to play forehand overhead clear

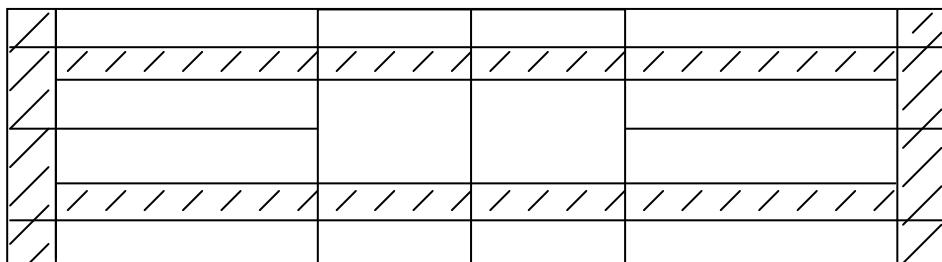
Winner of point serves to start to next rally.

Stroke Restriction

eg Underarm shots only to be used in a singles game. Normal rules apply apart from scoring when player who wins the rally wins one point. Round robin competition; each game best of five points.

Court Restriction

eg Singles conditioned game to develop length and width.



Only shots in the shaded area are good.

2 Squash

The candidate is assessed performing the acquired and developed skills of Squash.

The focus of the tasks will include:

- Service – forehand/backhand
- Drives – forehand/backhand
- Volleys – forehand/backhand
- Drop shot - forehand/backhand
- Boasts
- Lob

These will take place under competitive pressure in a singles situation.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

3 Table Tennis

The candidate is assessed performing the acquired and developed skills of Table Tennis.

The focus of the tasks will include:

- Service – forehand/backhand (varied length, speed and direction)
- Service return (varied angles, range of target areas, movement)
- Drives – forehand/backhand
- Push – forehand/backhand
- Block
- Drop shot
- Topsin – forehand/backhand
- Backspin – forehand/backhand

These will take place under competitive pressure in a singles situation.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

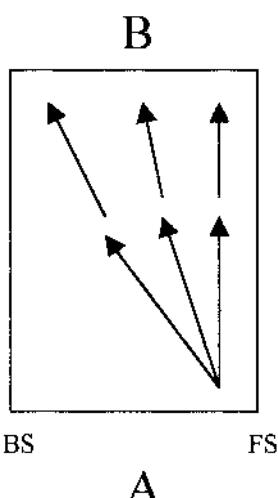
The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

These will take place under competitive pressure in a one v one situation.

- Service
 - Low net trajectory, varied length, speed and direction (include long and fast, short and slow, short plus bounce at end of table)
 - Combination of strokes, range of target areas, movement.
- Service Return
 - Push – from a short serve; Drive – from a long serve (include varied angles, direction, exploitation of cross over point)
- Basic Strokes
 - Backhand push
 - Forehand drive
 - Backhand drive
 - Forehand push
- Advanced strokes
 - Forehand and Backhand Topspin
 - Forehand and Backhand Backspin
 - Block
 - Drop shot

& combinations of these

Service and Return



Player A

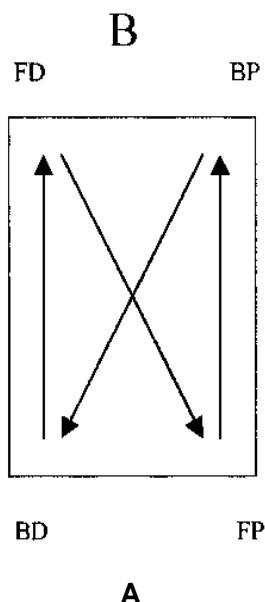
Candidate serves with varied length, speed and direction from both forehand and backhand sides.

Player B

Candidate returns variety of serves showing varied angles and direction, to include push return and drive return.

Player A to perform 24 serves and then swap with player B.

Basic Strokes



Player A

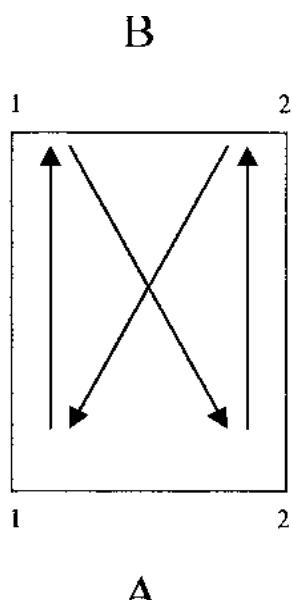
Performs backhand drive down the line followed by forehand push down the line.

Player B

Performs backhand push diagonally followed by forehand drive diagonally.

After 30 successful shots players A and B swap over.

Spin



Player A

- 1 Backhand topspin down the line.
 - 2 Forehand topspin down the line.
- Player B – block return.

Player A

- 1 Backhand backspin down the line.
 - 2 Forehand backspin down the line.
- Player B – block return.

Player A

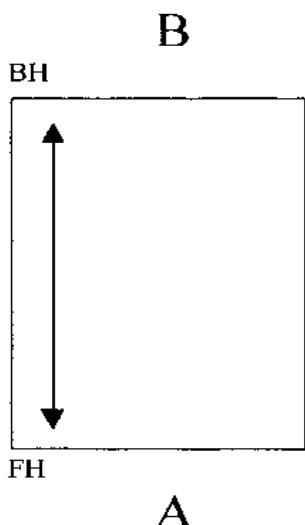
- 1 Forehand backspin diagonally.
 - 2 Backhand backspin diagonally.
- Player B - block return.

Player A

- 1 Forehand topspin diagonally.
 - 2 Backhand topspin diagonally.
- Player B – block return.

After sufficient successful shots players A and B swap roles.

Block/Drop combination



Player A serves.

Players A and B play 3 shots each in area shown, when A reaches fourth shot it should become open ended i.e. any shot to open up and continue the rally.

Players should include block and drop shots and aim to win the rally.

Player A serves five times and then A and B swap roles.

4 Tennis

The candidate is assessed performing the acquired and developed skills of Tennis.

The focus of the tasks will include:

- Serves - First and second serves, Flat, slice, top spin
- Ground strokes –forehand/backhand/top spin
- Volley – forehand/backhand
- Overhead shots
- Lob – defensive, offensive

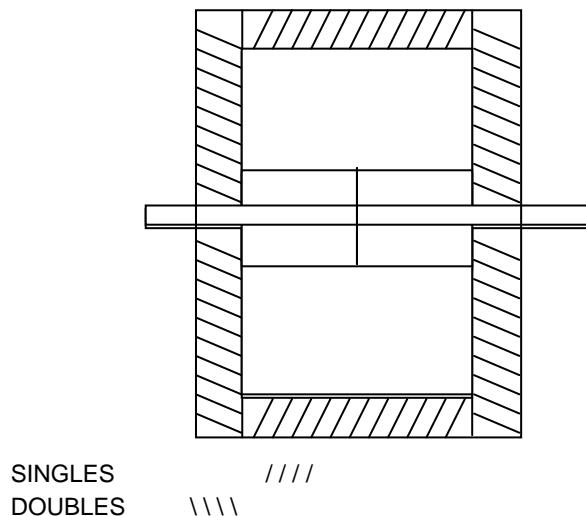
These will take place under competitive pressure in a singles situation.

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

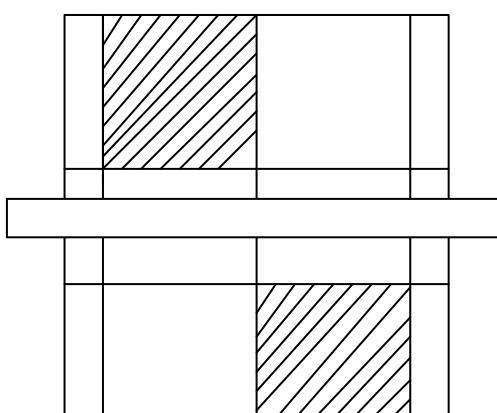
These will take place under competitive pressure in a one v one situation.

Court Restriction



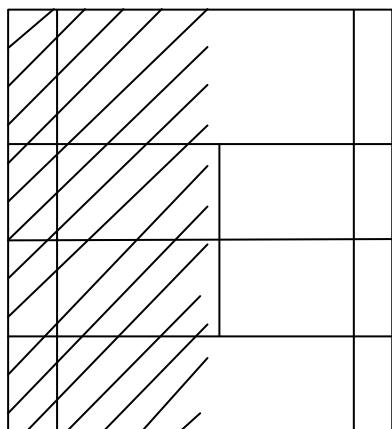
Adjust scoring system so that players gain one point for winning the normal rally, three points for playing a shot into the shaded area and five points for playing a winning shot into the shaded area.

Shot Restriction



Forehand drive is the only permitted stroke after the serve. Ball must land in the shaded area or is 'out'.

Half cover singles (shaded area)



Scoring

Winning – 1 pt No volley played
2 pts with volley played
3 pts overhead shot played

Lose 0 pts.

5 Volleyball

The candidate is assessed performing the acquired and developed skills of Volleyball.

The focus of the tasks will include:

Overhead techniques

- Service – tennis, float, jump-float, jump topspin. (+ positional understanding)
- Volley and setting
- Block
- Smash – variations of drive

Under-hand techniques

- Dig
- Emergency retrieve techniques
- Service receive

Control of ball

Front court switching

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Net/Wall Games.

3.6 Striking/Fielding Games

- 1 Baseball (Bb)
- 2 Blind Cricket (BCr)
- 3 Cricket (Cr)
- 4 Rounders (Ro)

Striking/Fielding Games - Generic criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical and mental fitness
- The understanding and application of rules

The assessment should take place in conditioned competitive situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency

The level of success in appropriate tactical awareness will be based on:

- Beating opponents
- Support/positioning
- Ball distribution
- Field settings

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A wide range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A limited range of appropriate strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure usually maintain some accuracy, fluency and control.
- Some appropriate strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the rules/regulations of the activity.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is an attempt to select and apply advanced techniques which, under competitive pressure maintain little accuracy, fluency and control.
- Appropriate strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited learning and understanding
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.

1 Baseball

The candidate is assessed performing the acquired and developed skills of Baseball.

Candidates will be assessed in:

- either Batting or Bowling
- and Fielding

The focus of the tasks will include:

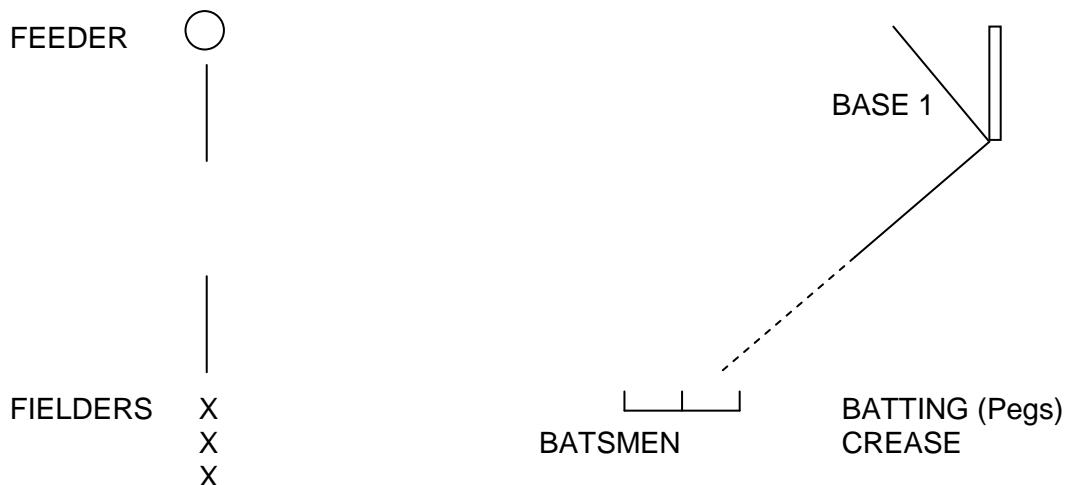
- Batting
 - Striking – left, right, straight, high, low
 - Running between posts
- Pitching
 - Fast, slow, curve, spin
- Fielding
 - Approaching ball
 - Stopping ball – short and long barriers.
 - Catching – close and deep
 - Pick up and throw – underarm/overarm

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Striking Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

1. Fielding

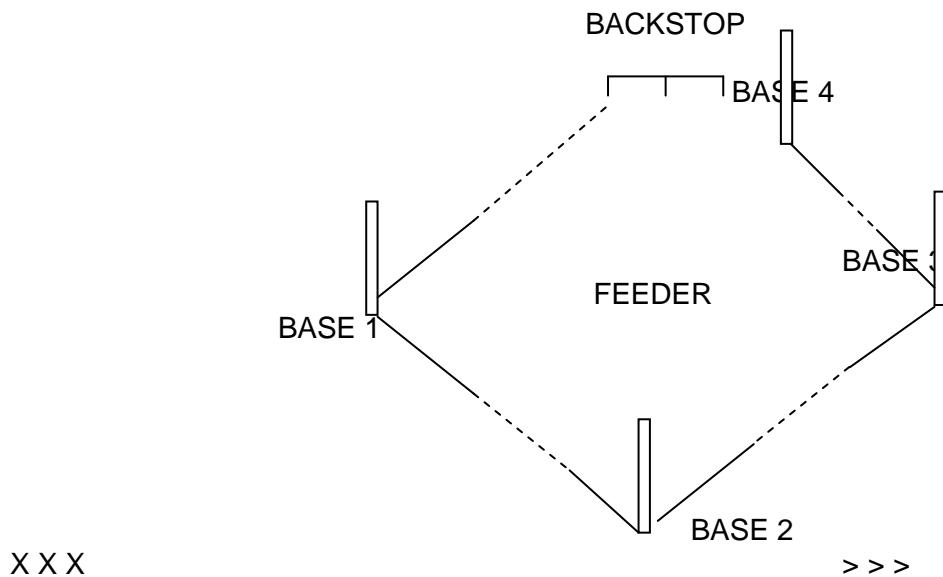
(a) Pick up and throw



Feeder rolls ball towards fielder. Fielder runs in, attacking pick up either short barrier or one handed pick up and throw at Base 1.

Batsman has to reach Base 1.

(b) Long barrier fielding and throwing in.



Feeder hits ball out between Bases 1 and 3.

XXX Fielders have to do a long barrier and throw to Base 1, 2, 3 or 4.

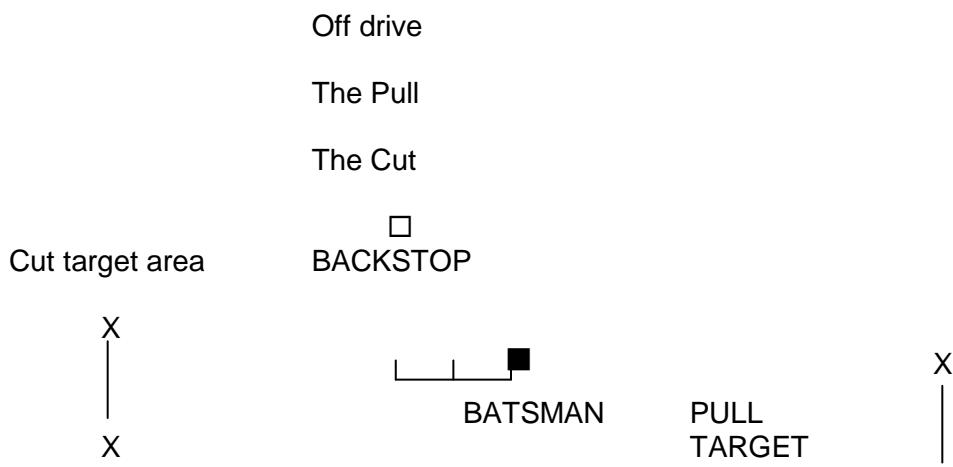
>>> Fielders have to back up XXX

Variation

- change sides for pick up
- ball in air and at varying speeds

Batting

Batsman has target area for particular strokes.



