

OCR Level 3 Advanced Subsidiary and Advanced GCE in Physical Education (H155 and H555)

Guide to non-exam assessment (NEA)

Version 2: First assessment 2017 (AS) 2018 (GCE)

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1. Introduction

1a. What is non-exam assessment (NEA)?

Non-exam assessment (NEA) is the name for the internally assessed component of Physical Education (PE); this includes the practical performances and the Evaluation and Analysis of Performance for Improvement (EAPI) contained in Component 03.

High, medium or low control levels will be set for each of the NEA stages: task setting, task

taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and learners.

Weighting of non-exam assessment is defined by the DFE subject criteria and will be 30% of the total assessment for either AS or GCE in Physical Education.

1b. Controls and restrictions placed on the NEA

1b.1. Controls

The levels of control are defined as follows:

- Formal supervision (high level of control) – the learner must be in direct sight of the supervisor at all times. Use of resources and interaction with other learners is tightly prescribed.
- Informal supervision (medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.

Supervision is confined to (i) ensuring that the contributions of individual learners are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to learners.

- Limited supervision (low level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1b.2. Restrictions placed on the NEA

Within the AS or GCE in PE, learners complete **one** activity; this activity must be taken from the approved DFE list.

This list in full can be found in section 2e (page 34).

Appendix B (page 123) contains details of 'off-site' activities where filmed evidence is

required for every learner being assessed in the activity. For all other activities it is assumed that live moderation can take place and there is therefore no requirement for filmed evidence. Where an activity must be filmed, for example swimming, if you are not able to provide filmed evidence for the activity then you cannot assess learners in it and must use an alternative activity.

1c. Summary of the NEA component

Internal assessment

Learners are internally assessed and externally moderated through the NEA in **one** practical activity and **one** Evaluation and Analysis of Performance for Improvement (EAPI) task.

Practical performances

For the practical performances approved activities list see section 2e.

Learners can be assessed in the role of either Performer or Coach.

Learners are required to demonstrate effective performance, the use of tactics and

techniques as well as the ability to observe the rules and conventions under applied conditions and assessment is carried out by the teacher using the assessment criteria found in sections 2b.3 (page 11). and 2c.1 (page 19).

The Evaluation and Analysis of Performance for Improvement (EAPI)

In addition to practical performance or coaching, learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Assessment is carried out by the teacher using the assessment criteria found in section 2d.4 (page 31).

1d. Access arrangements for learners

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

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

Reasonable adjustments aim to create situations in which learners with disabilities are able to demonstrate their ability; any arrangements put in place must not compromise the competence standards; more specifically in the area of Physical Education all learners must be able to demonstrate practical skills.

Centres wishing to enter a learner with disabilities who will require reasonable adjustments for Physical Education must

instigate a dialogue with OCR before the start or at an early stage in the course.

There are **two** options available:

- 1)** Writing to the Special Requirements Team detailing what the Learner can do and how the activities will be customised in order to meet the Assessment Objectives.
- 2)** Submitting a special activity request. e.g. submitting criteria for an established disability sport not contained on the approved DFE list.

In both cases a dialogue with OCR at an early stage should ensure that a positive outcome can be achieved. Special Activity Submissions need to be submitted to OCR no later than the 1st December of the first year of study and centres should identify any access issues which may affect learners at the beginning of the course. However, it is worth noting that in selecting courses centres must ensure they are guiding all learners to making appropriate choices.

1e. Submitting a special activity request for learners with disabilities

Centres may apply to assess learners with disabilities in activities which are not on the approved list of activities published via a special activity submission.

When to make a special activity submission

Centres should make a special activity submission (using the form you download from the OCR subject page), when:

- they wish to assess learners with disabilities as a performer, in activities not listed in the specification.

How to make a special activity submission

Centres must complete (in full) the *Special activity submission form*. Centres must submit the completed form to the AS and GCE Physical Education Subject Specialist at OCR by no later than 1st December of the first year of study. Submissions have to meet a number of requirements in order to be approved. Using the form will assist centres in ensuring that they address all requirements of the procedure, and should be used when formulating the assessment criteria for the activity the centre wish to assess.

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

Process for submissions

- 1) Centres review the Special activity submissions guidance above, Generic guidance for use with the assessment criteria for practical performance.
- 2) Centres the review the Skills criteria for similar activities (if possible).
- 3) Centres complete the *Special activity submission form* using 1 and 2 above and their knowledge of the proposed activity. Centres may wish to seek advice from external parties (coach, leader, trainer, centre or instructor) and external sources (National Governing Bodies).

- 4) *Once completed, centres should email the form, including supporting information, to OCR by no later than 1st December of the first year of study.
- 5) OCR will review and provide feedback to the centre by no later than 31st January (unless the centre is notified of any delay in processing submissions in advance).
- 6) Where necessary, and permitted by OCR, centres will have until March 1st to revise their criteria in line with feedback from OCR and re-submit the amended criteria. This will be the final submission allowed. Centres will be advised as to whether criteria has been approved or declined no later than the 1st April.

* Late submissions will not be accepted. Completed forms should be emailed to PE@ocr.org.uk.

Approval

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

- description of the activity
- National Governing Body details (where applicable)
- classification rules/requirements to participate in the activity
- specific assessment criteria for the activity:
 - skills
 - assessment conditions
 - filmed / other evidence
 - safety considerations
 - moderation activities
 - details of how the assessment of the activity will be standardised at the centre
 - details of the conditioned competitive situations in which the activity will be assessed
 - evidence of compliance with BAALPE/AfPE's safety recommendations.

Non-approval

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

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

2. Assessment criteria

2a. Generic guidance for use with the performance criteria

This guidance is for use with **all** activities.

It is the responsibility of centres to ensure that any changes to safety legislation issued by the National Governing Bodies throughout the life of this specification are adhered to.

Knowledge

Learners should be taught the necessary knowledge to participate in each activity. This knowledge will include applicable rules and regulations, tactics and strategies, team formations (where appropriate) and safety. It is presumed that learners will know appropriate warm up and cool down procedures and, unless stated, will not need to demonstrate warm up and cool down as part of their performance for assessment. Where appropriate, further details will be listed in the individual skills criteria.

This knowledge will only be assessed through the participation of the Learner **unless** it is stated otherwise in the skills criteria of that activity.

Assessment Criteria

Learners should be assessed in the range and quality of their skills, their decision making and use of physical attributes in a variety of performance situations within each activity, which enable them to show their full ability.

Where appropriate, further details will be listed within the skills criteria of the activity.

Assessment Conditions

Learners should be assessed demonstrating skills within conditioned, competitive situations and in normal performance conditions. For the GCE this must contain full, formal competitive situations, (which must adhere to NGB requirements) but may be full or small-sided games for AS Level.

Males and females should be assessed separately.

Where appropriate, further details will be listed in the skills criteria for the activity.

Filmed/Other evidence

Please ensure that **all** off site activities are filmed. See sections 3c.3 (page 120) and Appendix B (page 123) for further guidance on filming.

Safety Considerations

Learners should demonstrate that they can participate safely. This does not include warm up/cool down but relates to their knowledge and ability to apply rules/regulations that ensure safe practice. Where appropriate, further details will be listed in the skills criteria for that activity.

Performance activities with distinct, separate elements for assessment

In some activities learners are assessed in more than one distinct element or event, for example wicket keeping and batting in cricket. In activities such as these, the two elements should both be assessed. Each mark should then be entered onto the Practical activity form; the total will then automatically be calculated for you.

Performance tables

In Athletics, Cycling and Swimming learners are assessed in one event and measured against performance tables for this.

Performance on the activity should be assessed against both the assessment and skill criteria and the performance tables. These two marks should be entered onto the Practical activity form; the total will then automatically be calculated for you. These marks will be weighted at 1/3 for the skills and 2/3 for the time/distance achieved in the performance.

2b.1 Assessment of the NEA

The learner's practical performance, knowledge and understanding are assessed in the NEA component, Performance in physical education.

The Learner is assessed in the selection, application and performance of skills in an open environment (effective performance) in one activity together with the Evaluation and Analysis of Performance for Improvement (EAPI), through observation and synopsis of knowledge (oral response) in that activity.

The effective performance is assessed out of 30 marks and the EAPI is assessed out of 30 marks.

Learners will be assessed in:

- performing one chosen activity from the approved lists and the EAPI.

OR

- coaching one chosen activity from the approved lists and the EAPI.

2b.2 Practical Activity Assessment - Performance

For the AS and GCE specifications, learners are assessed in performing or coaching one activity chosen from the activity list.

AS = mastery of skills and techniques + effective performance under competitive pressure.

GCE = mastery of skills and techniques + effective performance in full, formal competitive situations.

Learners complete logs of competitive participation in their activities/sports to show their frequency and level of participation. These may be called upon as supporting evidence, for example to support a special consideration application for injury.

At AS and GCE level, learners will be assessed in their performance based on their ability to select and perform appropriate skills consistently, precisely and with control and fluency, adapting them to suit a variety of situations in authentic conditioned, competitive environments for their chosen activity. The GCE assessment must include performance in full, formal competitive situations.

Learners should be able to:

- perform a range of core and advanced skills in varied conditioned, competitive situations. Competitive situations should adhere to NGB guidelines and be of a level appropriate to allow the learner to show their skills.