Pitching

Using a wall, place targets at heights where you would expect a 'good' ball to pass the batting crease.

WALL



Points awarded for hitting target area

Variations

- different type of ball to be pitched, speed and pace, outswinger, inswinger.
- Pitcher, Backstop, Base 1 triangle (Pitcher pitches, backstop receives and throws to Base 1)

2 Blind Cricket

The candidate is assessed performing the acquired and developed skills of Blind Cricket.

Classification

The following regulations are in accordance with those stipulated by Blind Cricket England and Wales (BCEW). Candidates must meet these regulations in order to be assessed in this activity.

All players shall be classified as blind or partially sighted (in the UK this usually means that a BD8/CVI has been issued to the player concerned). All players should be classified under the BCEW sight classification procedures. British Blind Sport, World Blind Cricket Council and International Blind Sport Association classification will be recognised.

Candidates will be assessed in:

- either batting or bowling;
- and fielding or wicket keeping

The focus of the tasks will include:

Batting

- Defensive shots off front and back foot
- Drives off front and back foot
- Cut/Glance shots
- Pull shots
- Sweep shots

Bowling

- Fast or Medium
- Accuracy in terms of line, length, flight

Fielding

- Approaching ball
- Stopping ball — short and long barriers
- Catching - close and deep
- Pick up and throw — over arm
- Pick up and roll — underarm

Wicket keeping

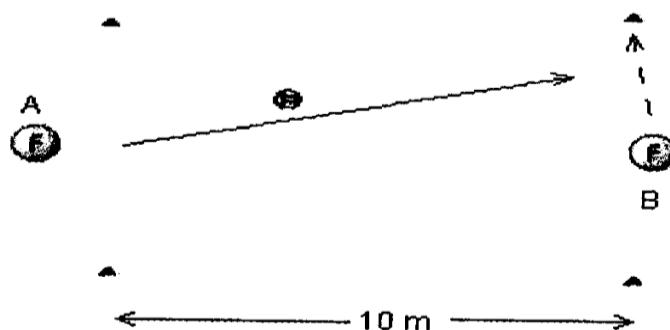
- Positioning (in relation to pitch and type of bowling)
- Stance
- Judgement of bounce and pace
- Low and high takes and catches
- Leg-side and off-side takes and catches

- Stumping

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Striking Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Fielding Drill 1



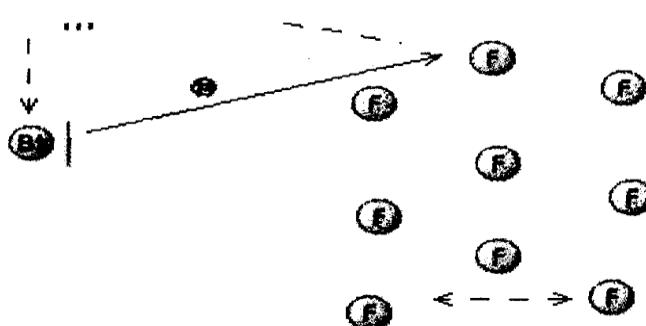
This is a drill to practice defensive techniques specifically the long barrier.

- Set out four cones parallel to each other to act as goals, one fielder stands between each goal as shown below.
- Player A starts with the ball and throws the ball under arm along the ground to try and score past player B
- Player B has to try and stop the ball using the long barrier.
- Player B repeats the exercise to try and score past player A.
- The winner is the first to reach a set number of goals or whoever scores the most goals in a given time frame.

Variations:

- instead of throwing the ball under arm along the ground, player A could throw the ball under arm into the air for player B to stop by catching with two hands.

Fielding Drill 2



This drill is aimed at improving the catching, throwing and stopping skills as well as to improve communication skills within the team.

- The players assemble as shown in the diagram below, with the fielders closest to the batsman standing around 20m away and those standing furthest away from the batsman around 30-35m away (make sure you are well spaced apart).
- The batsman (Bt) starts by hitting the ball high into the air towards the fielders, one of the fielders must CALL for the ball, take the catch and throw it into the wicket keeper (WK) over the top of the stumps.
- The wicket keeper then passes the ball back to the batsman to start again.
- After everyone has taken a catch, rotate those fielders who are closest to the bat with those furthest away, to ensure everyone receives a variety of catches, so that everyone faces new challenges and changing conditions.

Variations:

- hitting the ball along the ground for the fielders to stop with a long barrier
- vary the height that the ball is hit into the air
- vary the power with which the ball is hit.

This drill can also be easily made into a game, just split the players into two teams, carry out the drill with each team and whichever team drops the least catches is the winner.

Batting Drill 1

Players must alternate hitting the ball into the off-side, or the leg-side no matter where the ball is bowled. In this way they must use their feet and body to manipulate the ball. Set a target of how many times they can do it successfully in a row.

Use of footwork and body position will aid them in this task.

Bowling Drill 1

Set a target length either by chalk line, or by use of markers on the edge of the wicket. This should be a length which provokes indecision in the batsman as to whether to play forward or back. Player scores a point every time ball lands in this area. Count points and set targets of points per number of deliveries.

Bowling Drill 2

As per Drill 1, although also rate the shot that the batsman has to play into either attacking shot (zero extra points), defensive shot (1 extra point) or play and miss/leave (2 extra points). Bowler scores extra points only when ball pitches in target zone, and doesn't go down leg side.

3 Cricket

The candidate is assessed performing the acquired and developed skills of Cricket.

Candidates will be assessed in:

- either Batting or Bowling
- and Fielding or wicket keeping

The focus of the tasks will include:

Batting

- Defensive shots off front and back foot
- Drives off front and back foot
- Cut/Glance shots
- Pull shots
- Hook shots
- Stance and footwork

Bowling

- Fast or Medium or Spin
- Ease of repetition of action
- Accuracy in terms of Line, Length, Flight
- Variation of delivery

Fielding

- Approaching ball
- Stopping ball – short and long barriers
- Catching – close and deep
- Pick up and throw – underarm/overarm
- Reactions and anticipation

Wicket keeping

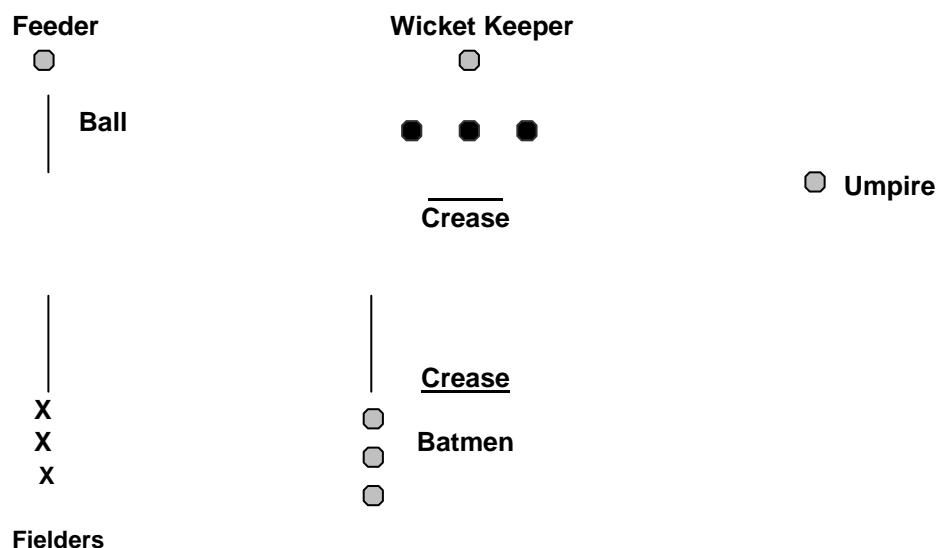
- Positioning (in relation to pitch and type of bowling)
- Stance
- Judgement of bounce and pace
- Low and high takes and catches
- Leg-side and off-side takes and catches
- Stumping

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Striking Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

1 Fielding

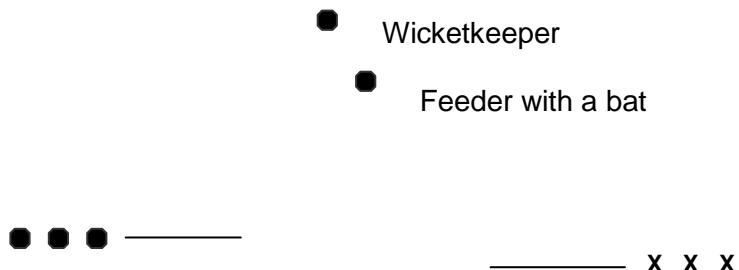
(a) Pick up and throw



Feeder rolls ball towards fielder. Fielder runs in, attacking pick up either short barrier or one handed pick up and throw at stumps.

Batter has to slide bat over the crease before fielder hit stumps.

(b) Long barrier fielding and throwing In



Keeper throws ball to feeder who hits ball out between the two fielding lines.

• • • Fielders have to do a long barrier, pick up and throw over the stumps to the keeper.

XXX Fielders have to back up • • •.

Variation

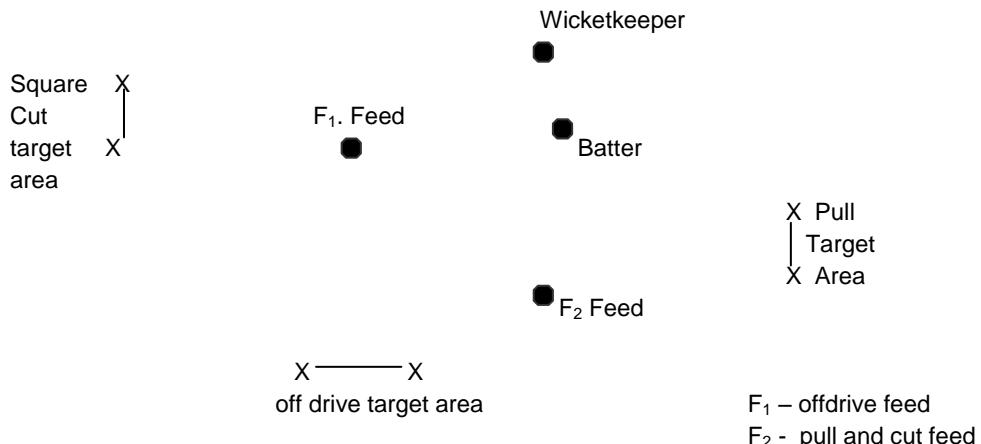
- Change sides for pick up
- Ball in air and at varying speeds

2 Batting

Using Kwick cricket balls or incrediballs

Batsman has target areas for particular strokes.

- Off drive (off front foot)
- The pull
- The square cut



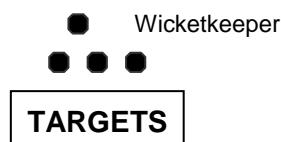
Fielders are placed in target area, who have to return ball to either wicket and try to run the batsman out. Batsman scores runs for hitting target area as well as actual runs between wickets.

3 Bowling

Place targets down where you would expect a good length ball to pitch. This will vary according to the type of ball to be bowled – seam, spin, swing.

Points awarded for

- Hitting target
- Hitting wickets



Variation

- Play passive batsman – does not play ball
- Play to wicketkeeper and umpire

4 Rounders

The candidate is assessed performing the acquired and developed skills of Rounders.

Candidates will be assessed in:

- either Batting or Bowling
- and Fielding

The focus of the tasks will include:

Batting

- Placement of shot in relation to fielders
- Striking – left, right, straight, high, low
- Running between bases and cornering technique

Bowling

- Pace of bowling – fast/slow
- Accuracy in relation to no balls
- Direction of bowling
- Use of spin
- Placement of fielders

Fielding

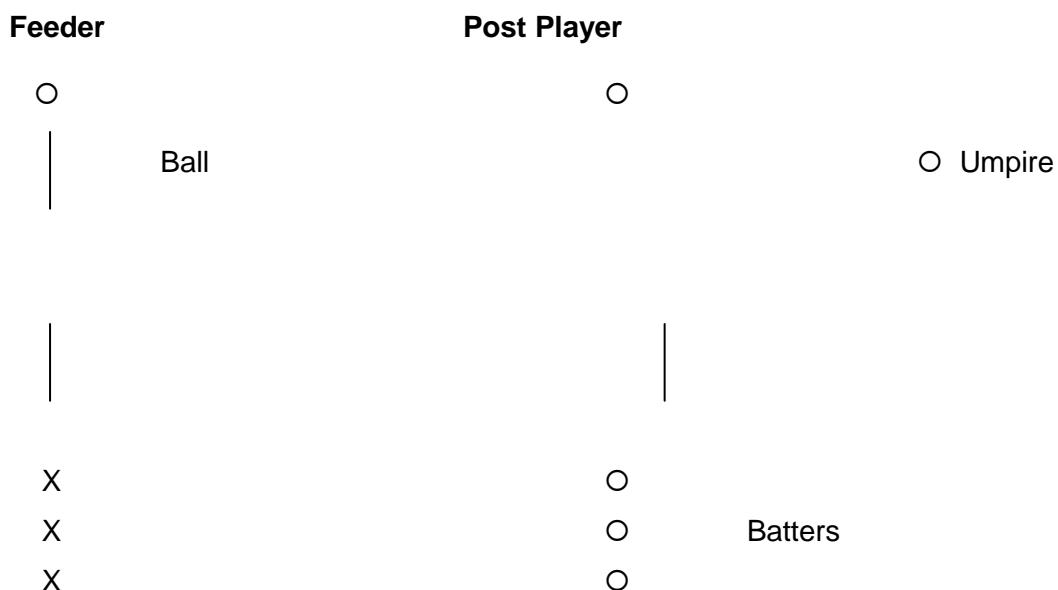
- Approaching ball
- Attacking and defensive ground fielding
- Stopping ball – short and long barriers
- Catching – close and deep
- Pick up and throw – underarm/overarm

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Striking Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Fielding

- (a) Pick up and throw

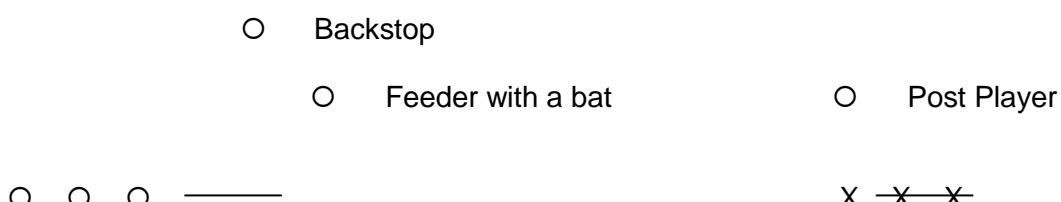


Fielders

Feeder rolls ball towards fielder. Fielder runs in, attacking pick up either short barrier or one-handed pick up and throw at post player.

Batter has to hit post before fielder stumps post.

- (b) Long barrier fielding and throwing in



Backstop throws ball to feeder who hits ball out between the two fielding lines.

• • • Fielders have to do a long barrier, pick up and throw to the post player.

X X X Fielders have to back up • • •

Variation (i) change sides for pick up
 (ii) ball in air and at varying speeds

3.7 Target Games

- 1 Archery (Ar)
- 2 Boccia (Bo)
- 3 Clay Pigeon Shooting (CPs)
- 4 Golf (Go)
- 5 Flat Green Bowls (Gb)

Target Games – Generic criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical and mental fitness
- The understanding and application of rules

The assessment should take place in conditioned competitive situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on the following movement phases:

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency

The level of success in appropriate tactical awareness will be based on:

- Accuracy
- Selection and appropriate use of equipment.
- Achievement of goals.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A wide range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A limited range of appropriate strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure usually maintain some accuracy, fluency and control.
- Some appropriate strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the rules/regulations of the activity.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.

- There is an attempt to select and apply advanced techniques which, under competitive pressure maintain little accuracy, fluency and control.
- Appropriate strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited learning and understanding
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.

1 Archery

The candidate is assessed performing the acquired and developed skills of archery.

The focus of the tasks will include:

- Portsmouth round - Five dozen arrows at twenty yards on a 60 cm. face. 10 zone scoring
- Demonstration of correct stance
- Demonstration of consistent DFL and ESAR
- Demonstration of personal shot sequence
- Selection of appropriately spined arrows for draw weight of bow
- Knowledge of personal equipment and its component parts
- Application of the safety rules ensuring the safety of the candidate, other participants and the general public

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Ability to shoot in details and ends of 3/6 as appropriate.

The level of success in appropriate tactical awareness will be based on:

- Knowledge of procedures for FITA and GNAS indoor tournaments.
- Recognition of equipment issues that could affect performance.
- Tactics to be used when shooting on 3 spot face

These assessment criteria will be used in conjunction with the generic assessment criteria for Target Games.

2 Boccia

The candidate is assessed performing the acquired and developed skills of Boccia.

Classification

The following regulations are in accordance with those stipulated by the Great Britain Boccia Federation. Candidates must meet these regulations in order to be assessed in this activity.

Players are divided into four classifications depending on their disability and functional ability. All players have impaired functional ability in all four limbs.

- **BC1** - Players with Cerebral Palsy who are able to use their hands or feet to consistently propel a ball into play. BC1 athletes may have an aide on court to pass them their ball before each shot;
- **BC2** - Players with Cerebral Palsy who are able to use their hands to consistently propel a ball into play and have greater functional ability than a BC1 athlete;
- **BC3** - Players with Cerebral Palsy or other disability with locomotor dysfunction in all four limbs who are unable to throw or kick a ball into play and as such are permitted to use an assistive device such as a ramp to propel the ball into play and are supported by an assistant ('ramper');
- **BC4** - Players who do not have Cerebral Palsy but have another disability with locomotor dysfunction in all four limbs and have similar functional ability to BC2 athletes. Disabilities such as Muscular Dystrophy and Tetraplegia will fall under this classification.

The focus of the tasks will include:

- Short jack with roll up of coloured ball
- Medium jack with roll up of coloured ball
- Long jack with roll up of coloured ball
- Blocking
- Knocking

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Target Games.

3 Clay Pigeon Shooting

The candidate is assessed performing the acquired and developed skills of Clay Pigeon Shooting.

Candidates will be assessed in **one** of the following disciplines:

- Trap
- Skeet
- Sporting

The focus of the tasks will include:

- Stance and body position
- Pe-shot routine, mount
- Trigger discipline
- Visual pick up and gun hold points
- Break zone, sight picture, firing
- Gun down and unload
- Shot analysis (quality of the hit)

The level of success of the acquired and developed skill is measured through the following movement phases:

- Accuracy
- Selection and appropriate use of equipment.

- Achievement of goals
- Tactics to be used when shooting in the Trap, Skeet or Sporting competitions

These assessment phases are used in conjunction with the generic assessment criteria for Target Games.

Candidates must also demonstrate knowledge and/or understanding of:

- other methods of applying lead to a target:
 - CPSA Method
 - Swing Through
- Maintained lead
- procedures for CPSA tournaments
- equipment issues that could affect performance
- the affects of forward allowance caused by target speed, height and angle are important in this area. Forward allowance will need adjustment at the various distances shot. Wind and weather conditions may have an effect on these allowances.
- personal equipment and its component parts
- the rules and regulations of the sport/discipline

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Four 25 target rounds of the discipline or 100 targets will be shot to achieve the required scores on a range to suit the specific discipline (Trap, Skeet or Sporting).

The candidate will achieve the desired levels of performance in accordance with the CPSA system of classification which is based on the average percentage of hits for all competitors, from C Class, which equates to a novice, through C, B and A classes to AA Class at the Elite end of the scale.

4 Golf

The candidate is assessed performing the acquired and developed skills of Golf.

The focus of the tasks will include:

- Club selection and distance
- Stroke action and target accuracy.
- Driving
- Mid irons
- Approach shots
- Putting
- Bunker play

The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Target Games.

5 Flat Green Bowls

The candidate is assessed performing the acquired and developed skills of Flat Green Bowls.

The focus of the tasks will include:

- Short mat – backhand, forehand
- Long mat – backhand, forehand
- Blocking

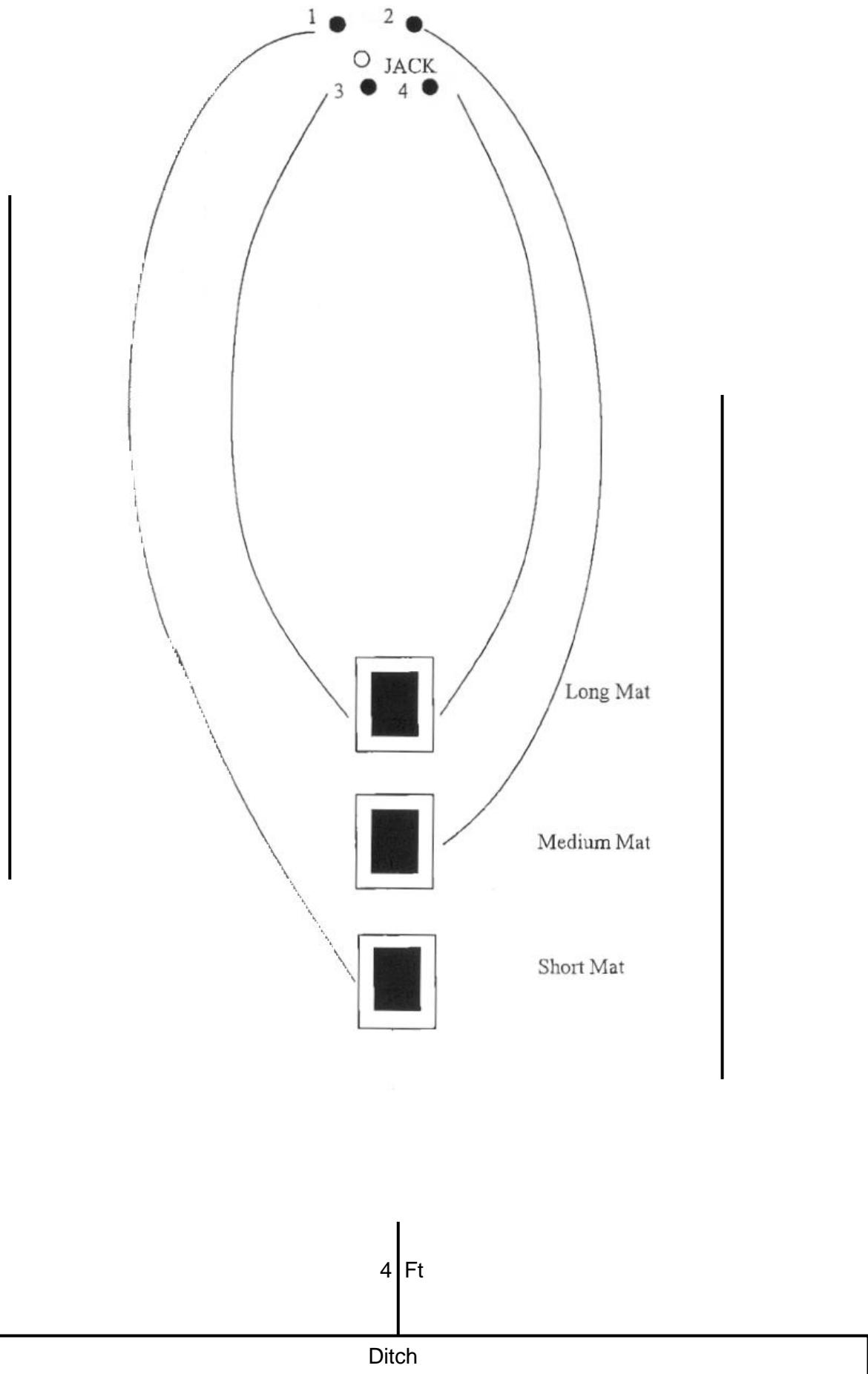
The level of success of the acquired and developed skill is measured through the movement phases identified in the generic assessment criteria for Target Games.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Using three mats four bowls each, both leads play alternately as follows:

- | | |
|----------|----------------------------|
| 1st bowl | – backhand from long mat |
| 2nd bowl | – forehand from medium mat |
| 3rd bowl | – backhand from short mat |
| 4th bowl | – forehand from long mat |

No successive bowls are played either from the same mat or on the same hand.

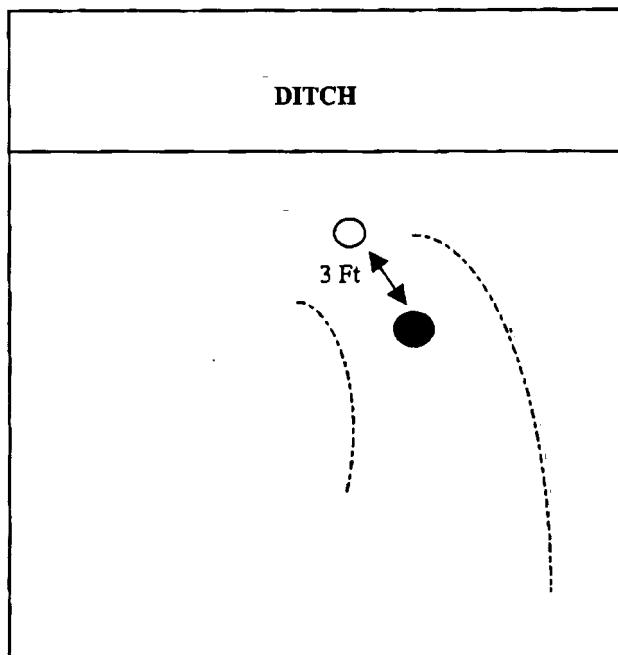


Keeping the good hand

The object is to find a path to the Jack both outside and inside a blocking bowl.

In this 'Solo' practice place a space bowl in the good hand two to three feet short of the Jack.

The object is to give your skip as many bowls out of four closer to the Jack than the space bowl trying to play two on the outside line and two inside.



Delivering the Jack

Two leads use two jacks each with four mats laid on rink in the formation as shown. Points are scored as per normal for bowls. The jack finishing nearest the target mat with each player scoring for a jack that finishes on the target mat.

First End Each lead casts alternately from mat 1-3, then from mat 2-3

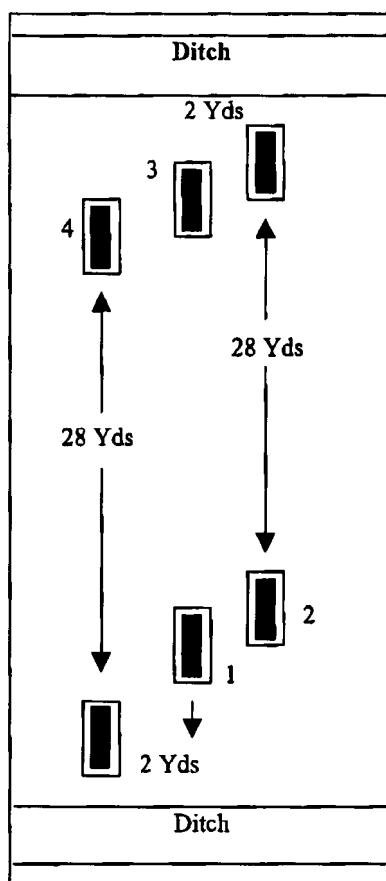
Second End Each casts alternately from 3-1, then from 4-1

Third End Each casts alternately from 1-4, then from 1-3

Fourth End Each casts alternately from 3-2, then from 4-2

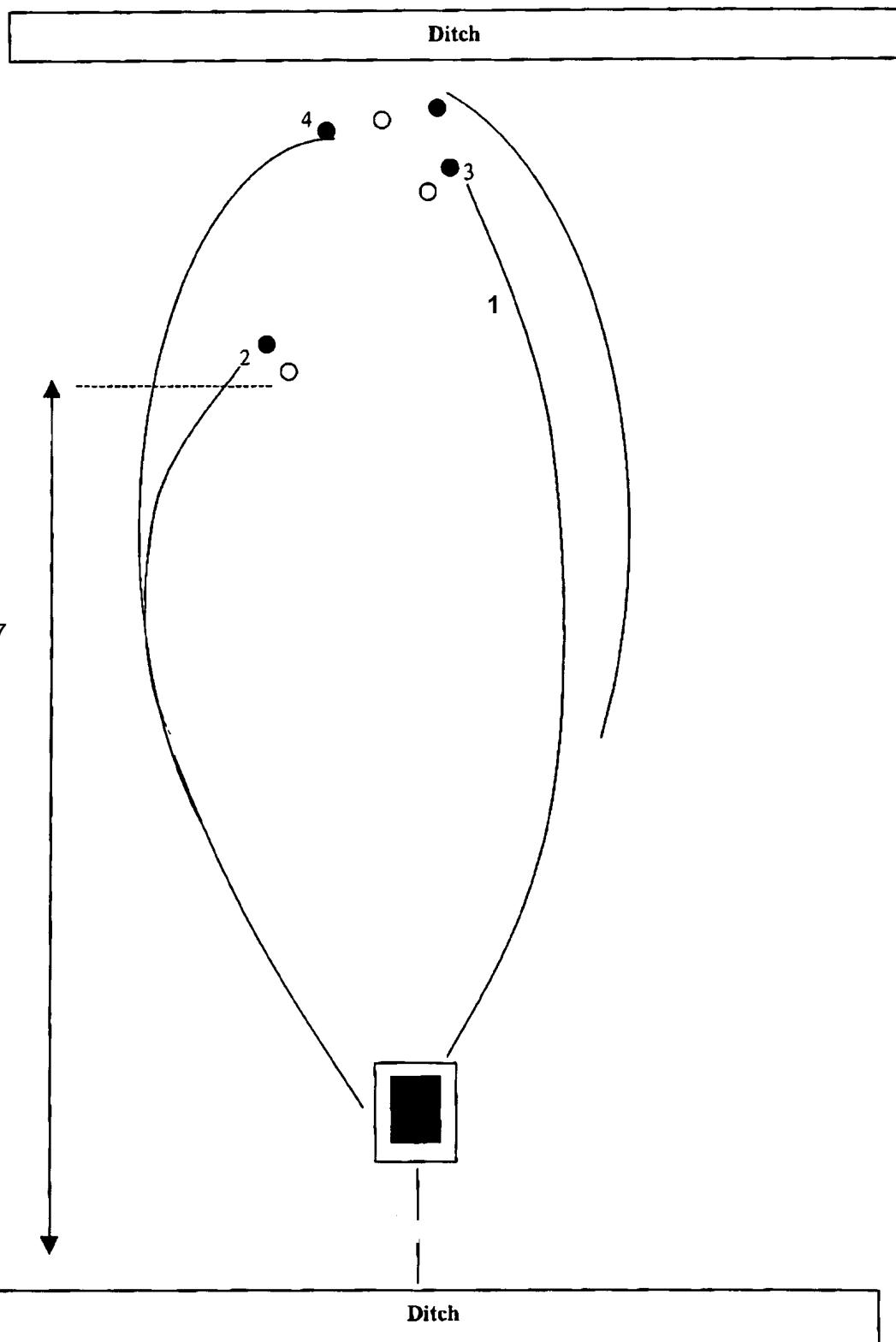
Cycle can be repeated as required giving all combinations both ways of long/short mats and long/short jacks.