- perform specialist skills for given positions/roles within the activity where applicable

- select and apply skills, strategies and tactics/compositional ideas in conditioned, competitive environments, demonstrating understanding of the perceptual requirements of the activity

- demonstrate understanding and application of the relevant rules, regulations and code of practice of the activity

- use physical attributes to their best effect when performing.

Learners also complete a log of competitive participation in their sport to show the level they participate at.

The conditioned, competitive environments should:

- focus on mastering the range of core, advanced and specific skills (where applicable) to be assessed
- be structured to allow learners to develop strategic and tactical/compositional awareness
- be varied to allow different aspects of performance to be refined and assessed under pressure whilst applying appropriate normal rules/regulations and codes of practice, for example:

- practices/drills for specific skills
- performing skills or techniques
- linking skills together in practice conditions
- altering the number of participants in different situations (e.g. small sided games; attack vs. defence)
- altering the space available in which to perform
- full performance in 'practice' conditions (e.g. a training game or rehearsal of a routine).

Within the GCE, in addition to the above, learners must also demonstrate their ability to perform under pressure in formal, full performance conditions such as those found in a recognised competition for their chosen activity.

While the assessment criteria focus on the quality and consistency of performance, the

context in which the performance takes place (e.g. age group; level of competition such as playing for a club in a local or regional league) needs to be considered in arriving at an overall judgement about the level of performance.

Linked to this, assessment will place considerable emphasis not only on the selection and execution of skills, but also on the level of sophistication in the performance. Learners aspiring to the higher levels must demonstrate their composure and accuracy under pressure, maintaining the quality of their performance in formal competition conditions and showing their appreciation of the need to be able to produce the highest levels of performance at critical times. In team activities, strategic decision making and the ability to influence both game situations and other performers around them are among the attributes which will mark out those performing in the top bands.

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2b.3. Assessment criteria for practical activities

Please turn over to see the practical activity assessment criteria.

Learners should be marked on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a learner shows:

- Range of skills - all of the core and advanced skills both in isolation and under competitive pressure = top end of Level 6
- Quality of skills - core skills are performed consistently with a very good standard of accuracy control and fluency (top end of Level 5) while advanced skills are performed consistently to a good standard (top end of Level 4) so overall = middle of Level 5
- Physical attributes - allow them to perform very effectively = middle of Level 5
- Decision making - skill selection appropriate on most occasions; excellent understanding of tactics and awareness of rules and regulations and safety = top end of Level 5
- Effective performance - the overall level of the performance is considered outstanding = top end of Level 6

Overall = on average top of Level 5

The following four pages are one grid, to be marked out of 30 overall. A double-sided A3 sized PDF of this document is available from the subject page of the OCR website at www.ocr.org.uk

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

	Range of skills	Quality of skills	Physical attributes	Decision making	Effective performance	Overall
Level 6	✓				✓	
Level 5			✓	✓		✓
Level 4		✓				
Level 3						
Level 2						
Level 1						
0						

Level	Range of skills	Quality of skills	Physical attributes
6 (27–30 marks)	<ul style="list-style-type: none"> demonstrates all core skills and most advanced skills under competitive pressure in authentic performance situations and full performance conditions (GCE) 	<ul style="list-style-type: none"> core skills are performed very consistently with an outstanding standard of accuracy, control and fluency the advanced skills demonstrated are performed very consistently with an excellent standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates outstanding levels of physical fitness and psychological control to perform highly effectively
5 (22–26 marks)	<ul style="list-style-type: none"> demonstrates all core skills and most advanced skills under competitive pressure in authentic performance situations and full performance conditions (GCE) 	<ul style="list-style-type: none"> core skills are performed very consistently with an excellent standard of accuracy, control and fluency the advanced skills demonstrated are performed consistently with a very good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates very good levels of physical fitness and psychological control to perform very effectively
4 (16–21 marks)	<ul style="list-style-type: none"> demonstrates all core skills and many advanced skills under competitive pressure in authentic performance situations and full performance conditions (GCE) 	<ul style="list-style-type: none"> core skills are performed consistently with a very good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates good levels of physical fitness and psychological control to perform very effectively

Decision making	Effective performance	Level
<ul style="list-style-type: none"> • successfully selects and uses the most appropriate skills on almost all occasions, maintaining their composure under competitive pressure • demonstrates an outstanding understanding of the activity through their application of team strategies/tactics/compositional ideas • demonstrates excellent awareness of the rules/regulations of the activity during performance • demonstrates outstanding awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is outstanding (team activities only) 	<ul style="list-style-type: none"> • the range and quality of skills performed is maintained under pressure in full performance conditions • through their own performance, decision making and communication, the learner has a very significant influence on game situations and other performers around them • the overall level of performance is outstanding and this is reflected in the level of competition within which the learner is being assessed • full performance takes place at an outstanding level of competition for the activity and age group (GCE) • this is supported by the log of participation 	<p style="text-align: center;">6</p> <p style="text-align: center;">(27–30 marks)</p>
<ul style="list-style-type: none"> • successfully selects and uses appropriate skills on most occasions • demonstrates an excellent understanding of the activity through their application of team strategies/tactics/compositional ideas • demonstrates excellent awareness of the rules/regulations of the activity during performance • demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is excellent (team activities only) 	<ul style="list-style-type: none"> • the range and quality of skills performed is maintained under pressure in full performance conditions • through their own performance, decision making and communication, the learner has a significant influence on game situations and other performers around them • the overall level of performance is excellent and this is reflected in the level of competition within which the learner is being assessed • full performance takes place at an excellent level of competition for the activity and age group (GCE) • this is supported by the log of participation 	<p style="text-align: center;">5</p> <p style="text-align: center;">(22–26 marks)</p>
<ul style="list-style-type: none"> • successfully selects and uses appropriate skills on many occasions • The learner demonstrates a very good understanding of the activity through their application of appropriate team strategies/tactics/compositional ideas • demonstrates very good awareness of the rules/regulations of the activity during performance • demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is very good (team activities only) 	<ul style="list-style-type: none"> • the range and quality of skills performed is maintained under pressure in full performance conditions • through their own performance, decision making and communication, the learner influences some game situations and other performers around them • the overall level of performance is very good and this is reflected in the level of competition within which the learner is being assessed • full performance takes place at a very good level of competition for the activity and age group (GCE) • this is supported by the log of participation 	<p style="text-align: center;">4</p> <p style="text-align: center;">(16–21 marks)</p>

Level	Range of skills	Quality of skills	Physical attributes
3 (10–15 marks)	<ul style="list-style-type: none"> demonstrates most core skills and some advanced skills under competitive pressure in authentic performance situations and full performance conditions (GCE) 	<ul style="list-style-type: none"> core skills are performed consistently with a good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates appropriate levels of physical fitness and psychological control to perform effectively
2 (5–9 marks)	<ul style="list-style-type: none"> demonstrates many core skills and few advanced skills under competitive pressure in authentic performance situations and full performance conditions (GCE) 	<ul style="list-style-type: none"> core skills are performed with limited consistency and some accuracy, control and fluency. the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency 	<ul style="list-style-type: none"> demonstrates sufficient physical fitness and psychological control to perform with some effectiveness
1 (1 – 4 marks)	<ul style="list-style-type: none"> demonstrates some core skills for the activity under competitive pressure in authentic performance situations and full performance conditions (GCE) few, if any of the advanced skills for the activity are attempted 	<ul style="list-style-type: none"> core skills are performed inconsistently and with limited accuracy, control and fluency. any advanced skills attempted are performed with little success 	<ul style="list-style-type: none"> demonstrates limited physical fitness and psychological control during performance
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit

Decision making	Effective performance	Level
<ul style="list-style-type: none"> • successfully selects and uses appropriate skills on some occasions • demonstrates a good understanding of the activity through their application of appropriate team strategies/tactics/compositional ideas • demonstrates good awareness of the rules/regulations of the activity during performance • demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is good (team activities only) 	<ul style="list-style-type: none"> • the range and quality of core skills performed is maintained under pressure in full performance conditions; the accuracy of advanced skills may be reduced • through their own performance, decision making and communication, the learner has some influence on the overall game • the overall level of performance is good and this is reflected in the level of competition within which the learner is being assessed • full performance takes place at a good level of competition for the activity and age group (GCE) • this is supported by the log of participation 	3 (10–15 marks)
<ul style="list-style-type: none"> • selects and uses appropriate skills on some occasions • sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity • demonstrates limited awareness of the rules/regulations of the activity during performance • demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • communication with other player(s)/performer(s) is limited (team activities only) 	<ul style="list-style-type: none"> • the range and quality of the skills performed is reduced under pressure in full performance conditions • through their own performance, decision making and communication, the learner has limited influence on the overall game • the overall level of performance is competent and this is reflected in the level of competition within which the learner is being assessed • full performance takes place at a low level of competition for the activity and age group (GCE) • this is supported by the log of participation 	2 (5–9 marks)
<ul style="list-style-type: none"> • selects and uses appropriate skills on few occasions • rarely applies team strategies/tactics/compositional ideas, demonstrating little understanding of the activity • demonstrates little awareness of the rules/regulations of the activity during performance • demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities only) • rarely communicates with other player(s)/performer(s) (team activities only) 	<ul style="list-style-type: none"> • the range and quality of the skills performed is reduced under pressure in full performance conditions • through their own performance, decision making and communication, the learner has little influence on the overall game • the overall level of performance is limited and this is reflected in the level of competition within which the learner is being assessed • full performance takes place at a very low level of competition for the activity and age group (GCE) • this is supported by the log of participation 	1 (1 – 4 marks)
<p>No evidence worthy of credit</p>	<p>No evidence worthy of credit</p>	0

2c. Practical Activity Assessment – Coaching

Planning and organisation

This will include:

- a scheme of work which includes individual session plans for a minimum of:
 - 10 sessions for AS
 - 20 sessions for GCE
- long and short term objectives
- facility details
- equipment details
- participant information
- health and safety issues, including:
 - risk assessments
 - warm up
 - 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
- ability to adapt sessions.