MOVE MATS AS REQUIRED



Varying Hand and Length

Here, two leads practice competitively against each other with radical adjustments. At the finish of the end one shot could be scored at the short and medium jacks and two shots on the long jack. Use four bowls each delivering alternately.



- 1st Bowl - Forehand to long jack
2nd Bowl - Backhand to short jack
3rd Bowl - Forehand to medium jack
4th Bowl - Backhand to long jack 4 Ft

No successive bowls are played either on same hand or to same length.

3.8 Gymnastic Activities

- 1 Cheerleading (Ch)
- 2 Diving (Div)
- 3 Gymnastics (Gym)
- 4 Ice (figure) Skating (ISk)
- 5 Rhythmic Gymnastics (Rg)
- 6 Sports Acrobatics (Saw)
- 7 Synchronised Swimming (SS)
- 8 Trampolining (Tr)

Gymnastic activities – Generic criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- Physical and mental fitness
- The understanding and application of rules

The assessment should take place in conditioned competitive situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on the following movement phases together with those appropriate to the activity:

- Shape
- Form
- Consistency
- Control

The level of success in appropriate tactical awareness will be based on:

- Beating opponents
- Maximising performance

Candidates will produce a written programme prior to assessment and moderation which outlines the skills they will perform.

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate strategies, tactics, choreographical/compositional ideas are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions of the activity.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A range of appropriate strategies, tactics, choreographical/compositional ideas are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the activity.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under performance pressure.
- There is successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate strategies, tactics, choreographical/compositional ideas are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the activity.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under performance pressure.
- There is successful selection and application of advanced techniques which, under performance pressure, usually maintain some accuracy, fluency and control.
- Some appropriate strategies, tactics, choreographical/compositional ideas are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the rules/regulations/conventions of the activity.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under performance pressure.
- There is an attempt to select and apply advanced techniques which, under performance pressure, maintain little accuracy, fluency and control.
- Appropriate strategies, tactics, choreographical/ compositional ideas are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is poor, inconsistent and indicative of limited learning and understanding
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions of the activity.

1 Cheerleading

The candidate is assessed performing the acquired and developed skills of Cheerleading.

The focus of the tasks will be:

- A group stunt sequence in which the candidate may take either a base role or a flyer role. The sequence must include 5 stunts with at least one from each of the sections below:
 - One toss eg basket toss, toe touch basket, twist basket
 - One one leg skill eg liberty, hill stretch, arabesque
 - One dismount eg twisting rotation, flipping rotation
- A solo routine to include movements from each of the following movement categories:
 - Tumbling – two runs to include two moves
 - Motions – eight motions from high ‘v’, low ‘v’, low touchdown, touchdown, bow and arrow, table top, ‘T’, half ‘T’, punch, ‘L’, ‘K’
 - Jumps – four from toe touch, pike, side hurdler, front hurdler, herkie, tuck

Dance – 4 x 8 counts dance to include change in levels

The floor square should be a minimum of 10m x10m

The level of success of the acquired and developed skills is measured through the movement phases identified below:

Shape

- aesthetic quality
- flight
- quality of individual elements in relation to technique, timing and spatial awareness

Form

- accuracy of routine
- support and smooth transitions
- maintaining form in static actions

- spirit and enthusiasm

Consistency

- continuity/flow of routine
- overall efficiency of sequences

Control

- success in individual elements and sequence as a whole
- strength of movement
- co-ordination between team members

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

2 Diving

The candidate is assessed performing the acquired and developed skills of Diving.

The focus of the tasks will be:

- A six dive list off either the 1 metre, 3 metre or 5 metre board.
- The list is made up from the elements identified below with at least one from each section.
- All dives can be performed in the tuck, pike or straight position

Forward rotation

- forward dive
- forward somersault
- forward one and a half somersaults

Inwards rotation

- backward jump with full arm-swing
- inward dive
- inward somersault
- inward one and a half somersaults

Backwards rotation

- backward dive
- backward somersault
- backward one and a half somersaults

Reverse rotation

- forward jump with full arm-swing
- reverse dive
- reverse somersault
- reverse one and a half somersaults

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation.

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Take off
 - consistency in height
 - correct posture
 - control in the production of early movement
 - overall efficiency
- Shape
 - aesthetic quality
 - body posture/positioning
- Control
 - success in both the list of dives as a whole and the individual dives
- Entry
 - body posture
 - minimal splash
 - aesthetic quality
- Consistency
 - aesthetic quality
 - quality of the individual dives and the overall list of dives in relation to amplitude, timing and spatial awareness

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

3 Gymnastics

The candidate is assessed performing the acquired and developed skills of Gymnastics.

The focus of the tasks will be:

- 1. Vaults
- 2. An agility sequence

Vaults

- Through vault
- Straddle vault
- Handspring on
- $\frac{1}{2}$ on $\frac{1}{2}$ off

Vaults will be assessed using the following movement phases:

- Shape and aesthetic quality
- Flight onto the box

- Flight off the box
- Repulsion
- Landing
- Overall efficiency

A supporter may stand in but that will result in the level of acquired and developed skills being reduced.

Agility sequence

An agility floor sequence containing two from each of the following movement categories:

- Rolls – forward (e.g. tuck, pike, straddle) backward (e.g. tuck, pike, straddle)
- Jumps – tuck, star, piked, straddle, half turn, full turn
- Balances – shoulder, arabesque, lunge, headstand, handstand
- Acrobatics – cartwheel, round off, handspring, backflip
- Together with linking movements

The gym square should be a minimum of 10m x 10m. A supporter may stand in but that will result in the level of acquired and developed skills being reduced.

The agility sequence will be assessed using the following movement phases:

Shape

- aesthetic quality
- consistency
- control
- overall efficiency

Form

- the quality of the individual elements of the sequence
- accuracy
- conformity to regulations

Consistency

- continuity/flow of the sequence
- aesthetic quality
- quality of the individual elements and of the overall sequence in relation to amplitude, timing and spatial awareness

Control

- Success in both the individual elements and the sequence as a whole

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

4 Ice (Figure) Skating

The candidate is assessed performing the acquired and developed skills of Ice (Figure) Skating.

The focus of the tasks will be:

- A sequence incorporating ten elements from the three sections identified below with at least one from each section:

1 Step sequence

- Perimeter stroking forwards clockwise and counter-clockwise.
- Figure 8 backward crossovers, clockwise and counter clockwise
- Perimeter power crossover stroking
- Straight line step sequence.
- Forward drag

2 Spins and Spirals

- Upright or cross - toe spin
- Split spin
- Camel spin
- Forward spiral
- Backward spiral

3 Jumps

- Salchow
- Toe loop
- Flip
- Lutz
- Axel Paulsen
- Split-jump
- Loop/loop combination

The sequence will be assessed using the following movement phases:

Shape

- aesthetic quality
- consistency
- control
- overall efficiency

Form

- the quality of the individual elements of the sequence
- accuracy of the sequence
- sequence's conformity to regulations

Consistency

- continuity/flow of the sequence
- aesthetic quality
- quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

Control

- Success in both the individual elements and the sequence as a whole

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

5 Rhythmic Gymnastics

The candidate is assessed performing the acquired and developed skills of Rhythmic Gymnastics.

The focus of the tasks will be:

Two, ten movement floor agility sequences.

Sequence 1

Ten movements with at least one from each of:

- Leaps – split, fish, stag, cabriole, cossack, side
- Balances – passa, attitude, arabesque, side, front
- Pivots - passa, attitude, arabesque, fondu, high leg
- Flexibility skills - flexion, cobra, pull-up, illusion

Apparatus should be selected from – ribbon, hoop, ball, clubs and rope.

Sequence 2

Ten movements with at least one from each of:

- Rolls – forward(tuck, pike, straddle,), backward(tuck, pike, straddle)
- Jumps- tuck, star, piked, straddle, half turn, full turn
- Balances – shoulder, arabesque lunge, headstand, handstand
- Agilities – cartwheel, round off, handspring, backflip

The gym square should be a minimum of 10m x 10m. A supporter may stand in but that will result in the level of acquired and developed skills being reduced.

The agility sequence will be assessed using the following movement phases:

Shape

- aesthetic quality
- consistency
- control
- overall efficiency

Form

- the quality of the individual elements of the sequence
- accuracy of sequence
- sequence's conformity to regulations

Consistency

- continuity/flow of the sequence
- aesthetic quality,
- quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

Control

- Success in both the individual elements and the sequence as a whole

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

6 Sports Acrobatics

The candidate is assessed performing the acquired and developed skills of Sports Acrobatics.

The focus of the tasks will be:

- Tumbling
- Floor work (pairs or trios)

1 Tumbling

Two runs each containing three moves

- a) Straight run – round off and two flips
- b) Board run – stretch jump from board, round off and flick.

2 Floor work

An agility sequence incorporating a minimum of the following elements:

- Three stationary balances (3-4 seconds)
- Three tempo moves (moves requiring support of another person)
- Three elements – from - splits, tumbles, round off jump 1/2 turn, round off star jump, forward roll jump $\frac{1}{2}$ turn
- Three agility moves from – headstand, handstand, cartwheel, backflip, somersault
- Linking movements should join the elements together

The agility sequence will be assessed using the following movement phases:

Shape

- aesthetic quality
- consistency

- control
- overall efficiency

Form

- the quality of the individual elements of the sequence;
- accuracy of sequence;
- conformity of sequence to regulations

Consistency

- continuity/flow of the sequence
- aesthetic quality
- quality of the individual elements in relation to amplitude, timing and spatial awareness

Control

- success in both the individual elements and the sequence as a whole
- strength of movement
- co-ordination between fellow team members

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

7 Synchronised Swimming

The candidate is assessed performing the acquired and developed skills of Synchronised Swimming.

The focus of the tasks will include:

- A solo routine to a choice of music lasting 2 minutes (+/- 15 seconds). Candidates should select one of the following routines and must include the following elements in the order specified:

Routine 1

- Full twist - in opposite direction 360 degree rotation as legs open to split position. In the same direction as the full twist, legs close to vertical position with rapid spin at least 720 degrees
- A double arm head-first boost
- Double arm eggbeater sequence
- A rocket split bent knee twirl
- Knight figure with compulsory head first travel assuming ballet leg
- A combined spin
- Barracuda continuous spin

Routine 2

- Figure performed containing: bucket, vertical bent knee and 270 spin
- Head first boost with arm movements

- Porpoise lift, bent knee, flick flack, crane, vertical, repeat, opening to splits and walkout
- Egg beater arm movements, ballet leg sequence, tilted into bent knee vertical, fast 180 spin, open into pike, crane, bent knee, join, tuck down
- Hands on surface, boost up, tilt forward, head movements, back layout. Ballet leg sequence (bent knee, ballet leg, bent knee, ballet leg, flamingo, swap flamingo, ballet leg and slam down)
- Figure (from back layout to open pike, right leg crane, left leg crane, crossed, tuck slam down)
- Another lift
- Arms and leg sequence and figure
- Boost up, head movement turning round to face opposite direction. Boost up down into pike.
- Figure (crane, flick flack, swap, swap, crane, pike, lift to vertical, slam down in open pike)
- Surface and finishing arm movements

The level of success of the acquired and developed skills is measured through the movement phases identified below:

In accordance with ASA and FINA regulations, assessment should consider the following, which carry different weightings dependant on the routine being individual, pair, or team:

- execution of strokes, and parts thereof, propulsion techniques, precision of patterns
- synchronisation, with one another and/or with music
- difficulty of strokes, figures and parts thereof, patterns, synchronisation
- choreography, variety, creativity, pool coverage, patterns, transitions
- music interpretation, use of music
- manner of presentation, total command

During the solo performance, more consideration should be applied to assessing the candidates in the EXECUTION and DIFFICULTY aspects. SYNCHRONISATION applies purely with the music.

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

8 Trampolining

The candidate is assessed performing the acquired and developed skills of Trampolining.

The focus of the tasks will be:

- A ten contact routine

The routine is:

- 1 Full twist jump
- 2 Straddle jump
- 3 Seat drop
- 4 Half twist to seat

- 5 Half twist to feet
- 6 Pike jump
- 7 Back drop
- 8 Half twist to feet
- 9 Tuck jump
- 10 Tucked front somersault

Candidates unable to perform a tucked front somersault may perform a half twist instead but this will result in the level of acquired and developed skills being reduced.

The routine will be assessed using the following movement phases:

Shape

- aesthetic quality
- consistency
- control
- overall efficiency

Form

- the quality of the individual elements of the sequence
- sequence's accuracy as well as its conformity to regulations
- height

Consistency

- Continuity/flow of the sequence

Control

- Success in both the individual elements and the sequence as a whole;
- Centring;
- Phasing.

These assessment criteria are used in conjunction with the generic assessment criteria for Gymnastic Activities.

3.9 Outdoor and Adventurous Activities

- 1 Canoeing (Ca)
- 2 Equestrian -Cross Country (HRc)
- 3 Equestrian – Dressage (HRd)
- 4 Equestrian – Eventing (HRe)
- 5 Equestrian – Show Jumping (HRs)
- 6 Kayaking (Ka)
- 7 Mountain Biking (Mb)
- 8 Mountain Walking (Mw)
- 9 Orienteering (Or)
- 10 Rock Climbing (Rc)
- 11 Sailing (Sa)
- 12 Skiing (Sk)
- 13 Snowboarding (Sno)
- 14 Sub-Aqua Diving (SAD)
- 15 Surfing (Sur)
- 16 Wakeboarding (Wb)
- 17 Waterskiing (WaS)
- 18 Windsurfing (Ws)

Outdoor and Adventurous Activities – Generic Criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The ability to plan effectively for an outdoor and adventurous challenge
- The selection and application of appropriate solutions to the challenge
- The understanding and application of risk assessment for the challenge and the conventions involved

The assessment should take place in authentic situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on the following evaluations:

- Preparation and planning for all eventualities of the challenge
- Efficient and accurate execution of the skills
- Execution of a successful challenge completed in a safe and measured manner
- Overall efficiency of performance demonstrating little wasted effort

The level of success of their planning awareness will be based on:

- Accurate completion of the challenge
- Safety and the avoidance of common difficulties in the challenge
- Conservation practices/respect for others
- Use and care of equipment
- Planning for the minimisation of risk

These levels of success are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under challenge.
- There is consistent successful selection and application of a wide range of advanced techniques which, under the challenge maintain their accuracy, fluency and control.
- A wide range of appropriate planning approaches are successfully and consistently used by the candidate demonstrating an excellent understanding of the demands of the challenge.
- The overall performance in the challenge situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the conventions of the activity.
- A detailed and comprehensive log containing all the prescribed information is present.

Band 2 (19 –24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under challenge.
- There is consistent successful selection and application of a range of advanced techniques which, under the challenge maintain their accuracy, fluency and control.
- A range of appropriate planning approaches are successfully and consistently used by the candidate demonstrating a good understanding of the demands of the challenge.
- The overall performance in the challenge situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application conventions of the activity.
- A detailed log containing all the prescribed information is present.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under challenge.
- There is successful selection and application of a range of advanced techniques which, under the challenge maintain their accuracy, fluency and control.
- A range of appropriate planning approaches are successfully used by the candidate demonstrating a sound understanding of the demands of the challenge.
- The overall performance in the challenge is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the conventions of the activity.
- A detailed log containing most of the prescribed information is present.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under challenge.
- There is successful selection and application of advanced techniques which, under the challenge usually maintain some accuracy, fluency and control.
- Some appropriate planning approaches are successfully used by the candidate demonstrating a limited understanding of the demands of the challenge.
- The overall performance in the challenge is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the conventions of the activity.
- A log containing some of the prescribed information is present.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under challenge.
- There is an attempt to select and apply advanced techniques which, under the challenge maintain little accuracy, fluency and control.
- Appropriate planning approaches are rarely used by the candidate demonstrating a poor understanding of the demands of the challenge.
- The overall performance in the challenge is poor and indicative of some limited learning and understanding
- The candidate demonstrates poor levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the conventions of the activity.
- A log containing little of the prescribed information is present

1 Canoeing

The candidate is assessed performing the acquired and developed skills of canoeing

The focus of the tasks and challenge will include:

- Forward/reverse paddling
- Stopping
- Sweep and reverse sweep
- Draw strokes
- Support strokes
- High and low brace
- Ferry glide
- Rolls
- Capsize drills
- Rafting up
- Organisation and use of equipment
- Application of safety principles
- Conservation practices and respect for others.
- Navigation using maps/guides.
- Planning the route

The following regulations will apply:

- Appropriate safety procedures must be applied

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the course/expedition undertaken for the assessment
- Details of personal equipment and the reasons for taking it
- Details of group equipment and reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional planning
- Evaluative comments in relation to the canoeing

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

2 Equestrian – Cross Country

The candidate is assessed performing the acquired and developed skills of Equestrian - Cross Country.

The following regulations will apply:

- Rules and guidelines will be followed as laid down by the British Horse Riding Society
- Appropriate safety procedures must be applied

The candidate must maintain a log which covers both the planning of the course and performance of the course..

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the particular test/course undertaken for the assessment
- Details of personal equipment for the course and the reasons for using it
- Details of the horse's equipment and the reasons for its use
- Discussion of safety principles to be applied
- Identification of the code of ethics to be followed
- Detailed course planning together with relevant safety measures
- Evaluative comments in relation to the course

Horse Riding Course

The course should include 18 jumps of various difficulties measuring 2' 9". Each candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

Assessment

Assessment is based on performance in a riding conditioned competitive situation where the candidates perform the acquired and developed skills under pressure in a strategic situation.

The level of success of the acquired and developed skill is measured through the phases identified below:

- Hand and leg position
- Body position/seat/posture
- Skill action/balance/timing
- Control/recovery/correction
- Effectiveness/accuracy
- Organisational use of equipment
- Application of safety principles
- Respect for horse and others

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

3 Equestrian – Dressage

The candidate is assessed performing the acquired and developed skills of Equestrian – Dressage.

The following regulations will apply:

- Rules and guidelines will be followed as laid down by the British Horse Riding Society
- Appropriate safety procedures must be applied

The candidate must maintain a log which covers both the planning of the test and performance of the test.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the particular test/course undertaken for the assessment
- Details of personal equipment for the test and the reasons for using it
- Details of the horse's equipment and the reasons for its use
- Discussion of safety principles to be applied
- Identification of the code of ethics to be followed
- Detailed test planning together with relevant safety measures
- Evaluative comments in relation to the test

Horse Riding Test

Each candidate and the horse must have appropriate safety equipment. During the test the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code. The candidate should learn dressage test. The arena should be of relevant size.

The level of the test should be British Dressage Novice test 22, 23 or 24.

Assessment

The level of success of the acquired and developed skill is measured through the phases identified below:

- Hand and leg position
- Body position/seat/posture
- Skill action/balance/timing
- Control/recovery/correction
- Effectiveness/accuracy
- Organisational use of equipment
- Application of safety principles
- Respect for horse and others

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

4 Equestrian – Eventing

The candidate is assessed performing the acquired and developed skills of Equestrian – Eventing. The following regulations will apply:

- Rules and guidelines will be followed as laid down by the British Eventing
- Appropriate safety procedures must be applied

The candidate must maintain a log which covers both the planning of the two courses and the dressage test and the candidate's performance in all three sections.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the particular test/course undertaken for the assessment
- Details of personal equipment for the test and the reasons for using it
- Details of the horse's equipment and the reasons for its use
- Discussion of safety principles to be applied
- Identification of the code of ethics to be followed
- Detailed test planning together with relevant safety measures
- Evaluative comments in relation to the test

Horse Riding Test/Courses

- The level of the dressage test should be a British Eventing Introductory Dressage test e.g. 92, 93 or 95.
- The show jumping course should include 8-10 jumps (efforts) of various difficulties measuring 3ft. (0.914 metres)
- The cross country should include 10-18 jumps (efforts) of various difficulties measuring 2ft. 9ins. (0.84 metres)

Assessment

The level of success of the acquired and developed skill is measured through the phases identified below:

1

- Demonstration of appropriate techniques whilst performing a dressage test, riding a show jumping course and cross country course
- Hand and leg position
- Body position/seat/posture.
- Skill/action/balance/timing
- Control/recovery/correction
- Effectiveness/accuracy

2

- Safe preparation and use of equipment
- Appropriate walking and planning of cross country course
- Tactful riding throughout responding to the confidence and attitude of the horse

3

- Application of safety principles
- Respect for horse and others
- Knowledge of health and condition of horse
- During the event the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

5 Equestrian – Show Jumping

The candidate is assessed performing the acquired and developed skills of Equestrian - Show Jumping.

The following regulations will apply:

- Rules and guidelines will be followed as laid down by the British Horse Riding Society
- Appropriate safety procedures must be applied

The candidate must maintain a log, which covers both the planning of the course and performance of the course. .

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the particular test/course undertaken for the assessment
- Details of personal equipment for the course and the reasons for using it
- Details of the horse's equipment and the reasons for its use

- Discussion of safety principles to be applied
- Identification of the code of ethics to be followed
- Detailed course planning together with relevant safety measures
- Evaluative comments in relation to the course

Horse Riding Course

The course should include 10 jumps of various difficulties measuring 3' 3". Each candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

Assessment

The level of success of the acquired and developed skill is measured through the phases identified below:

- Hand and leg position
- Body position/seat/posture
- Skill action/balance/timing
- Control/recovery/correction
- Effectiveness/accuracy
- Organisational use of equipment
- Application of safety principles
- Respect for horse and others

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

6 Kayaking

The candidate is assessed performing the acquired and developed skills of Kayaking.

The focus of the tasks will be on **one** the following event areas:

- Sprint
- Marathon
- Slalom
- freestyle

The requirements of weight and size of kayaks should be taken into account.

The level of success of the acquired and developed skill is measured through the movement phases identified below:

Sprint Events

- Paddling technique
- Back action
- Shoulder action
- Arm action

- Hip and leg action
- Body rotation
- Starting technique
- Finishing technique
- Boat control

Marathon Events

- Starting position and technique
- Assessing the conditions
- Paddling technique
- Wash hanging
- Portaging

Slalom

- Paddling technique
 - Forward power strokes
 - Reverse power strokes
 - Forward sweep strokes
 - Reverse sweep/Pivot stroke
 - Draw stroke
 - Bow rudder (left and right)
 - Bow draw (left and right)
- In the following manoeuvres:
 - Break-in
 - Break-out
 - Ferry glide
 - Backing off
 - Stagger
 - 'S' upstream
 - Merano

Freestyle

- Paddling techniques
 - Back action
 - Shoulder action
 - Arm action
 - Hip and leg action
 - Body action

Safe and controlled white water paddling strategy

Rolling

- Basic freestyle moves
 - Edge control and balance
 - Surf front and back
 - Spins
 - Vertical enders
 - Stern dips
 - Double pump
 - Cartwheel

Candidates should compete in these events in one of the following: K1, K2, K4, C1, C2, Freestyle kayak.

In addition to the above skills candidates should demonstrate a clear understanding of the equipment which is necessary for kayaking through its preparation for use. The equipment is as follows:

Kayak

- How to set up a kayak
- Dimensions
- Weight

Paddles

- How the length of the paddles should relate to each individual
- How the size of the blade varies for different people

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the course/expedition undertaken for the assessment
- Details of personal equipment and the reasons for taking it
- Details of group equipment and reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional planning
- Evaluative comments in relation to the kayaking

7 Mountain Biking

The candidate is assessed performing the acquired and developed skills of Mountain Biking.

The focus of the tasks and challenge will include:

- A route unfamiliar to the candidate and including various levels of off-road difficulty or gradients. The challenge should include three hours of cycling. The group size should be a minimum of three and a maximum of five. Each candidate must wear appropriate clothing and the bike must be in a top technical condition. During the challenge the candidate will be expected to exhibit an understanding of the spirit and contents of the country code as it applies to mountain biking.
- A range of biking skills ie up-hill/down-hill technique, gearing, control over a range of terrain
- Navigation using maps/guides
- Planning the route and the appropriate selection of the need for carrying
- Organisation and the use of equipment
- Application of safety principles, conservation practices and respect for others

The following regulations will apply:

- Appropriate safety procedures must be applied

The candidate maintains a log which covers both the planning of the expedition and the expedition itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the course/expedition undertaken for the assessment
- Details of personal equipment for the expedition and the reasons for taking it
- Details of group equipment and the reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Detailed route planning together with relevant safety measures
- Route card
- Details of nutritional planning
- Evaluative comments in relation to the expedition

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

8 Mountain Walking

The candidate is assessed performing the acquired and developed skills of Mountain Walking.

The focus of the tasks and challenge will include:

- A two day journey with an overnight camp. A minimum of 14 hours walking with a minimum of 36kms covered. The journey should take place in unfamiliar rural or open countryside with the use of minor roads or byways limited to that which is necessary to move between areas of open country. The journey should be sufficiently removed from habitation to ensure that

the group is self-sufficient and dependent on its own resources. The accommodation will be by camping.

- Efficient and logical packing of rucksacks for ease of access and safety
- Walking skills – maintaining walking speed and group integrity
- Co-operation, teamwork, empathy and understanding within the walking group including fair and even distribution of tasks, including leading, and kit throughout the group

Candidates will keep a log which details their knowledge and application of all the following area.

The log should contain evidence of and/or detail relating to the following:

- Route planning – to include map of route, distance covered, height gained, time taken for each leg, application of Naismith's rule, compass bearings, and grid references
- Menu planning – including appropriate energy intake, palatability, ease of carrying
- Camp-craft – including efficiency of pitching tents and breaking camp, application of safe cooking practices, cleaning and hygiene. Choice of camp – grounds
- Accurate navigation using maps and compasses, including - setting the map using land features and compasses where appropriate, using ground features and landmarks to navigate
- Accurate use of pre-planned route card with map and compass, to monitor progress and to ensure the accuracy of the journey
- Understanding of the need for emergency procedures and application of them if required
- Successful application of First Aid if appropriate
- Knowledge of access arrangements, land ownership and laws pertaining to the right to roam
- Application of the Countryside code and the conventions associated with it
- Evaluative comments in relation to the expedition

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

Suitable routes for expeditions must be found in the following areas:

Dartmoor	Cheviots
Brecon Beacons	Highlands of Scotland
Black Mountains	Skye
Mid and North Wales Mountains	Harris
Peak District and Northern Moors	Lewis
Pennines	Arran
North Yorkshire Moors	Sperrin Mountains
Galloway Hills	Antrim Hills
Mountain of Mourne	Lake District

The type and amount of food to be taken forms part of the planning and this will be influenced by expected length of expedition, weight to be carried, personal preferences, energy and nutritional demands, emergency provisions.

The group size should be a minimum of 3 and a maximum of 6. Due account should be taken of seasonal conditions and, unless candidates have had considerable experience of high level summit ridges, these should be avoided. Expeditions should **not** take place in winter conditions. During the expedition the candidate will be expected to exhibit an understanding of the spirit and content of both the country and mountain codes.

It is expected that the planning of the route will involve identifying checkpoints and timings thereby enabling the teacher to supervise the candidates.

Centres wishing to use alternative expedition venues must seek prior approval from OCR.

Centres should note that whilst participating in a Duke of Edinburgh award expedition may develop the skills involved in this activity, the assessment criteria for Mountain Walking must still be met.

9 Orienteering

The candidate is assessed performing the acquired and developed skills of Orienteering.

The focus of the tasks and challenge will include:

The candidate will take part in a physically and demanding orienteering course – visiting a designated number of control sites in a prescribed order.

The following regulations apply:

- The appropriate safety measures must be applied

The candidate maintains a logbook which covers both the planning, training and preparation for the event itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the route/course undertaken for the assessment
- Details of the type of training
- Details of personal equipment necessary and reasons for taking it
- Discussion of safety principles to be applied
- Details and process of route planning
- Evaluative comments

Assessment

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure. The level of success of the acquired and developed skills is measured through the phases identified below.

- Use and interpretation of maps and their symbols
- Navigation across country, following route using map and compass – obtaining bearings
- Planning the route
- Calculation of distances

- Organisation and use of equipment, application of safety principles

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

10 Rock Climbing

The candidate is assessed performing the acquired and developed skills of Rock Climbing.