Evaluation and reflection

This will include:

- performer's strengths and weaknesses during the session
- 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.

Attainment is evidenced through both performance in coaching and through a coaching plan.

Professional judgement needs to be used by the assessor; some aspects of the coaching plan will simply be present or not, other sections will vary in terms of demonstrating relevant knowledge and understanding. Some aspects of the overall coaching level may be evidenced through the learners performance or their coaching plan, or a combination of the two.

Aspects of coaching	(Evidence through) Performance	(Evidence through) Coaching plan
Planning and organisation	<ul style="list-style-type: none"> • warm up and cool down included for at least one of the (part) sessions filmed • filmed evidence shows extent to which facilities and equipment have been prepared/set up 	<ul style="list-style-type: none"> • scheme of work which includes individual session plans for a minimum of 10 sessions for AS or 20 sessions for GCE • 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
Delivery	<ul style="list-style-type: none"> • execution of individual session plans for a minimum of two sessions (filmed) • appearance • presence and personality • communication <ul style="list-style-type: none"> ○ voice tone ○ body language ○ verbal explanations ○ demonstrations ○ guidance and feedback • control and timekeeping • positioning • positive relationship with participants <ul style="list-style-type: none"> ○ motivation (e.g. goal setting) ○ praise ○ enthusiasm ○ patience ○ equal treatment of participants • inclusion • involvement (i.e. all participants actively involved most of the time) • safe practice 	<ul style="list-style-type: none"> • communication <ul style="list-style-type: none"> ○ demonstrations ○ guidance and feedback • control and timekeeping • inclusion • safe practice
Evaluation and reflection	<ul style="list-style-type: none"> • identification of and reaction to each performer's strengths and weaknesses during the session 	<ul style="list-style-type: none"> • identification of their own strengths and weaknesses in delivering the session • the strengths and weaknesses of the sessions
Technical knowledge	<ul style="list-style-type: none"> • knowledge of the correct technical models for the skills of the activity and the analytical phases 	<ul style="list-style-type: none"> • knowledge of the correct technical models for the skills of the activity and the analytical phases

	<ul style="list-style-type: none"> • knowledge of progressive practices to develop skills • ability to demonstrate/explain technical models 	<ul style="list-style-type: none"> • knowledge of progressive practices to develop skills
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Core Skills to include:

Planning and organisation:

- overall coaching plan which includes individual session plans (for a minimum of 10 sessions for AS or 20 sessions for GCE)
- 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.

Delivery:

- execution of individual session plans for a minimum of two sessions (filmed)
- appearance
- communication
 - verbal explanations
 - demonstrations
 - guidance and feedback
- control and timekeeping
- positive relationship with participants
 - praise
 - enthusiasm
 - patience
- safe practice.

Technical knowledge:

- knowledge of the correct technical models for the skills of the activity and the analytical phases
- ability to demonstrate/explain technical models
- evaluation and reflection:
- strengths and weaknesses in delivering the session

- strengths and weaknesses of session plans.

Advanced Skills to include:

Planning and organisation:

- takes account of ongoing evaluation and reflection.

Delivery:

- presence and personality
- communication
 - voice tone
 - body language
 - specific coaching points to correct/improve participants' performance
- positioning
- positive relationship with participants
 - motivation (e.g. goal setting)
 - equal treatment of participants
- inclusion
- involvement (i.e. all participants actively involved most of the time).

Technical knowledge:

- application of progressive practices to develop skills
- ability to analyse performance against technical models and provide corrective feedback.

Evaluation and reflection:

- ability to recognise issues and adapt sessions appropriately during delivery and in subsequent plans

2c.1. Assessment criteria for coaching

Please turn over to see the coaching assessment criteria.

Learners should be marked on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a learner shows:

- Range and quality - all of the core and advanced skills for coaching = top end of Level 6
- Planning and organisation - Planning and organisation is excellent, awareness of health and safety is very good = high Level 4
- Delivery - excellent understanding and awareness with high quality demonstrations = top of Level 5
- Technical knowledge - excellent knowledge of technical models, slightly weaker on their explanation of these though = lower end of Level 5
- Evaluation - Awareness of their own strengths and weaknesses is good and their ability to adapt as the session progresses is made with some success = top end of Level 4
- Coaching plan -The pan is both detailed and comprehensive and fully supports everything = Top of Level 6

Overall = on average top of Level 5

The following four pages are one grid, to be marked out of 30 overall. A double-sided A3 sized PDF of this document is available from the subject page of the OCR website at www.ocr.org.uk

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

	Range and quality	Planning and organisation	Delivery	Technical knowledge	Evaluation and reflection	Coaching plan	Overall
Level 6	✓					✓	
Level 5			✓	✓			✓
Level 4		✓			✓		
Level 3							
Level 2							
Level 1							
0							

Level	Range and quality	Planning and organisation	Delivery
6 (27–30 marks)	<ul style="list-style-type: none"> demonstrates all core skills and most advanced skills for coaching core skills are performed very consistently with an outstanding standard of accuracy, control and fluency the advanced skills demonstrated are performed very consistently with an excellent standard of accuracy, control and fluency 	<ul style="list-style-type: none"> the planning and organisation of individual coaching sessions and the overall coaching plan are outstanding, taking full consideration of all the key requirements for the sessions there are clear short and long term objectives which are very appropriate for the participants being coached the learner demonstrates outstanding awareness of health and safety and child protection issues and includes comprehensive risk assessments 	<ul style="list-style-type: none"> demonstrates an outstanding understanding of how to coach the activity through their application of a variety of highly appropriate strategies and approaches. demonstrates excellent awareness of the rules/regulations of the activity during sessions demonstrates outstanding awareness of and response to the strengths, weaknesses and actions of the participants during the sessions communication with participants is outstanding verbal instructions are accurate and clear to understand; demonstrations are of very high quality and aid participants' understanding detailed guidance and feedback is provided to participants
5 (22–26 marks)	<ul style="list-style-type: none"> demonstrates all core skills and most advanced skills for coaching core skills are performed very consistently with an excellent standard of accuracy, control and fluency the advanced skills demonstrated are performed consistently with a very good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> the planning and organisation of individual coaching sessions and the overall coaching plan are excellent, taking consideration of all the key requirements for the sessions there are clear short and long term objectives which are very appropriate for the participants being coached the learner demonstrates excellent awareness of health and safety and child protection issues and includes detailed risk assessments 	<ul style="list-style-type: none"> demonstrates an excellent understanding of how to coach the activity through their application of a variety of highly appropriate strategies and approaches demonstrates excellent awareness of the rules/regulations of the activity during sessions demonstrates excellent awareness of and response to the strengths, weaknesses and actions of the participants during the sessions communication with participants is excellent verbal instructions are accurate and clear to understand demonstrations are of high quality and aid participants' understanding detailed guidance and feedback is provided to participants
4 (16–21 marks)	<ul style="list-style-type: none"> demonstrates all core skills and many advanced skills for coaching core skills are performed consistently with a very good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and with a good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> the planning and organisation of individual coaching sessions and the overall coaching plan are very good, taking consideration of many key requirements for the sessions there are clear short and long term objectives which are appropriate for the participants being coached the learner demonstrates very good awareness of health and safety and child protection issues and includes appropriate risk assessments 	<ul style="list-style-type: none"> demonstrates a very good understanding of how to coach the activity through their application of a variety of appropriate strategies and approaches demonstrates very good awareness of the rules/regulations of the activity during sessions demonstrates very good awareness of and response to the strengths, weaknesses and actions of the participants during the sessions communication with participants is very good verbal instructions are accurate and clear to understand demonstrations are of good quality guidance and feedback is provided to participants