The focus of the tasks and challenge will include:

- Jamming
- Bridging
- Layback
- Fingerlocks
- Balanced footwork
- Slab climbing
- Correct use of harness
- Correct tying on using figure of 8 and bowline
- Correct use of belay plate
- Setting up of safe belays
- Base protection.
- Use of rope – bottom and top
- Abseiling
- Assessment and interpretation of weather information

Candidates should be working at HS level and towards HVS/5A/5B

Advanced skills

- Lead climbing commencing at V Diff

The level of success of the acquired and developed skill is measured through the phases identified below:

- Demonstration of appropriate techniques whilst performing a range of skills which suit the challenges of the route
- Route finding using guide books
- Safe preparation of equipment – harness checks, maintenance and regular checking of gear racks, ropes, helmets, etc.
- Organisation and use of equipment
- Application of safety principles, conservation practices and respect for others

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

The following regulations will apply:

- Appropriate safety procedures must be applied

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the course/expedition undertaken for the assessment
- Details of personal equipment and the reasons for taking it
- Details of group equipment and reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Detailed planning of the route(s) to be followed with good use of guide books
- Details of nutritional planning
- Evaluative comments in relation to the days climbing

When planning the challenge, due account should be taken of seasonal conditions and unless candidates have considerable experience of multi-pitch climbing then the climbs undertaken should be a single pitch. Challenges should **not** take place in winter conditions. During the challenge the candidate will be expected to exhibit an understanding of the spirit and content of both the country and mountain codes.

11 Sailing

The candidate is assessed performing the acquired and developed skills of Sailing. The candidate will be assessed as the helm of a sailing dinghy or day boat, rather than as part of a crew on a larger vessel.

The focus of the tasks and challenge will include:

- Rigging a boat
- Handling a boat ashore
- Rope work (figure of eight, round turn and two half hitches, reef knot, bowline)
- Helming
- Steering a course, tacking, reaching, running.
- Stopping, going about, gybing, reefing
- Leaving from/returning to windward and leeward shores.
- Picking up a mooring
- Capsize drills/recovery
- Mark rounding
- Obtaining and use of weather forecasts (and tidal information where appropriate)
- Knowledge of the Rules of the Road (Port/ Starboard, Windward Boat, Overtaking boat)

These skills will be demonstrated by the candidate being able to correctly rig a dinghy or day boat in preparation for sailing and wearing appropriate clothing and personal buoyancy. The candidate should rig ashore, launch and complete a minimum five lap triangular course sailing each leg to best advantage and showing appropriate application of the five essentials – balance; trim;

centreboard; sail setting; course made good. The candidate should also be prepared to demonstrate any of the tasks or challenges in an appropriate practices.

The following regulations will apply:

- Appropriate safety procedures must be applied.

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- A diary of sailing activities undertaken
- Details of the course undertaken for the assessment with details of weather and wind conditions
- Details of personal equipment and the reasons for taking it
- Details of boat equipment and reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional and hydration planning
- Evaluative comments in relation to the sailing

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

12 Skiing

The candidate is assessed performing the acquired and developed skills of Skiing.

The focus of the tasks and challenge will include:

- Gliding snowplough
- Snowplough turns
- Basic swing turns
- Parallel turns
- Skid to halt
- Step turns

The level of success of the acquired and developed skill is measured through the phases identified below:

- Ski placement
- Pole placement
- Body posture/balance
- Control
- Overall efficiency

Candidates are assessed in their ability to demonstrate their acquired and developed skills whilst completing a slalom course with a minimum of 15 turning poles or a free expression run of a minimum of 200 metres. This should be on a minimum of a red run.

The following regulations will apply:

- Appropriate safety procedures must be applied

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the course/slope undertaken for the assessment
- Details of personal equipment and the reasons for taking it
- Details of group equipment and the reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional planning
- Evaluative comments in relation to the skiing

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

13 Snowboarding

The candidate is assessed performing the acquired and developed skills of Snowboarding.

The focus of the tasks and challenge will include:

- Front and back side sliding
- Toe carving
- Heel carving
- Carved turns
- Swing to the heel from steep traverse
- Linked turns

Candidates are assessed in their ability to demonstrate their acquired and developed skills whilst completing a slalom course with a minimum of 15 turning poles or a free expression run of a minimum of 200 metres. This should be on a red run.

The following regulations will apply:

- Appropriate safety procedures must be applied

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)

- Details of the course/slope undertaken for the assessment
- Details of personal equipment and the reasons for taking it
- Details of group equipment and the reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional planning
- Evaluative comments in relation to the snowboarding

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

14 Sub Aqua Diving

The candidate is assessed performing the acquired and developed skills of Sub-Aqua diving.

The focus of the tasks and challenge will include:

- Organisation and use of equipment
- Demonstration of appropriate safety procedures – safe entry into water, buoyancy control, safe method of descent, cleaning of mask and mouthpiece, removal of scuba equipment when safely on surface
- Achievement of neutral buoyancy with weight belt correctly weighted
- Correct use of buoyancy compensator
- Correct use of alternative air supply
- Planning the dive with particular attention to – air consumption, decompression, tides and currents, weather seastate, entry and exit, buddy check, signals, lost buddy procedure, dive plan
- Application of understanding of the spirit and content of Diver's code

Candidates are assessed in their ability to demonstrate their acquired and developed skills whilst completing:

- a minimum of two dives. (A maximum of two dives in any one day)
 - each dive should last a minimum of 15 minutes
 - each dive should be a maximum of 18 metres

The following regulations will apply:

- Appropriate safety procedures must be applied
- The candidate must wear the appropriate equipment and, if present, the boat must carry the appropriate safety equipment

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- The date, time and location of each dive

- The depth, duration and Open Water Instructor(s)
- The planning and safety measure involved together with the use of Buhlmann Tables for the appropriate depth
- Weather and water conditions encountered
- Details of personal equipment and the reasons for taking it
- Details of group equipment and the reasons for taking it
- Discussion of the safety principles to be applied
- Identification of the code of ethics to be followed
- Details of nutritional planning
- Evaluative comments in relation to the diving

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

15 Surfing

The candidate is assessed performing the acquired and developed skills of surfing.

The focus of the tasks and challenge will be:

- Organisation and use of equipment
- Effective paddling
- Duck diving/rolling the board
- Effective pop up/take off
- Cutbacks
- Floater
- Hacks
- Snaps
- Re-entries
- Wave selection
- Positioning in the water
- Surfing forehand and backhand waves

The level of success of the acquired and developed skills is measured through the phases identified below:

- Control and completion of manoeuvres
- Length of ride
- Commitment, speed and power when completing turns
- Surfing in the most critical sections of the wave.
- Organisation and use of equipment

Candidates will be assessed in their ability to demonstrate the acquired and developed skills whilst completing a minimum of 15 surfs in both forehand and backhand waves in a variety of conditions.

The following regulations will apply:

- Appropriate safety measures must be applied.
- Candidates must apply local knowledge of where to surf in relation to wind and swell conditions.

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details and pictures of personal equipment and the reasons for taking it
- This should include an explanation of their quiver of boards and the conditions which suit particular boards
- Identification of local breaks surfed and best times/conditions to surf each break
- Detailed knowledge of Health and safety principles including: coping with rips and currents, distress signals, lifeguard flags
- Identification of the surfing code of ethics (e.g. right of way, snaking, avoiding collisions)
- Details of nutritional planning
- Recorded details of 15 surfs to include: dates, time of day, conditions (wind strength and direction, swell size) tides, selected board and the reason for selection (e.g. 6'0x19x3 fish due to small mushy waves, 6'6x18.5x2.5 rounded pin short board for 4ft-5ft clean surf)
- Evaluative comments in relation to each of the 15 personal surf performances and conditions experienced

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

16 Wakeboarding

The candidate is assessed performing the acquired and developed skills of Wakeboarding.

The focus of the tasks and challenge will include:

- Deep water start
- Cuts
- Jumps spins,
- Grabs
- Falling
- Organisation and use of equipment
- Health and safety (including distress signals)
- Application and understanding of the spirit and content of the ethics of wakeboarding

The following regulations will apply:

- Appropriate safety procedures must be applied
- The rules and guidelines of the UK Wakeboarding Association will be followed

- A cable may be used
- The candidate must wear the appropriate equipment and, if present, the boat must carry the appropriate safety equipment

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the course undertaken for the assessment
- Planning for a single pass with relevant safety measures
- Details of the tricks performed
- Details of personal equipment and the reasons for using it
- Details of safety prior to the activity including details of the cable low lines
- Discussion of safety principles to be applied
- Identification of the code of ethics to be applied
- Details of nutritional planning
- Evaluative comments in relation to the wakeboarding

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Building Blocks and Basic Tricks

Building Blocks	Additional moves	Additional moves	New trick made
Wake jump	+ grab	+ 180	Grab 180
Backroll	+ grab	+ 180	Grabbed backroll to fakie
Tantrum	+ grab	+ 180	Grabbed tantrum/tantrum to fakie
Front roll	+ grab	+ 180	Grabbed front roll/Grabbed scarecrow
Toe side roll	+ grab	+ 180	Toe side grabbed backroll to fakie
Raley	+ grab	+ 180	Hoochie glide/OHH of Krypt (Raley to fakie)
Wake jump	+ 180	+ 180	360

17 Waterskiing

The candidate is assessed performing the acquired and developed skills of Water Skiing.

The focus of the tasks and challenge will include:

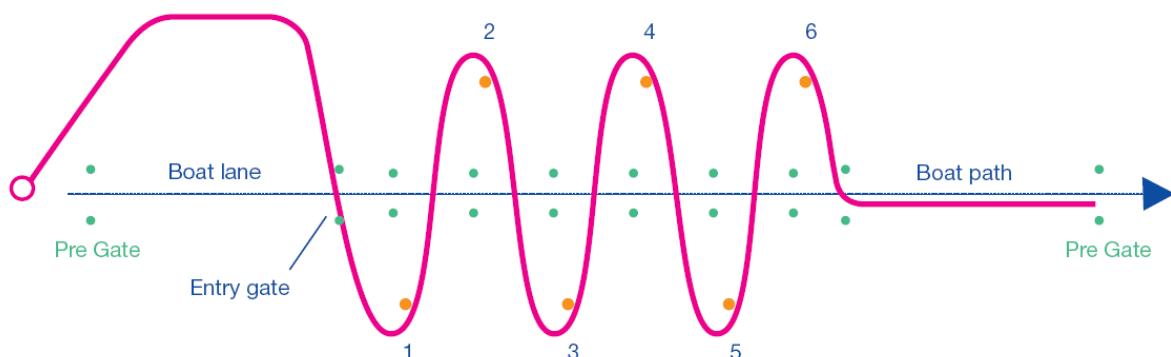
- Tactics which could be applied in competition (goal setting and external influences on performance)
- Hand signals and appropriate safety equipment
- Ability to perform to a prescribed standard

These skills will be demonstrated by the candidate taking part at a British Water Ski sanctioned facility and being able to warm up, tactically prepare and perform according to the guidelines set. Candidates should demonstrate participation within their log and aim to achieve the following criteria in **one of either**

- Slalom
- Trick
- Jump:

Slalom

Candidates are assessed in their ability to slalom ski the full 6 buoys of a slalom course, where the rope is 18 meters long. The boat speed is optional and should be decided by the skier but does have an influence on the overall mark awarded (see table). The candidate should aim to have a smooth, consistent style keeping the upper body in the same position throughout the pass and their technique in doing so will be taken into consideration when assessing the final mark.



A pass is considered complete when the student skis through the entry and exit gates and skis round all six buoys. Buoys are counted where the skier rounds the buoy and returns to the boat wake in the skier's position (still holding the handle and in control).

Marking band	Marks achievable	Boat speed	Rope length	Size of course	Number of buoys
Band 1	25-30 marks	49kph / 30mph	18 meters	Full	6
Band 2	19-24 marks	46kph / 28mph	18 meters	Full	6
Band 3	13-18 marks	43kph / 26mph	18 meters	Full	6
Band 4	7-12 marks	46kph / 28mph	18 meters	Half	6
Band 5	0-6 marks	43kph / 26mph	18 meters	Half	6

Full course = The normal slalom course as identified in the diagram above. Turn buoys sit 11.5 meters from the centre line of the course

Half course = A half width course, where the turn buoys sit 8.5 meters from the centre line

Trick

Candidates are assessed in their ability to complete enough unique tricks in two 20 second passes to accumulate points (see trick points chart below). This means that the candidate cannot fall and it must be clear that each trick has been completed successfully. This normally means slowly and under control.

Marking band	Marks achievable	Trick run points required (top of band)
Band 1	25-30 marks	760 points
Band 2	19-24 marks	680 points
Band 3	13-18 marks	500 points
Band 4	7-12 marks	320 points
Band 5	0-6 marks	140 points

Trick points chart

Code	Rotation	Description	Points
S		Side Slide	40
		Reverse	40
B	180	F-B	60
		Reverse	60
F		B-F	60
		Reverse	60
O	360	F-F	90
		Reverse	90
B		Wrap (not reverse)	
BB	360	B-B	90
		Reverse	90
WB	180	F-B (Full Back)	80
		Reverse	80
WB		Easy Wrap	
WF		B-F	80
		Reverse	80
WB		Reverse Wrap	
WO	360	F-F	150
		Reverse	150
WBB	360	B-B (Wrap to Full Back)	150
BB		Wrap to Wrap	
BB		Reverse Wrap to Wrap	150
W5F	540	B-F	310
LB	180	F-B Stepover	110
LF		B-F Stepover	110
TS	90	Toehold side slide	130
		Reverse	130
TB	180	F-B Toehold	100
		Reverse	100
TF		B-F Toehold	100
		Reverse	100
TWB	180	F-B Toehold	150
TWF		B-F Toehold	150
WLB	180	F-B Stepover	160
WLF		B-F Stepover	160
W5B	540	F-B	310
W5F		B-F Reverse	310
WLO	360	F-F Stepover	260
WL5F	540	B-F Stepover	420
T5B	540	F-B Toehold	350

TBB	360	B-B Toehold	200
		Reverse	200
TO	360	F-F Toehold	200
		Reverse	200
WFLIPB		Backward Somersault	500

Jump

Candidates are assessed in their ability to perform a jump with a half, full or double cut to the ramp and the candidate must be in control and ski away after landing.

The candidate will receive three chances to jump, with the optional jump heights of 1.5, 1.65 or 1.8 meters. The boat can travel at any speed the skier wishes up to a maximum of 57 kph.

Marking band	Marks achievable	Criteria
Band 1	25-30 marks	Jump 15 meters or more
Band 2	19-24 marks	Jump 10 meters
Band 3	13-18 marks	Jump 5 meters
Band 4	7-12 marks	3 consecutive successful jumps (less than 3 meters)
Band 5	0-6 marks	1 successful jump (less than 3 meters)

Successful jump = Land and ski away, in control.

The following regulations will apply:

- Appropriate safety procedures must be applied (i.e. byelaws, lifesaving equipment).
- Rules and guidelines will be followed as laid down by British Water Ski

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Planning for their event and performance
- Details of the event being performed (slalom, trick or jump) and associated skills, techniques, considerations
- Dates and periods of training
- Date(s) of performance
- Details of any safety considerations for both participant and equipment (wind speed and direction and boat type, power, personal safety equipment i.e. helmet, lifejacket, jump suit)
- Discussion of safety principles to be applied such as hand signals required for safe water skiing practice
- Evaluative comments about their performance in the chosen event

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities.

18 Windsurfing

The candidate is assessed performing the acquired and developed skills of Windsurfing.

The focus of the tasks and challenge will include:

- Organisation and use of equipment
- Rigging the board
- Canoeing/landing
- Tacking
- Gibing
- Going about
- Capsizing
- Application of knowledge of where to sail
- Knowledge of health and safety(including distress signals)
- Application of the spirit and content of the ethics of sailing/windsurfing

Candidates are assessed in their ability to demonstrate their acquired and developed skills whilst completing a set course in a conditioned competitive event in which they perform a minimum of ten tactical moves, both upwind and downwind.