Technical Knowledge	Evaluation and reflection	Coaching plan	Level
<ul style="list-style-type: none"> • demonstrates outstanding knowledge of the correct technical models for the skills and analytical phases of the activity and of progressive practices to develop these • The learner demonstrates outstanding ability to demonstrate/explain relevant technical models for the activity being coached 	<ul style="list-style-type: none"> • demonstrates excellent awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards • demonstrates outstanding ability to adapt individual sessions, the overall coaching plan and aspects of their approach both during delivery and for subsequent sessions • evaluation and reflection on their own coaching performance is thoughtful and shows a very well developed appreciation of the activity 	<ul style="list-style-type: none"> • a detailed and comprehensive plan which fully supports this level of attainment is present 	6 (27–30 marks)
<ul style="list-style-type: none"> • demonstrates excellent knowledge of the correct technical models for the skills and analytical phases of the activity and of progressive practices to develop these. • demonstrates excellent ability to demonstrate/explain relevant technical models for the activity being coached 	<ul style="list-style-type: none"> • demonstrates very good awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards • demonstrates excellent ability to adapt individual sessions, the overall coaching plan and aspects of their approach both during delivery and for subsequent sessions • The learners' evaluation and reflection on their own coaching performance is thoughtful and shows a well-developed appreciation of the activity 	<ul style="list-style-type: none"> • a detailed and comprehensive plan which supports this level of attainment is present 	5 (22–26 marks)
<ul style="list-style-type: none"> • demonstrates very good knowledge of the correct technical models for the skills and analytical phases of the activity and of progressive practices to develop these • demonstrates good ability to demonstrate/explain relevant technical models for the activity being coached 	<ul style="list-style-type: none"> • demonstrates good awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards. • demonstrates very good ability to adapt individual sessions, the overall coaching plan and aspects of their approach for subsequent sessions. Some successful adaptations are made during delivery. • evaluation and reflection on their own coaching performance shows a good appreciation of the activity 	<ul style="list-style-type: none"> • a detailed plan which supports this level of attainment is present 	4 (16–21 marks)

Level	Range and quality	Planning and organisation	Delivery
3 (10–15 marks)	<ul style="list-style-type: none"> demonstrates most core skills and some advanced skills for coaching core skills are performed consistently with a good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and with a good standard of accuracy, control and fluency 	<ul style="list-style-type: none"> the planning and organisation of individual coaching sessions and the overall coaching plan are good, taking consideration of some key requirements for the sessions there are short and long term objectives which are mostly appropriate for the participants being coached the learner demonstrates good awareness of health and safety and child protection issues and includes appropriate risk assessments 	<ul style="list-style-type: none"> demonstrates a good understanding of how to coach the activity through their application of appropriate strategies and approaches demonstrates good awareness of the rules/regulations of the activity during sessions demonstrates some awareness of and response to the strengths, weaknesses and actions of the participants during the session communication with participants is good. verbal instructions are mostly accurate demonstrations are of good quality some guidance and feedback is provided to participants
2 (5–9 marks)	<ul style="list-style-type: none"> demonstrates many core skills and few advanced skills for coaching core skills are performed with limited consistency and some standard of accuracy, control and fluency the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency 	<ul style="list-style-type: none"> the planning and organisation of individual coaching sessions and the overall coaching plan are adequate, showing some consideration of key requirements for the sessions there are limited short and long term objectives the learner demonstrates some awareness of health and safety and child protection issues and risk assessments 	<ul style="list-style-type: none"> demonstrates some understanding of how to coach the activity demonstrates some awareness of the rules/regulations of the activity during sessions demonstrates limited awareness of the strengths, weaknesses and actions of the participants during the sessions communication with participants is limited verbal instructions lack clarity demonstrations are basic minimal guidance and feedback is provided to participants
1 (1 – 4 marks)	<ul style="list-style-type: none"> demonstrates some core skills for coaching few, if any of the advanced skills for the activity are attempted core skills are performed inconsistently and with limited accuracy, control and fluency any advanced skills attempted are performed with little success 	<ul style="list-style-type: none"> the planning and organisation of individual coaching sessions and the overall coaching plan are limited, showing little consideration of key requirements for the sessions there are limited short and long term objective the learner demonstrates little awareness of health and safety and child protection issues and risk assessments 	<ul style="list-style-type: none"> demonstrates limited understanding of how to coach the activity demonstrates little awareness of the rules/regulations of the activity during sessions demonstrates little awareness of the strengths, weaknesses and actions of the participants during the sessions communication with participants is limited verbal instructions lack clarity there are few, if any demonstrations; guidance and feedback is rarely provided to participants
0		No evidence worthy of credit	No evidence worthy of credit

Technical Knowledge	Evaluation and reflection	Coaching plan	Level
<ul style="list-style-type: none"> demonstrates good knowledge of the correct technical models for the skills and analytical phases of the activity and some knowledge of progressive practices to develop these demonstrates some ability to demonstrate/explain relevant technical models for the activity being coached 	<ul style="list-style-type: none"> demonstrates some awareness of their own strengths and weaknesses in delivering the sessions both during delivery and afterwards demonstrates good ability to adapt individual sessions, the overall coaching plan and aspects of their approach for subsequent sessions evaluation and reflection on their own coaching performance shows a good appreciation of the activity 	<ul style="list-style-type: none"> a detailed plan which supports this level of attainment in some aspects is present 	<p style="text-align: center;">3</p> <p>(10–15 marks)</p>
<ul style="list-style-type: none"> demonstrates some knowledge of the correct technical models for the skills and analytical phases of the activity and limited knowledge of progressive practices to develop these demonstrates limited ability to demonstrate/explain relevant technical models for the activity being coached 	<ul style="list-style-type: none"> demonstrates some awareness of their own strengths and weaknesses in delivering the sessions after delivery demonstrates limited ability to adapt the overall coaching plan or individual sessions evaluation and reflection on their own coaching performance shows a limited appreciation of the activity 	<ul style="list-style-type: none"> a plan containing some information to support this level of attainment is present 	<p style="text-align: center;">2</p> <p>(5–9 marks)</p>
<ul style="list-style-type: none"> demonstrates limited knowledge of the correct technical models for the skills and analytical phases of the activity or of how to develop these 	<ul style="list-style-type: none"> demonstrates little awareness of their own strengths and weaknesses in delivering the sessions after delivery evaluation and reflection on their own coaching performance shows little appreciation of the activity 	<ul style="list-style-type: none"> a plan containing limited information to support this level of attainment is present 	<p style="text-align: center;">1</p> <p>(1 – 4 marks)</p>
<p>No evidence worthy of credit</p>	<p>No evidence worthy of credit</p>	<p>No evidence worthy of credit</p>	<p style="text-align: center;">0</p>

2d. The Evaluation and Analysis of Performance for Improvement (EAPI)

Learners will observe a live or recorded performance of a peer in either their own assessed performance activity or another activity from the approved list. This performance must be new to them to ensure that the response to it is not rehearsed.

A sample of learners (a minimum of 10, or all, across the full range of marks) are then recorded as they provide a verbal response to this observation, including the information detailed within 'the task' in sections 2d.1 (page 25) or 2d.2 (page 26). The moderator will then ask to see a sample completed live on the day of moderation.

The observation is always completed on a performer in the activity and not on a coach, even if the Learner is acting as a coach for the performance part of their NEA.

Learners are assessed in their ability to evaluate an individual's performance (rather than that of a team) and propose a viable action plan (AS) or development plan (GCE) to improve that performance.

Activities which may be difficult to evaluate

It is recognised that some activities do not lend themselves as well to the EAPI as others. Reasons for this vary, but for the most part 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 skiing.

Learners should consider performing their task in an activity which does not feature on the list below. Learners may however still conduct their evaluation on activities in this list should they wish to.

- 1 Road Cycling
- 2 Canoeing
- 3 Equestrian
- 4 Kayaking
- 5 Outdoor Rock climbing
- 6 Rowing
- 7 Sculling
- 8 Skiing
- 9 Snowboarding.

2d.1. Advanced Subsidiary (AS) level (H155) EAPI task

Learners will observe a live or recorded performance of a peer in either their own assessed performance activity or another activity from the list.

A sample of learners (a minimum of 10, or all if fewer than 10 learners are being assessed in total at the centre) from across the full range of marks should be filmed. The moderator may view both live and filmed evidence of the EAPI as part of the moderation process.

The performance must be new to them and be one which they have **not** seen before.

Learners will then give a verbal response in which they analyse and evaluate:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas*
- the use of physical attributes during performance
- the overall effectiveness and success of the performance.

Learners will identify an area of weakness within the performance to prioritise for improvement and will propose a short term (3-4 weeks) action plan to improve the area of performance identified. The action plan should include:

- why this area can be improved in 3-4 weeks

- how this area can be improved in the timescale
- frequency and duration of sessions
- progressive practices
- coaching points**
- how improvement could be measured

Learners will justify both their evaluative comments and their action plan with application of relevant knowledge and concepts which they have studied within both Components 01 and 02 of the AS level Physical Education specification.

* It is noted that tactics will lend themselves more to some activities and compositional ideas to others. Learners are required to make reference to these as appropriate to the activity they are looking at. For example, where the focus of an activity is artistic impression (dance or gymnastics), compositional ideas may, at times be more relevant than the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is achieved.

** 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 the implementation in terms of number of sessions, sets and repetitions over the time period must be given.

2d.2. Advanced (GCE) level EAPI task

Learners will observe a live or recorded performance of a peer in either their own assessed performance activity or another activity from the list.

Centres are required to have a sample of these filmed (a minimum of 10, or all, from across the full mark range). The moderator will also request to see a sample of these live on the day of moderation.

The performance must be new to them and be one which they have **not** seen before.

Learners will then give a verbal response in which they analyse and critically evaluate:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas*
- the understanding and awareness shown by the performer during performance
- the use of physical attributes during performance
- the overall effectiveness and success of the performance.

Learners will identify and justify the major area of weakness within the performance to prioritise for improvement and will propose a long term (2-3 months) development plan to improve the area of performance identified. The development plan should include:

- aims and objectives for the development plan
- a timescale for the plan

- why it is appropriate to spend this length of time on improving this one area
- frequency, duration and focus of sessions
- detailed progressive practices
- detailed coaching points**
- potential adaptations to the development plan depending on progress
- how improvement could be measured.

Learners will justify both their evaluative comments and their development plan with application of relevant knowledge and concepts which they have studied within Components 01, 02 and 03 of the GCE level Physical Education specification.

* It is noted that tactics will lend themselves more to some activities and compositional ideas to others. Learners are required to make reference to these as appropriate to the activity they are looking at. For example, where the focus of an activity is artistic impression (dance or gymnastics), compositional ideas may, at times be more relevant than the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is achieved.

** 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 the implementation in terms of number of sessions, sets and repetitions over the time period must be given.

2d.3. Controls

Centres must ensure that learners are assessed under supervised conditions.

Learners may, if they wish, make notes whilst they are observing the performance but they may **not** use pre-prepared notes or bring in other documents or textbooks with them.

The performance observed **must be new** to the learner.

The oral response to the performance they have seen must take place immediately after the observation and learners should not be given time to add to or restructure any notes made during the performance.

The learner should commence their response as soon as they feel they have seen enough of the performance, there should not be a break for the learner to prepare their response; the response should be spontaneous.

Whilst it is not possible to be prescriptive on the length of the response due to differences in speed of speech, confidence etc. we expect the majority of responses to be around 10 minutes for AS and 15 minutes for GCE.

Conducting the assessment

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

Learners may have access to blank paper and a pen to write notes during their observation should they wish to.

The EAPI of each learner must be filmed. The centre should ensure that the learner is clearly identifiable and understandable on the recording. The filmed evidence must also contain the performance upon which the response is based.

The learner should be directed to the performer or aspect of the performance they are to focus on and may be reminded of the structure of their response by being given an opening statement and two further prompts, such as:

For the AS level task:

'You have just observed the performance of..... I would like you to analyse and evaluate and comment on:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas*
- the use of physical attributes during performance
- the overall effectiveness and success of the performance
- the weakness of the performance that you would prioritise for improvement through a short-term action plan
- You should justify your comments through the application of relevant theoretical knowledge and concepts.

Learners may then be prompted to move on to the creation of the action plan with a statement like:

- 'The final part of this task is to create a viable short term action plan to improve this weakness of the performance, you should include:
 - how this area can be improved in the timescale:
 - frequency and duration of sessions
 - progressive practices
 - coaching points**
 - how improvement could be measured.
- You should justify your action plan through the application of relevant theoretical knowledge and concepts.

For the GCE task:

'You have just observed the performance of..... I would like you to analyse and evaluate and comment on:

- the quality and range of the acquired and developed skills being performed
- the appropriateness and level of success of the selection and application of skills, strategies and tactics/compositional ideas*
- the understanding and awareness shown by the performer during performance
- the use of physical attributes during performance
- the overall effectiveness and success of the performance
- the major area of weakness of the performance that you would prioritise for improvement through a long term development plan and why
- You should justify your comments through the application of relevant theoretical knowledge and concepts.

Learners may then be prompted to move on to the creation of the development plan with a statement like:

- The final part of this task is to create a viable long term development plan to improve this weakness of the performance, you should include:
 - aims and objectives for the development plan
 - a timescale for the plan
 - why it is appropriate to spend this length of time on improving this one area
 - frequency, duration and focus of sessions
 - detailed progressive practices
 - detailed coaching points**
 - potential adaptations to the action plan depending on progress
 - how improvement could be measured.

- You should justify your action plan through the application of relevant theoretical knowledge and concepts.

To ensure learners have completed their response to each part teachers may finish with a generic question:

- 'Is there anything else you would like to add?'

If the Learner needs any further guidance beyond that given above, or reminding of areas not yet covered in their initial response then this should be done in the form of prompts which will allow the Learner to express their knowledge, understanding and opinions by directing them back the area(s) which need to be covered.

It should be noted however that the assessment criteria indicate that learners who require additional prompting cannot be assessed above level 3.

Examples of prompts are, but not limited to:

- repeating or breaking down what you have already told them in the same or another way
- 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 physical attributes which 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 physical attributes which you have observed

- now prioritise the weakness(es) you have identified
- within your action plan, identify detailed coaching points
- within your action plan/development plan, can you give me some detailed progressive practices?
- within your development plan can you give me a timeframe for it?
- within your action plan can you tell me about the frequency/duration of the sessions?

- what theoretical knowledge or concepts can you apply to your action/development plan?

Learners should have a clear structure to their response. As noted earlier, though, learners should structure their evaluations themselves after the statements from the assessor; where any additional prompting is required learners may not be assessed above level 3 as this indicates that learners have required assistance in structuring their response.

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2d.4. AS and GCE Evaluation and Analysis of Performance for Improvement (EAPI) assessment grid

Please turn over to see the EAPI assessment criteria.

Learners should be marked on their overall performance against the criteria using a best fit approach. Each bullet point should be considered and the learner awarded a mark based on their overall performance and based on the descriptors which best describe what you have seen.

For example, where a learner shows:

- Prompting - No additional prompts required = potentially could be Levels 4, 5 or 6 at this point.
- Strengths and weaknesses - many are shown and are accurately described = middle of Level 4
- Justification of selection - some is given = middle of Level 4
- Action/development plan – a good plan is produced and some justification given along with a good range of ideas. = top end of Level 4
- Justification of evaluation – fully justifies their comments = Lower end of Level 5
- So going back to the prompting column, we can see that as the rest of the statements the learner is meeting are mainly in level 4, with one at the bottom of level 5 so we award top of Level 4.

Overall = on average Level 4

The following two pages are one grid, to be marked out of 30 overall. An A3 sized PDF of this document is available from the subject page of the OCR website at www.ocr.org.uk

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

	Prompting	Strengths	Justification	Action/development plan	Justification of evaluation	Overall
Level 6	✓					
Level 5	✓				✓	
Level 4	✓	✓	✓	✓		✓
Level 3						
Level 2						
Level 1						
0						

Level	Prompting	Strengths and Weaknesses	Justification of selection
6 (26–30 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response 	<ul style="list-style-type: none"> accurately describes all the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> fully justifies their selection of an appropriate area of performance for improvement fully justifies why this area is worth spending 2-3 months on improving (GCE)
5 (21–25 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response 	<ul style="list-style-type: none"> accurately describes most of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> fully justifies their selection of an appropriate area of performance for improvement. fully justifies why this area is worth spending 2-3 months on improving (GCE)
4 (16–20 marks)	<ul style="list-style-type: none"> requires no additional prompting in their response 	<ul style="list-style-type: none"> accurately describes many of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives some justification for their selection of an appropriate area of performance for improvement gives some justification why this area is worth spending 2-3 months on improving (GCE)
3 (11–15 marks)	<ul style="list-style-type: none"> requires an additional prompt in their response 	<ul style="list-style-type: none"> with some accuracy, describes some of the major strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives some justification for their selection of an appropriate area of performance for improvement gives some justification why this area is worth spending 2-3 months on improving (GCE)
2 (6–10 marks)	<ul style="list-style-type: none"> requires occasional additional prompting in their response 	<ul style="list-style-type: none"> with limited accuracy, describes strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives limited justification for their selection of an area of performance for improvement gives limited justification why this area is worth spending 2-3 months on improving (GCE)
1 (1 – 5 marks)	<ul style="list-style-type: none"> requires regular additional prompting in their response 	<ul style="list-style-type: none"> with little accuracy, describes strengths and weaknesses of the performance, including: <ul style="list-style-type: none"> skills tactics/compositional ideas fitness overall success of the performance 	<ul style="list-style-type: none"> gives little or no justification for their selection of an area of performance for improvement gives little or no justification why this area is worth spending 2-3 months on improving (GCE)
0	No evidence worthy of credit	No evidence worthy of credit	No evidence worthy of credit