The following regulations will apply:

- Appropriate safety procedures must be applied
- The candidate must wear the appropriate equipment and the boat must carry the appropriate safety equipment

The candidate maintains a log which covers both the planning of the challenge and the challenge itself.

The log should contain

- The relevant log book cover sheet (available on the OCR GCE PE webpage)
- Details of the course undertaken for the assessment
- Details of personal equipment and the reasons for using it
- Details of the group equipment and the reasons for taking it
- Details of safety prior to the activity
- Discussion of safety principles to be applied
- **Details** of the code of ethics to be applied
- Details of nutritional planning
- Evaluative comments in relation to the Windsurfing

These assessment phases are used in conjunction with the generic assessment criteria for Outdoor and Adventurous Activities

3.10 Swimming and Water Safety Activities

1 Competitive Swimming (Sw)

2 Life Saving (Ls)

Swimming and Water Safety Activities – Generic Criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and tactics
- The understanding and application of rules

The assessment should take place in conditioned competitive situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on the accurate replication of actions, phases and sequences

The level of success in appropriate tactical awareness will be based on:

- Performance at maximum levels

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A wide range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.

- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure maintain their accuracy, fluency and control.
- A limited range of appropriate strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure usually maintain some accuracy, fluency and control.
- Some appropriate strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates limited understanding and application of the rules/regulations of the activity.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is an attempt to select and apply advanced techniques which, under competitive pressure maintain little accuracy, fluency and control.
- Appropriate strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited learning and understanding
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.

1 Competitive Swimming

The candidate is assessed performing the acquired and developed skills of Competitive Swimming.

The candidate is assessed in **two** acquired and developed skills, these being selected from the following:

- Front Crawl
- Back Stroke
- Breast Stroke
- Butterfly

The focus of the tasks will include:

- Racing starts
- Racing turns
- Full strokes
- Finishes

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Body position
- Leg action
- Arm action
- Breathing
- Timing/Overall efficiency

These assessment phases are used in conjunction with the generic assessment criteria for Swimming and Water Safety Activities.

2 Life saving

The candidate is assessed performing the acquired and developed skills of Life Saving.

The focus of the tasks will include:

Cardio-pulmonary Resuscitation (CPR)

- Perform emergency resuscitation on a casualty who is not breathing and shows no sign of circulation.
- Demonstrate competence in the techniques for:
 - turning a face down casualty to a face up position
 - determining signs of circulation in adults, young children and babies
 - managing a casualty who is vomiting
 - placing a casualty in the recovery position
- Demonstrate competence in the application of single CPR on a range of approved manikins

Water rescue skills

- Practical rescue – immediate response. Demonstrate a rescue using the principles of reaching, throwing or wading during a simulated incident
- Contact rescue – deep water. Demonstrate a contact rescue of a casualty in deep water over a short distance (Minimum 5 metres)
- Deep water recovery (Minimum depth 1.5 metres) – demonstrate the rescue of a casualty who is lying on the bottom of the deepest part of the pool
- Swim rescue – conscious casualty. Demonstrate personal fitness through performing the rapid rescue, over a distance of a conscious casualty who is in deep water (swim 20 metres, tow 20 metres)
- Swim rescue – unconscious casualty. Demonstrate personal fitness through performing a rapid rescue, over a distance of an unconscious casualty who is in deep water(swim 20 metres, tow 20 metres)

The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Assessment of the situation
- Preparation for the rescue
- Confidence and competence during the rescue
- Recovery of the casualty
- Landing of the casualty
- Treatment of the casualty
- Communication with casualty and others
- Overall presence and control of the situation
- Overall success and efficiency

These assessment phases are used in conjunction with the generic assessment criteria for Swimming and Water Safety Activities.

3.11 Safe and Effective Exercise Activities

1 Circuit Training (CT)

Safe and Effective Exercise Activities – Generic criteria

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and strategies
- The understanding and application of rules/health and safety implications

The assessment should take place in conditioned competitive situations where tasks of appropriate pitch and challenge enable candidates to demonstrate their ability in these areas and be placed in a rank order in terms of ability.

The level of success of their basic and advanced skills will be based on the following movement phases together with those appropriate to the activity:

- Form
- Consistency
- Control

The level of success in appropriate strategic awareness will be based on:

- Specificity
- Progression
- Overload
- Regression
- Tedium
- Adaptation

These assessment phases are used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions of the activity.
- A comprehensive, detailed log book which records the candidate's participation in and understanding of safe and effective exercise activities is in evidence.

Band 2 (19-24)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A range of appropriate strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the activity.
- An extensive, detailed log book which records the candidate's participation in and understanding of safe and effective exercise activities is in evidence.

Band 3 (13-18)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under performance pressure.
- There is successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the activity.
- A detailed log book which records the candidate's participation in and understanding of safe and effective exercise activities is in evidence.

Band 4 (7-12)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under performance pressure.
- There is successful selection and application of advanced techniques which, under performance pressure, usually maintain some accuracy, fluency and control.
- Some appropriate strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.

- The candidate demonstrates limited understanding and application of the rules/regulations/conventions of the activity.
- A limited log book, which records the candidate's participation in and understanding of safe and effective exercise activities is in evidence.

Band 5 (0-6)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under performance pressure.
- There is an attempt to select and apply advanced techniques which, under performance pressure, maintain little accuracy, fluency and control.
- Appropriate strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is poor, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions of the activity.
- The log book provides little or no evidence of the candidate's participation in and understanding of safe and effective exercise activities.

1 Circuit Training

The focus of the tasks will be the completion of **two** different exercise programmes:

- 1 The personal implementation of the prescribed body weight exercise training programme.
- 2 The design and implementation of either:
 - i) a free weights exercise programme specific to the needs of the candidate;
 - ii) a cardiovascular equipment exercise programme specific to the needs of the candidate.

The two exercise programmes selected by the candidate must be assessed individually with each mark recorded on the Practical Activity form.

Each of the two exercise programmes must be implemented for a minimum of 12 weeks.

1 Prescribed body weight exercise programme

The personal implementation of the prescribed body weight exercise training programme should follow the exercises as given, but should be tailored to the needs of the individual candidate taking consideration of frequency of sessions, number of repetitions, number of sets and rest intervals. How these meet the needs of the individual candidate should be justified in the log book kept.

The prescribed body weight exercise programme will consist of the following ten exercises in an order determined by the candidate:

Full body

- Burpees

Upper body

- Press ups
- Triceps dips

Core

- Sit ups
- Twisted sit ups
- Back extension

Lower body

- Dynamic lunges
- Squats
- Side lying leg lifts
- Standing calf raises

Candidates may incorporate the use of free weights into the prescribed body weight exercise programme. How this meets the needs of the individual candidate should be justified in the log book kept.

2 (i) Free weights and resistance machines

A resistance training programme should include a **minimum of two exercises from each** of the upper body, core and lower body areas and must consist of a minimum of ten exercises in total:

Upper body

- Bench press/dumb-bell flies
- Overhead dumb-bell press/ lateral dumb-bell raises
- seated rows/ upright rows
- lateral pull down/ pec-deck flies
- Bent over rows/ dead lift
- Biceps curl
- Tricep press/tricep kick back/overhead tricep extension

Core

- Inclined sit ups
- Lateral pulley extensions
- Total abdominal crunches
- Appropriate Swiss ball core exercises
- Appropriate medicine ball core exercises

Where the centre does not have access to specific resistance machine they may substitute a suitable alternative exercise for that aspect of the exercise programme provided that a detailed description of this is included in the log.

Lower body

- Leg press
- Leg curls
- Leg extensions
- Barbell/ dumb-bell squats
- One leg bench squats
- Standing/seated calf raises
- Heel raises
- Standing cable pull

2 (ii) Cardiovascular equipment

A cardiovascular equipment exercise programme should include a **minimum of two different pieces of equipment for each of the upper body, core and lower body areas and must include a minimum of six exercises in total.**

Upper body

- Rower
- Cross trainer
- Vertical climber
- Upper body trainer
- Elliptical trainer

Core

- Rower
- Stepper
- Vertical climber

Where the centre does not have access to specific cardiovascular equipment they may substitute a suitable alternative piece of equipment for that aspect of the exercise programme provided that a detailed description of this is included in the log.

Lower body

- Static bike
- Treadmill
- Rower
- Stepper
- Cross trainer
- Stairmaster
- Elliptical trainer

Log books

For **each** exercise programme a detailed log should be kept which includes:

- The relevant log book cover sheet (available on the OCR GCE PE webpage)

- Time scale – a minimum of 12 weeks for each programme
- The goals of each personal exercise programme
 - muscle groups, muscle fibres, energy systems targeted
 - specific, measurable goals which are evaluated during and on completion of the programme
- A rationale for the design and implementation of each programme
 - number and frequency of sessions determined
 - number of sets, repetitions, rest intervals, weights determined
 - how progression is implemented and measured
- Identification and detailed description of each exercise involved
- Detailed description of personal warm up and cool down
- Health and safety implications for each programme
- Record of implementation of each programme with evaluative comments; detail of progression should be present
- Assessment and evaluation of goals
- Authentication statement from a qualified instructor (this may be the PE teacher)

The depth and detail of coverage of the above elements in the log book should demonstrate the candidates' awareness, understanding and application of principles of training in the design and/or implementation of their exercise programmes, including:

- Specificity
- Progression
- Overload
- Regression
- Tedium
- Adaptation

4 Coaching – Assessment Criteria

The candidate is assessed in coaching an activity from the eleven activity profiles. It MUST be a different activity from a different activity profile to the candidate's other assessed activity.

- The performance of a range of basic and advanced skills.
- The selection and application of skills and strategies.
- The understanding of rules/regulations/conventions.
- Technical knowledge

The assessment should take place in situations where tasks of appropriate pitch and challenge enable candidates to:

- Deliver safe, purposeful and enjoyable sessions
- Demonstrate a range of basic and advanced acquired and developed skills in an authentic context
- Demonstrate competence in organisational skills related to the planning and delivery of sessions
- Demonstrate appropriate communication skills
- Demonstrate an understanding and appreciation of health and safety procedures;
- Implement risk assessment procedures
- Demonstrate a knowledge and understanding of the fitness and health aspects of the activity
- Evaluate sessions delivered and plan for improvement
- Demonstrate an awareness of Child Protection issues and procedures
- Operate the principle of inclusion in their sessions

Suitable situations could be generated by candidates working with primary school children in Top Sport/Dragon Sport sessions, lower secondary school pupils and youth groups. Candidates will be assessed in their ability to deliver safe, purposeful and enjoyable activities whilst exhibiting motivation, responsibility, control and confidence. Candidates who participate in courses leading to the British Sports Trust's Community Sports Leader's Award or a Level Two Governing Body Coaching award will develop many (but not necessarily all) of the skills and qualities required by the criteria. Candidates are **not required to hold these awards**.

The tasks generated should identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable ability differentials to be displayed.

The level of success of their basic and advanced skills together with their strategic awareness will be based on:

- Planning and organisation
- Delivery
- Evaluation and reflection
- Technical knowledge
- The production of a detailed log

Planning and organisation

This will include: a scheme of work which includes individual session plans for a minimum of ten sessions, identification of long and short term objectives, facility details, equipment details, participant information, and health and safety issues including risk assessments, warm up and cool down, child protection details.

Coaching sessions should be a minimum of 40 minutes in duration.

Delivery

This will include: appearance, presence and personality, communication, voice tone, demonstrations, control, positioning, motivation/praise, enthusiasm, positive relationship with participants, equal treatment of participants, inclusion, timekeeping.

Evaluation and reflection

This will include: identification of each performer's strengths and weaknesses during the session, identification of their own strengths and weaknesses in delivering the session, the strengths and weaknesses of the sessions.

Technical knowledge

This will include: knowledge of the correct technical models for the skills of the activity and the analytical phases, knowledge of progressive practices to develop skills, ability to demonstrate/explain technical models.

The production of a detailed log

This will include:

- the relevant log book cover sheet (available on the OCR GCE PE webpage)
- records of their coaching activities over a three month period. The record should demonstrate ongoing involvement in coaching the activity throughout this time and include a minimum of ten sessions;
- a scheme of work which identifies progression and has a minimum of ten session plans together with appropriate evaluations of the sessions and risk assessments;
- a personal DVD/CD-Rom record of a minimum of forty minutes of coaching taken from one or two of the sessions delivered;
- details of health and safety issues relevant to the activity;
- details of child protection procedures in operation for the activity together with evidence of appropriate DBS clearance (Disclosure and Barring Service, formerly CRB) for the candidate;
- evidence of the candidate's appropriate first aid qualification; suitable courses would be either the St John's Ambulance Sports First Aid course or a first aid course offered by the relevant National Governing Body for the activity.

These assessment phases will be used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

An excellent level of basic and advanced coaching skills is demonstrated.

A wide range of appropriate strategies are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual aspects of coaching.

The candidate demonstrates excellent awareness of health and safety issues.

The candidate demonstrates excellent implementation of risk assessments.

The candidate demonstrates excellent awareness of child protection issues.

The candidate demonstrates excellent awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is excellent and indicative of high levels of learning and understanding.

Excellent organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates excellent knowledge and understanding of the rules, regulations/conventions of the activity.

There are excellent evaluative/reflective skills in relation to sessions delivered.

A detailed and comprehensive log containing all the prescribed information is present.

The possession of the British Sports Trust's Community Sports Leaders Award or a Governing Body Level Two Coaching qualification may be indicative of attainment at this standard but the assessment criteria must still be met

Band 2 (19-24)

A high level of basic and advanced coaching skills is demonstrated.

A range of appropriate strategies are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual aspects of coaching.

The candidate demonstrates a high level of awareness of health and safety issues.

The candidate demonstrates a very good implementation of risk assessments.

The candidate demonstrates very good awareness of child protection issues.

The candidate demonstrates very good awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is very good and indicative of good levels of learning and understanding.

Very good organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates very good knowledge and understanding of the rules and regulations/conventions of the activity.

There are very good evaluative/reflective skills in relation to sessions delivered.

A detailed log containing all the prescribed information is present.

The possession of the British Sports Trust's Community Sports Leaders Award or a Governing Body Level Two Coaching qualification may be indicative of attainment at this standard but the assessment criteria must still be met

Band 3 (13-18)

A sound level of basic and advanced coaching skills is demonstrated.

A range of appropriate strategies are successfully and consistently used by the candidate demonstrating a sound understanding of the perceptual aspects of coaching.

The candidate demonstrates a sound awareness of health and safety issues.

The candidate demonstrates sound implementation of risk assessments.

The candidate demonstrates sound awareness of child protection issues.

The candidate demonstrates sound awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is sound and indicative of sound levels of learning and understanding.

Sound organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates sound knowledge and understanding of the rules, regulations/conventions of the activity.

There are sound evaluative/reflective skills in relation to sessions delivered.

A detailed log containing most of the prescribed information is present.

The possession of the British Sports Trust's Community Sports Leaders Award or a Governing Body Level Two Coaching qualification may be indicative of attainment at this standard but the assessment criteria must still be met

Band 4 (7-12)

A limited level of basic and advanced coaching skills is demonstrated.

Some appropriate strategies are successfully and consistently used by the candidate demonstrating a limited understanding of the perceptual aspects of coaching.

The candidate demonstrates limited awareness of health and safety issues.

The candidate demonstrates limited implementation of risk assessments.

The candidate demonstrates limited awareness of child protection issues.

The candidate demonstrates limited awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is limited, inconsistent and indicative of limited learning and understanding.

Limited organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates limited knowledge and understanding of the rules, regulations/conventions of the activity.

There are limited evaluative/reflective skills in relation to sessions delivered.

A log containing some of the prescribed information is present.

The possession of the British Sports Trust's Community Sports Leaders Award or a Governing Body Level Two Coaching qualification may be indicative of attainment at this standard but the assessment criteria must still be met.

Band 5 (0-6)

A poor level of basic and advanced coaching skills is demonstrated.

Appropriate strategies are rarely used by the candidate demonstrating a poor understanding of the perceptual aspects of coaching.

The candidate demonstrates poor awareness of health and safety issues.

The candidate demonstrates poor implementation of risk assessments.

The candidate demonstrates poor awareness of child protection issues.

The candidate demonstrates poor awareness of the fitness and health benefits of the activity.

The overall performance in the coaching is poor, inconsistent and indicative of limited levels of learning and understanding.

Poor organisational skills in planning and delivering sessions are demonstrated.

The candidate demonstrates little knowledge and understanding of the rules, regulations/conventions of the activity.

There are poor evaluative/reflective skills in relation to sessions delivered.

A log containing little of the prescribed information is present.

5 Officiating – Assessment Criteria.

The candidate is assessed in officiating an activity from the invasion game activity profile. It MUST be a different activity to the candidates other assessed activity and the candidate must be fulfilling the role of the main match official or referee, not the role of either an assistant (such as an assistant referee in association football) or a support role (such as a table judge in basketball).

The candidate is assessed in officiating one activity from:

ASSOCIATION FOOTBALL
BASKETBALL
FIELD HOCKEY
GAEILIC FOOTBALL
HANDBALL
HURLING
LACROSSE
NETBALL
RUGBY LEAGUE
RUGBY UNION

The candidate is assessed in:

- The performance of a range of basic and advanced skills
- The selection and application of skills and strategies
- The understanding of rules/regulations/conventions

The assessment should take place in situations where tasks of appropriate pitch and challenge enable candidates to:

- Officiate safe, purposeful and enjoyable sessions
- Demonstrate a range of basic and advanced acquired and developed skills in an authentic context
- Demonstrate competence in decision making skills related to the application of the rules/regulations/conventions of the activity
- Demonstrate an understanding and appreciation of health and safety procedures;
- Implement risk assessment procedures
- Demonstrate a knowledge and understanding of the fitness and health aspects of the activity
- Evaluate sessions officiated and plan for improvement
- Demonstrate an awareness of Child Protection issues

Suitable situations could be generated by candidates working with primary school children, lower secondary school pupils and youth groups. Candidates will be assessed in their ability to officiate safe, purposeful and enjoyable matches whilst exhibiting responsibility, control and confidence. Candidates who participate in courses leading to a Level Two Governing Body Officiating award will develop many of the skills and qualities required by the criteria. Candidates do **not** need to hold this award.

The tasks generated should identify the candidate's level of autonomy whilst providing the range of pitch and challenge to enable ability differentials to be displayed.

The level of success of their basic and advanced skills together with their strategic awareness will be based on:

- Planning and organisation
- Officiating
- Evaluation and reflection
- Technical knowledge
- The production of a detailed log

Planning and organisation

This will include: Knowledge of participants, knowledge of rules of competition, knowledge of venue/facility, risk assessments/health and safety, child protection, preparation of equipment.

Officiating

This will include: appearance, interaction with participants, managing participants, decision making, positioning, consistency, equity, fitness, team work with other officials (where appropriate).

Evaluation and reflection

This will include: identifying the strengths and weaknesses of their performance in terms of their planning and organisation, officiating and technical knowledge.

Technical knowledge

This will include: knowledge and application of the rules and regulations of the activity, candidate's appropriate level of fitness.

The production of a detailed log

This will include:

- the relevant log book cover sheet (available on the OCR GCE PE webpage)
- records their officiating activities over a three month period with personal evaluations of sessions officiated. The record should demonstrate ongoing involvement in officiating the activity throughout this time and include a minimum of ten sessions;
- a minimum of four qualified assessor evaluations of the sessions officiated. This can be by a member of the PE department providing that they are a qualified official in the activity themselves;
- evidence of risk assessments undertaken,
- a personal DVD/CD-Rom record of a minimum of forty minutes of officiating taken from one or two of the sessions delivered;
- details health and safety issues relevant to the activity.
- details of child protection procedures in operation for the activity, together with appropriate DBS clearance (Disclosure and Barring Service, formerly CRB) for the candidate.

These assessment phases will be used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts.

Band 1 (25-30)

An excellent level of basic and advanced officiating skills is demonstrated.

A wide range of appropriate strategies is successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual aspects of officiating.

The candidate demonstrates excellent awareness of health and safety issues.

The candidate demonstrates excellent implementation of risk assessments.

The candidate demonstrates excellent awareness of child protection issues.

The candidate demonstrates excellent awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is excellent and indicative of high levels of learning and understanding.

Excellent organisational skills in the preparation to officiate activity sessions are demonstrated.

The candidate demonstrates excellent knowledge, understanding and consistent application of the rules, regulations/conventions of the activity.

There are excellent evaluative and reflective skills in relation to sessions officiated.

A detailed and comprehensive log containing all the prescribed information is present.

The possession of a Governing Body Level Two Officiating qualification (or equivalent) may be an indicator of attainment at this standard but the assessment criteria must still be met.

Band 2 (19-24)

A high level of basic and advanced officiating skills is demonstrated.

A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a good understanding of the perceptual aspects of officiating.

The candidate demonstrates a high level of awareness of health and safety issues.

The candidate demonstrates a very good implementation of risk assessments.

The candidate demonstrates very good awareness of child protection issues.

The candidate demonstrates very good awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is very good and indicative of good levels of learning and understanding.

Very good organisational skills in the preparation to officiate activity sessions are demonstrated.

The candidate demonstrates very good knowledge, understanding and consistent application of the rules, regulations/conventions of the activity.

There are very good evaluative and reflective skills in relation to sessions officiated.

A detailed log containing all the prescribed information is present.

The possession of a Governing Body Level Two Officiating qualification (or equivalent) may be an indicator of attainment at this standard but the assessment criteria must still be met.

Band 3 (13-18)

A sound level of basic and advanced officiating skills is demonstrated.

A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a sound understanding of the perceptual aspects of officiating.

The candidate demonstrates sound awareness of health and safety issues.

The candidate demonstrates sound implementation of risk assessments.

The candidate demonstrates sound awareness of child protection issues.

The candidate demonstrates sound awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is sound and indicative of sound levels of learning and understanding.

Sound organisational skills in the preparation to officiate activity sessions are demonstrated.

The candidate demonstrates sound knowledge, understanding and consistent application of the rules, regulations/conventions of the activity.

There are sound evaluative and reflective skills in relation to sessions officiated.

A detailed log containing most of the prescribed information is present.

The possession of a Governing Body Level Two Officiating qualification (or equivalent) may be an indicator of attainment at this standard but the assessment criteria must still be met.

Band 4 (7-12)

A limited level of basic and advanced officiating skills is demonstrated.

Some appropriate strategies are successfully used by the candidate demonstrating a limited understanding of the perceptual aspects of officiating.

The candidate demonstrates limited awareness of health and safety issues.

The candidate demonstrates limited implementation of risk assessments.

The candidate demonstrates limited awareness of child protection issues.

The candidate demonstrates limited awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is limited and indicative of limited levels of learning and understanding.

Limited organisational skills in the preparation to officiate activity sessions are demonstrated.

The candidate demonstrates limited knowledge, understanding and inconsistent application of the rules, regulations/conventions of the activity.

There are limited evaluative and reflective skills in relation to sessions officiated.

A log containing some of the prescribed information is present.

The possession of a Governing Body Level Two Officiating qualification (or equivalent) may be an indicator of attainment at this standard but the assessment criteria must still be met.

Band 5 (0-6)

A poor level of basic and advanced officiating skills is demonstrated.

Appropriate strategies are rarely used by the candidate demonstrating a poor understanding of the perceptual aspects of officiating.

The candidate demonstrates poor awareness of health and safety issues.

The candidate demonstrates poor implementation of risk assessments.

The candidate demonstrates poor awareness of child protection issues.

The candidate demonstrates poor awareness of the fitness and health benefits of the activity.

The overall performance in the officiating is poor and indicative of limited levels of learning and understanding.

Poor organisational skills in the preparation to officiate activity sessions are demonstrated.

The candidate demonstrates little knowledge, understanding and inconsistent application of the rules and regulations/conventions of the activity.

There are poor evaluative and reflective skills in relation to sessions officiated.

A log containing little of the prescribed information is present.

6 Evaluation and Planning for the Improvement of Performance

Candidates are assessed in their ability to evaluate an individual's performance (rather than that of a team), create a viable action plan to improve that performance and discuss the opportunities for participation and progression as well as the health and fitness benefits of the activity.

Whilst it is not possible to be prescriptive on the length of the response due to differences in speed of speech, confidence etc. candidates are able to access Band 1(16-20) with a response lasting 15 – 20 minutes.

Candidates will observe a live performance by a fellow candidate in one of their own assessed activities and then compare it to the factors that make for an effective and efficient performance. In this they will evaluate:

- The quality of the acquired and developed skills
- The success of the selection and application of skills, tactics/compositional ideas
- The fitness and health aspects of the activity observed

Candidates will give a detailed evaluative oral response using appropriate technical language, in which they discuss:

- The strengths of the performance observed in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance observed which they would prioritise for improvement
- An action plan to improve one major weakness of the performance to include detailed coaching points, and detailed progressive practices and a timescale
- Opportunities locally and nationally for performers to participate and improve progress in the activity
- The health and fitness benefits of the activity observed

Candidates should observe a fellow candidate's performance in one of their two chosen activities. This performance should be one which is new to them and which they have not seen before. The candidate may, if they wish, make notes as the performance progresses in order to facilitate their response. Pre-prepared notes are not permitted and candidates should not be allowed time immediately after the observation to add to or re-structure the notes made during the performance. Centres should ensure that candidates are assessed under supervised conditions, in an environment that is free from noise and interruptions.

The process should be continuous with the candidate observing the performance and commencing their response as soon as they feel that they have observed enough of the performance. There should NOT be a break for the candidate to prepare their response, which should be spontaneous.

The candidate should be directed to the performer or aspect of the performance they are to focus on and be reminded of the structure of their response by being given an opening statement such as:

'I would like you to observe the performance of..... I would like you to comment on:

- The strengths of the performance observed in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance that you would prioritise for improvement
- Create a viable action plan to improve one major weakness of the performance to include detailed coaching points, detailed progressive practices and a timescale
- Describe opportunities locally and nationally for performers to participate and improve progress in the activity
- Describe the health and fitness benefits of the activity observed

If the candidate needs guidance during their evaluation then this should be done in the form of prompts which will allow the candidate to express their knowledge, understanding and opinions by directing them back the area(s) which need to be covered. However it should be noted that the assessment criteria indicate that candidates who require prompting will be assessed in bands 3 or 4.

Examples of such prompts are:

- Describe the strengths of the skills applied in the performance you have observed
- Describe the strengths of the tactics/strategies applied in the performance you have observed
- Describe the strengths of the compositional ideas applied in the performance you have observed
- Describe the strengths of the performer's fitness you have observed
- Describe the weaknesses of the skills applied in the performance you have observed
- Describe the weaknesses of the tactics/strategies applied in the performance you have observed
- Describe the weaknesses of the compositional ideas applied in the performance you have observed
- Describe the weaknesses of the performer's fitness you have observed
- Prioritise the weaknesses you have identified
- Create a viable action plan to improve a major weakness and include detailed coaching points, detailed progressive practices and a timescale
- Detail the opportunities locally and nationally for young people to participate in this activity
- Detail the opportunities locally and nationally for young people to improve in this activity
- What are the health and fitness benefits of the activity?

Candidates should have a clear structure to their response. As noted earlier, though, candidates should structure their evaluations themselves after the opening statement from the assessor; where prompting is required this indicates that candidates should be assessed in bands 3 and 4 as they have required assistance in structuring their response. This structure should be:

1. Describe the major strengths of the performance in relation to skills, tactics/compositional ideas and fitness.
2. Describe the major weaknesses of the performance in relation to skills, tactics/compositional ideas and fitness.

* 'Tactics/compositional ideas' - 'Compositional ideas' may only be appropriate in certain activities - so in dance, we would not really refer to 'tactics' in the way that one would in some sports, but an equivalent aspect to be considered may be compositional ideas. This could be the music which accompanies the dance (why it has been chosen, works for the style of dance, contributes to the theme etc...) or how the candidate expresses the themes or emotions which their dance is intended to. Similarly this could be applied to gymnastics, figure skating and so on.

Where the focus of an activity is artistic impression, compositional ideas would be like the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is partly achieved.

3. Prioritise the areas of performance which need improvement.
4. Create a viable action plan to improve one major weakness which has; coaching points, progressive practices and a timescale.
 - * Coaching points - where the action plan relates to a component of fitness, details of the exercises to be performed, their relevance to the weakness identified, and implementation in terms of number of sessions, sets and repetitions over the timescale must be given.
5. Describe the opportunities for participation and progression both locally and nationally in the activity.
6. Describe the health and fitness benefits of the activity.

The following assessment criteria are used for the candidate's oral response:

Band 1 (16-20)

The candidate:

- Accurately describes all the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Accurately describes all the major weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Accurately prioritises a major area of the performance which needs improvement.
- Creates a viable action plan to improve the major weakness which has been prioritised. The action plan contains detailed coaching points and a range of detailed progressive practices together with a timescale.
- Accurately describes the full range of opportunities both locally and nationally for participation and progression in the activity.
- Accurately describes all of the health and fitness benefits of the activity.

Band 2 (11-15)

The candidate:

- Accurately describes most of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Accurately describes most of the weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Prioritises a major area of the performance which needs improvement.
- Creates a viable action plan to improve the major weakness which has been prioritised. The action plan contains detailed coaching points, detailed progressive practices and a timescale.

- Accurately describes most opportunities both locally and nationally for participation and progression in the activity.
- Accurately describes most of the health and fitness benefits of the activity.

Band 3 (6-10)

The candidate with some supplementary prompting:

- Describes some of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Describes some of weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Prioritises an area of the performance which needs improvement.
- Creates a viable action plan to improve the major weakness which has been prioritised. The action plan contains some detailed coaching points, some detailed progressive practices and a timescale.
- Describes some of the opportunities both locally and nationally for participation and progression in the activity.
- Describes some of the health and fitness benefits of the activity.

Band 4 (0-5)

The candidate with extensive supplementary prompting:

- Identifies some of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Identifies some of weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Prioritises an area which needs improvement.
- Creates a viable action plan to improve the major weakness which has been prioritised. The action plan contains few coaching points, few progressive practices and a limited timescale.
- Identifies some of the opportunities both locally and nationally for participation and progression in the activity.
- Identifies some of the health and fitness benefits of the activity.