Action Plan (AS) Development Plan (GCE)	Justification of evaluation	Level
<ul style="list-style-type: none"> • produces an excellent action plan to improve the identified weakness, including: <ul style="list-style-type: none"> • full justification of why this area can be improved in 3-4 weeks (AS) or 2-3 months (GCE) • appropriate timescales (GCE) • appropriate frequency, duration and focus (GCE) of sessions • an excellent range of progressive practices • an excellent range of detailed coaching points <ul style="list-style-type: none"> ○ including adaptations depending on progress (GCE) • excellent conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> • fully justifies their evaluative comments and their action plan with appropriate application of a wide range of relevant theoretical knowledge and concepts 	<p style="text-align: center;">6</p> <p style="text-align: center;">(26–30 marks)</p>
<ul style="list-style-type: none"> • produces a very good action plan to improve the identified weakness, including: <ul style="list-style-type: none"> • full justification of why this area can be improved in 3-4 weeks (AS) or 2-3 months (GCE) • appropriate timescales (GCE) • appropriate frequency, duration and focus (GCE) of sessions • a very good range of progressive practices • a very good range of detailed coaching points <ul style="list-style-type: none"> ○ including adaptations depending on progress (GCE) • very good conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> • fully justifies their evaluative comments and their action plan with appropriate application of a range of relevant theoretical knowledge and concepts 	<p style="text-align: center;">5</p> <p style="text-align: center;">(21–25 marks)</p>
<ul style="list-style-type: none"> • produces a good action plan to improve the identified weakness, including: <ul style="list-style-type: none"> • some justification of why this area can be improved in 3-4 weeks (AS) or 2-3 months (GCE) • appropriate timescales (GCE) • appropriate frequency, duration and focus (GCE) of sessions • a good range of progressive practices • a good range of detailed coaching points <ul style="list-style-type: none"> ○ including adaptations depending on progress (GCE) • good conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> • justifies their evaluative comments and their action plan with appropriate application of a range of relevant theoretical knowledge and concepts 	<p style="text-align: center;">4</p> <p style="text-align: center;">(16–20 marks)</p>
<ul style="list-style-type: none"> • produces an adequate action plan to improve the identified weakness, including: <ul style="list-style-type: none"> • some justification of why this area can be improved in 3-4 weeks (AS) or 2-3 months (GCE) • appropriate timescales (GCE) • appropriate frequency, duration and focus (GCE) of sessions • an adequate range of progressive practices • an adequate range of coaching points <ul style="list-style-type: none"> ○ including adaptations depending on progress (GCE) • adequate conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> • justifies their evaluative comments and their action plan with appropriate application of a limited range of relevant theoretical knowledge and concepts 	<p style="text-align: center;">3</p> <p style="text-align: center;">(11–15 marks)</p>
<ul style="list-style-type: none"> • produces a limited, action plan to improve the identified weakness, including: <ul style="list-style-type: none"> • limited justification of why this area can be improved in 3-4 weeks (AS) or 2-3 months (GCE) • timescales may be appropriate (GCE) • frequency, duration and focus (GCE) of sessions may be appropriate • a limited range of progressive practices • a limited range of coaching points <ul style="list-style-type: none"> ○ including adaptations depending on progress (GCE) • limited conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> • justifies their evaluative comments and their action plan with application of some relevant theoretical knowledge and concepts 	<p style="text-align: center;">2</p> <p style="text-align: center;">(6–10 marks)</p>
<ul style="list-style-type: none"> • produces a very limited action plan to improve the identified weakness, and may include: <ul style="list-style-type: none"> • limited justification of why this area can be improved in 3-4 weeks (AS) or 2-3 months (GCE) • frequency, duration and focus (GCE) of sessions may be appropriate • a very limited range of practices • a very limited range of coaching points <ul style="list-style-type: none"> ○ including adaptations depending on progress (GCE) • very limited conclusions as to how the improvement could be measured 	<ul style="list-style-type: none"> • attempts to justify their evaluative comments and their action plan with application of limited relevant theoretical knowledge and concepts 	<p style="text-align: center;">1</p> <p style="text-align: center;">(1 – 5 marks)</p>
<p>No evidence worthy of credit</p>		<p style="text-align: center;">0</p>

2e. Skills criteria for practical activities

Activity	Restrictions and allowances	Page
Association football	Cannot be five-a-side or Futsal	35
Amateur Boxing		37
Athletics		38
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2e.1 Association Football

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Core Skills, (all outfield positions) to include:

Ball Control using:

- Using both feet, chest, thigh

Passing: (dominant foot)

- Short
- Long - both lofted and along the ground

Non dominant foot passing

Shooting:

- Short and long range (dominant foot):
 - Volleys
- Shooting with the non dominant foot
- Shot-stopping (Goalkeeper only)
 - Different shot heights and ranges
 - Diving and standing saves

Dribbling:

- Use of both feet
- Close control
- Ability to beat opponents

Heading:

- Defensive or attacking

Tackling:

- Block tackle
- Jockeying

Marking:

- Player with the ball

Core Skills, (goalkeeper) to include:

Ball Control using:

- Using both feet, chest, thigh
- Handling, catching, parrying, punching

Passing: (dominant foot)

- Short
- Long - both lofted and along the ground
- Clearance of backwards passes, goal kicks, kicking from hands, throws

Non dominant foot passing

Dribbling:

- Use of both feet
- Close control

Shot-stopping:

- Different shot heights and ranges
- Diving and standing saves

Advanced skills, (all outfield positions) to include:

Dribbling:

- Range of turns e.g. Maradona and Cruyff

Dominant foot shooting:

- Use of swerve

Non dominant foot shooting:

- Use of swerve
- Volleys

Heading:

- Defensive and attacking

Marking:

- Off the ball marking

Advanced skills, (goalkeeper) to include:

Shot-stopping: (Goalkeeper only)

- Defending penalties
- One-against-ones

Clearance of back passes, (Non dominant foot)

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive ploys – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at set pieces, communication, command of area, use of penalty area to judge interceptions (Goalkeeper only)

2e.2 Amateur Boxing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of amateur boxing.

Core skills, to include:

Body position, in both attack and defence:

- Stance
- Guard
- Balance
- Weight distribution

Punching with power and speed:

- Jab
- Cross
- Hook
- Uppercut
- Simple 'one, two' combinations
- Use of reach
- Longer combinations involving multiple numbers of punches

Footwork/ defensive movements:

- Duck
- Moving away
- Lateral footwork
- Blocking/parrying/covering up

Advanced skills, to include:

Punching with power and speed:

- Longer combinations involving multiple types of punch

Footwork/defensive movements:

- Slip
- Switching the area and angle of attack
- Bounce step

Decision making and tactical awareness, to include:

- Reading and anticipating your opponent
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent
- Awareness of strategies/tactics in attack and defence
- Awareness of strengths/weaknesses and actions of yourself and your opponents
- Rules and regulations of the sport and their application

2e.3 Athletics

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

The focus of the tasks will be:

Any two events for AS, chosen from the lists below. (may choose two from the same category)

One event for GCE, chosen from the lists below.

For the GCE (H555) this should also be assessed against the performance tables supplied in Appendix C (page 125 onwards). The final mark awarded to the learners will reflect a 1/3 weighting to the skills element and a 2/3 weighting for the performance time/distance element. This is worked out for you on the PE mark input form you complete to submit your marks to OCR.

- **Track**

- 100m
- 200m
- 400m
- 800m
- 1500m
- 3000m
- 1500m/2000m Steeple Chase (gender appropriate distance)
- 100m/110m hurdles (gender appropriate distance)
- 400m hurdles

- **Jumping**

- High Jump
- Long Jump
- Triple Jump
- Pole Vault

- **Throwing**

- Shot
- Discus
- Javelin
- Hammer

Track events

Core skills, to include:

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

Advanced skills, to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

- Starting:
 - Use of Blocks (where relevant)
- Leg action:
 - Foot strike
 - Cadence
- Bend running (where relevant)
- Stride pattern / pacing
- Hurdling with either leg (where relevant)

Decision making and tactical awareness, to include:

- Pre-race tactics
- Changing and adapting your race tactics
- Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate)
- Timing of kicking for the finish line
- When to dip for the finish line
- Awareness of the rules and regulations of the event and their application (including officials commands / signals)

Jumping events**Core skills, to include:**

- Approach
- Synchronisation of arm and leg action
- Take off /pole plant
- Flight
- Landing

Advanced skills, to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

- Approach:
 - Hitting appropriate speed for take off
- Efficient transition between technical phases of the movements
- Flight:
 - Appropriate elevation
- Landing:
 - movement of the body beyond initial point of contact (long jump and triple jump)

Decision making and tactical awareness, to include:

- Pre-event tactics
- Tactics for qualifying jumps / Entry height and the choice of when to 'pass' on a height/round
- Changing and adapting your jump tactics:
 - Consideration of weather conditions
 - Appropriate distance/number of steps chosen for run up
 - In competition check mark adjustment
- Awareness of the rules and regulations of the event and their application (including officials commands / signals)

Throwing events

Core skills, to include:

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

Advanced skills, to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

- Travel:
 - use of cross step / glide (where applicable)
 - rotational throws (where applicable)
- Release phase:
 - Appropriate angle of release
- Efficient transition between technical phases of the movements

Decision making and tactical awareness, to include:

- Pre-event tactics
- Tactics for qualifying throws
- Changing and adapting your throwing tactics:
 - Consideration of weather conditions
 - Check mark adjustments (Javelin only)
- Awareness of the rules and regulations of the event and their application (including officials commands / signals)

2e.4 Badminton

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

Learners may be assessed either as a team - doubles **or** as an individual – singles.

The learner(s) is/are assessed performing the acquired and developed skills of Badminton.

Core skills, to include:

Serving:

- Short
- Long

Return of serve

Forehand Shots:

- Overhead clear
- Drop shot
- Lift/underarm clear
- Smash
- Drive

Net shots

Backhand shots:

- Drop shot
- Drive

Footwork and court positioning

Teamwork and communication with partner (doubles only)

Advanced skills, to include:

Serving:

- Flick

Backhand shots:

- Overhead clear
- Lift/underarm clear
- Smash

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations (singles or doubles tactics)
- Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles
- Applying other ploys/tactics to outwit opponent
- Intercepting in doubles, disguising your shot, switching positions
- Awareness of the rules and regulations of the sport and their application

2e.5 Basketball

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Core Skills, to include:

Stance and footwork:

- Triple threat position
- Pivoting

Passing:

- Chest
- Bounce
- Javelin/overhead

Shooting:

- Set shot
- Jump shot
- Dominant hand lay up

Dribbling:

- Use of either hand

Marking:

- Player with the ball
- Player without the ball
- Intercepting passes

Advanced skills, to include:

Shooting:

- Non dominant hand Lay up
- Hook shot

Rebounding:

Beating opponents: (individual)

- Fake and drive
- Cross over step

Beating opponents: (team)

- Cutting
- Screening / Pick and Roll
- Post play (where appropriate)

Decision making and tactical awareness, to include:

- When to run/pass/shoot/dribble
- Where to run/pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking , zone defence, fast break, tandem defence(against fast break)
- Finding space
- Attacking positioning on court
- Defensive positioning on the court
- Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2e.6 Blind Cricket

Learners wishing to take part in this activity must meet the classification criteria. These can be found at www.bcew.co.uk

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

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

Core skills, to include:

Batting:

- Selecting and playing the correct shots to the type of ball faced, including:
 - Footwork
 - Defensive shots off front foot
 - Defensive shots off of back foot
 - Off and on drives
 - Square cut
 - Pull shots
 - Running between the wickets
- Teamwork and communication with batting partner

Bowling:

- Repetition of action for one style of bowling:
 - Fast, medium or spin
- Line, flight and length of bowl

Fielding (outfield, infield and close):

- Judgement of the approaching ball
- Stopping the ball
- Catching
- Pick up and throw to the wicket keeper
- Teamwork and communication

Wicket Keeping:

- Positioning in relation to pitch and type of bowler
- Stance
- Low and high takes
- Catches
- Stumping

Advanced skills, to include:

Batting:

- Selecting and playing technically advanced shots to the type of ball faced, including:
 - Late cut
 - Hook shots
 - Sweep
 - Backfoot drives
 - Shot improvisation

Bowling:

- Variation in delivery in terms of line, flight and length of bowl

Fielding (outfield, infield and close):

- Pick up and throw for a run out

Wicket Keeping:

- Leg side and off-side takes and catches
- Standing up to medium pace bowlers

Decision making and tactical awareness, to include:

- Awareness and application of team strategies/tactics
- Selection of appropriate shot
- Understanding and use of positions and roles in batting and fielding
- Principals of attack and defence
- Applying different systems of play in different situations e.g. switching bowling styles to keep the opposition guessing
- Effective decision making for running between wickets
- Awareness of the rules and regulations of the sport and their application

2e.7 Boccia

Learners wishing to take part in this activity must meet the classification criteria. These can be found here: <http://gb-boccia.org/about-boccia/>

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Learners may be assessed only as an individual – singles.

Core Skills, to include:

Sending:

- From any of the boxes
- By one or both hand(s)
OR
- By one foot or both feet
OR
- By use of an assistive device (if unable to send via hands or feet)
- To some areas of the court covering both:
 - Width
 - Depth

Shot types:

- Rolling
- Short
- Long

Control of shot:

- Length
- Speed
- Use of spin
- Use of bounce and continue
- Aim to cling
- Use of ricochet
- Positioning
 - Interception
 - Covering

Advanced skills, to include:

Sending:

- To any area of the court, covering both:
 - Width
 - Depth

Shot types:

- Aerial
- Linking

Control of shot:

- Use of backspin to bounce and stop

Decision making and tactical awareness, to include:

- Which send to make
- Where to aim
- Awareness of tactics in both attacking and defending situations e.g. what do when you are already closet to the Jack
- Principles of attack
- How to provide scoring opportunities
- How to strategically position the balls
- Securing a lead
- Use of blocking for width and depth
- Awareness of strengths/weaknesses and actions of the opposing player
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2e.8 Camogie

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Camogie.

Core Skills, to include:

Grip and swing

Striking:

- Stationary sliotar (dominant side)
- Stationary sliotar (non-dominant side)
- whilst moving (dominant side)
- free taking

Catching:

- Roll lift
- Chest
- Face
- Overhead
- Balancing the sliotar on the hurley/camogie stick

Carrying:

- Dribbling
- Palming
- Raising moving sliotar into hand
- Running
- The hand pass
- Doubling forward
- Jab lift
- Solo running

Tackling:

- Ground block
- Ground flick
- Shoulder clash
- Striking from hand
- Simple evasion
- Feint/side stepping

Marking:

- Player with the ball

Advanced skills, to include:

Striking:

- Whilst moving (non-dominant side)
- From the hand
- Overhead
- Sideline cut

Defending

- Frontal air block
- The hook
- Blocking the sliotar overhead
- The roll off
- Checking

Marking:

- Player without the ball

Decision making and tactical awareness, to include:

- When to run/pass/tackle/shoot
- Where to run/pass/tackle/shoot
- Which pass to make
- Beating opponents
- Finding space
- Attacking positioning on field
- Defensive positioning on the field
- Supporting team mates through positional cover, providing passing options, communication
- Sliotar distribution/retention
- Defensive ploys – man to man marking
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Positioning and organisation at defensive set pieces, calling for the sliotar.
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2e.9 Canoeing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Canoeing in an outdoor competitive environment.

Core skills, to include:

These skills should be demonstrated on moving water at grade 3 or above

Introduction:

- Embark/disembark
- Stopping/emergency stop
- Capsize drill

Strokes:

- Paddling - forwards/backwards
- Sweep and reverse sweep strokes
- Draw stroke
- Support strokes
- C stroke

Turns:

- Low brace turn
- High brace turn

Sculling:

- for support
- Draw
- T draw

Ferry glide, up and down stream

Rafting up

Advanced skills, to include:

These skills should be demonstrated on moving water at grade 3 or above

Strokes:

- Stern rudder

Turns:

- Bow rudder turn

Cutting in and out of moving water

Deep water rescue

Deep water re-entry

Decision making and tactical awareness, to include:

- Selection of appropriate boat size
- Applying tactics to cope with different water conditions
- Applying tactics in different competitive situations
- Awareness of conditions
- Awareness of strengths/weaknesses and actions of other canoers
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

2e.10 Cricket

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

The learner is expected to perform as either a batter or bowler AND as a fielder or wicket keeper

Core skills, to include:

Batting:

- Footwork
- Defensive shots off front foot
- Defensive shots off back foot
- Off and on drives
- Square cut
- Pull shots
- Running between the wickets

Bowling:

- Repetition of action for **one** style of bowling
 - Fast, medium or spin
- Line, flight and length of bowl

Fielding: (outfield, infield and close)

- Stopping the ball
- Catching
- Pick up and throw to the wicket keeper – underarm and overarm
- Pick up and throw on the run

Wicket Keeping:

- Positioning in relation to pitch and type of bowler
- Stance
- Low and high takes
- Catches
- Stumping
- Run outs

Advanced skills, to include:

Batting:

- Late cut
- Hook shots
- Sweep
- Backfoot drives
- Shot improvisation

Bowling:

- Variation in delivery in terms of line, flight, speed and length of bowl

Fielding: (outfield, infield and close)

- Pick up and throw for a run out – underarm and overarm
- Close or slip catching

Wicket Keeping:

- Leg side takes and catches
- Standing up to medium pace bowlers

Decision making and tactical awareness, to include:

- Awareness and application of team strategies/tactics
- Selection of appropriate shot
- Understanding and use of positions and roles in batting and fielding
- Principals of attack and defence
- Applying different systems of play in different situations e.g. switching bowling styles to keep the opposition guessing
- Effective decision making for running between wickets
- Awareness of the rules and regulations of the game and their application

2e.11 Cycling

Learners may complete this activity on either the road **or** on a track.

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Any two events for AS, chosen from the lists below. (may choose two from the same category)

One event for GCE, chosen from the lists below.

For the GCE (H555) this should also be assessed against the performance tables supplied in Appendix C (page 125 onwards). The final mark awarded to the learners will reflect a 1/3 weighting to the skills element and a 2/3 weighting for the performance time element.

This is worked out for you on the PE mark input form you complete to submit your marks to OCR.

- Track
 - 200m sprint (male and female)
 - 500m time trial (female)
 - 1km time trial (male)
 - 2km pursuit (female)
 - 3km pursuit (male)

- Road
 - 10 mile time trial (male)
 - 10 mile time trial (female)
 - 25 mile time trial (male)
 - Road racing (for use within the AS only)

Core skills, to include:

Race starting

Race finishing

- Posture
- Leg action
- Hand/arm position
- Head Carriage

Advanced skills to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

Pacing:

- Climbing and descending (road cycling only)
- During the bank (track cycling only)
- During cornering (road cycling only)

Overall efficiency:

- Appropriate pedalling RPMs
- Appropriate use of gears (if not using a fixed wheel bike)
- Use of and adjustment of speed and braking

Ability to slip stream (where relevant)

Decision making and tactical awareness, to include:

- Applying tactics to cope with different road and weather conditions (road cycling only)
- Applying race tactics
- Applying tactics to overcome any weaknesses you feel you may have
- Awareness of conditions (road cycling only)
- Awareness of racing lines and positioning
- Knowing when to tuck or stand
- Group riding/ pacelines
- Awareness of the rules and regulations of the sport and their application

2e.12 Dance

Learners may complete this activity in any form of contemporary or required response Dance.

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

The learner may be assessed in, and can provide evidence for any of the following:

Ballet
Ballroom
Contemporary
Folk
Irish
Street
Tap

For AS level learners must complete 2 dances of a length sufficient to demonstrate the skills and an appreciation of the stimulus being used.

For the full GCE level learners must complete 1 dance of a length sufficient to demonstrate the skills and an appreciation of the stimulus being used.

Learners must 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
- Development of motifs
- Repetition
- Phasing of the dance

The level of success of the core skills is measured through the movement phases identified below:

- Posture/placement
- Alignment
- Tension
- Use of space, levels and flight

The level of success of the advanced skills is measured through the movement phases identified below:

Movement skills completed with varying:

- Speed
- Energy
- Rhythm
- Flair
- Originality

Core Skills, (applies to all disciplines) to include:

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

- Ballet:
 - Pirouettes
 - Leaps
 - Balances

- Ballroom:
 - Turns/spins
 - Chasse
 - Walks

- Contemporary:
 - Leaps
 - Balances
 - Turns and traveling
 - Step patterns

- Folk:
 - Step patterns
 - Movement
 - Rhythm

- Irish:
 - Leaps/jumps
 - Balances
 - Turns and traveling
 - Step patterns

- Street:
 - Jumps
 - Holds/grabs
 - Step patterns
 - Turns and traveling

- Tap:
 - Steps with one sound building to compound steps
 - Wings
 - Pick ups
 - Traveling steps
 - Different rhythms
 - Head, body and arm lines to portray the style of dance

Technique of manoeuvres:

- Aesthetics of movements – Body tension/extension, coordination of body parts
- Balance
- Control of body shape

Advanced skills, (applies to all disciplines) to include:

Dance movement skills applied to the appropriate discipline being assessed with more efficient and technically difficult versions of:

- Ballet:
 - Pirouettes
 - Leaps
 - Balances

- Ballroom:
 - Turns/spins
 - Chasse
 - Walks

- Contemporary:
 - Leaps
 - Balances
 - Turns and traveling
 - Step pattern
- Folk:
 - Step patterns
 - Movement
 - Rhythm
- Irish:
 - Leaps/jumps
 - Balances
 - Turns and traveling
 - Step patterns
- Street:
 - Jumps
 - Holds/grabs
 - Step patterns
 - Turns and traveling
- Tap:
 - Steps with one sound building to compound steps
 - Wings
 - Pick ups
 - Traveling steps
 - Different rhythms
 - Head, body and arm lines to portray the style of dance

Technique of manoeuvres completed with high levels of:

- Aesthetics of movements – Body tension/extension, coordination of body parts
- Balance
- Control of body shape
- Expression

Choreography of routines:

- Motifs
- Theme and variation
- Repetition
- Climax

Decision making and application of compositional ideas/choreography, to include:

- Difficulty of routine
- Choreography of routine
- Responses and Interpretation to music
- How to ensure the routine flows
- Body awareness and ensuring that you choose movements that work well for you
- Use of flight - leaps
- Acceleration/deceleration of movements
- Spatial awareness and moving into space
- When to use showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other dancers e.g. adopt a different routine depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2e.13 Diving

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Learners are expected to perform eight dives in total, chosen from the lists below. Dives should show the full range of skills of the learner and their performance should contain a mixture of core and advanced dives (as appropriate) to enable the learner to access the mark point they are deserving of.

The level of success of the core and advanced skills are measured through the movement phases identified below:

Forwards and backwards take off:

- Arm swing
- Posture
- Hip position
- Height
- Safety

Body shape:

- Aesthetic quality
- Elongated
- Toe position
- Tension

Core skills, to include:

Dives will be performed from a 1m board.

Travel during the dive:

- Height at apex of dive
- Appropriate distance from board
- Body positioning during dive
- Transition between body positions
- Control

Entry:

- Upright
- Clean
- Straight
- Toes pointed

Type of dive:

- Forward dive piked
- Forward jump, piked (arm swing)
- Inward dive with tuck
- Forward somersault open-pike
- Back dive, ½ twist
- Forward jump
- Pike fall
- Forward somersault piked
- Back dive with tuck
- Reverse dive with tuck
- Inward dive pike
- Forward somersault
- Back dive, ½ twist

Advanced skills, to include higher tariff dives:

Dives may be performed from a 3m or 5m board.

Type of dive:

- Forward dive piked
- Back tuck roll (crouch)
- Reverse dive with tuck
- Forward 1½ somersault
- 1 twist
- Back dive, ½ twist
- Forward jump, piked
- Forward pike roll
- Forward 1 ½ somersaults, piked
- Back dive with tuck
- Reverse dive piked
- Inward 1½ somersaults tuck
- Inward 1½ Somersault Pike
- Back 1½ Somersault, ½ twist

Entry:

- Ripped (no splash)

Decision making and tactical awareness, to include:

- Selection of appropriate dives for your ability
- Selection of appropriate height of board
- Principles of the dive being completed
- Applying tactics/strategy in different situations
- Body awareness
- Use of flight
- Awareness of strengths/weaknesses and actions of other divers e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2e.14 Equestrian

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Horse Riding.

The learner may be assessed in, and can provide evidence for any of the following:

Dressage
Show Jumping
Cross Country
Horse Racing

Core Skills, (applies to all disciplines) to include:

Preparation and Handling skills:

- Safe handling
- Putting saddle/bridle on
- Leading the horse
- Safe mounting and dismounting

Rider position and rein hold:

- Posture/body is correctly aligned most of the time
- Position/seat is appropriate most of the time
- Hand and leg position
- Sitting and rising
- Balance
- Control
- Recovery
- Correction
- Rhythm
- Tempo and timing
- Impulsion
- Effectiveness

Use of Aids:

- Natural:
 - Legs – inside and outside
 - Hands – inside and outside
 - Body and seat
 - Voice
- Artificial: (where relevant)
 - Whips
 - Spurs
 - Knowledge of when they are permitted

Pace work:

- Working at different paces – increase and decrease pace
- Flatwork drills in walk, trot and canter – with stirrups

Jumping: (where required)

- Posture/body is correctly aligned most of the time
- Position/seat is appropriate most of the time
- Hand and leg position
- Control
- Recovery
- Correction
- Rhythm
- Tempo and timing
- Impulsion
- Effectiveness
- Clears jumps up to 1m in height
- Horse may refuse up to 2 jumps in a round
- An intermediate level of faults are given in a round

Tactics appropriate to the discipline, to include:

- Flow of routine/ route over course
- Body awareness
- Use of showmanship (Dressage)

Advanced skills, (applies to all disciplines) to include:

Rider position:

- Posture/body is correctly aligned all of the time
- Position/seat is appropriate all of the time

Pace work:

- Flatwork drills in walk, trot and canter –without stirrups

Advanced pace work:

- Flatwork drills in and the transition between –
 - Free/medium/collected/extended walk
 - Medium/working/collected/extended trot
 - Medium/working/collected/extended canter

Jumping: (where required)

- Posture/body is correctly aligned all of the time
- Position/seat is appropriate all of the time
- Clears jumps up to 1.2m in height
- Horse may refuse up to 2 jumps in a round
- An intermediate level of faults are given in a round

Decision making and tactical awareness, to include:

- Difficulty of course/routine, balance of difficulty with quality of execution
- Composition and flow of routine (dressage)
- When to change pace
- Which route to take (show jumping/cross country)
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other performers e.g. adopt a different routine/route/pace depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2e.15 Gaelic Football

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Gaelic football

Core Skills, (all outfield positions) to include:

Catching: (with either or both hands)

- Body
- Low
- Reach

Maintaining possession:

- The bounce
- The toe tap

Kicking:

- Punt (dominant and non-dominant side)
- Hook (dominant side)
- Penalty (dominant side)
- From the floor and from the hand (dominant and non-dominant side)

Passing: (mostly dominant side passing with some non-dominant seen at times)

- Fist
- Hand

Tackling:

- Side to side charge
- Simple evasion
- Roll off
- The near/hand tackle
- The block down
- Feint/side stepping

Marking:

- Player with the ball

Shooting:

- Kicking the ball
- Punching the ball

Core Skills, (goalkeeper) to include:

Catching: (with either or both hands)

- Body
- Low
- Reach

Kicking:

- Punt (dominant and non-dominant side)
- Hook (dominant side)
- From the floor and from the hand (dominant and non-dominant side)

Passing: (mostly dominant side passing with some non-dominant seen at times)

- Fist
- Hand

Shot-stopping:

- Catching
- Kicking

Advanced skills, (all outfield positions) to include:

Catching: (with either or both hands)

- Crouch lift
- High

Maintaining possession:

- Soloing

Kicking: (dominant and non-dominant side)

- Hook

Passing: (can be performed equally on dominant and non-dominant sides)

- Fist
- Hand

Tackling:

- The near/hand tackle
- The block down
- Checking

Marking:

- Player without the ball

Advanced skills, (goalkeeper) to include:

Catching: (with either or both hands)

- Crouch lift
- High

Kicking: (dominant and non-dominant side)

- Hook

Passing: (can be performed equally on dominant and non-dominant sides)

- Fist
- Hand

Shot-stopping:

- Punching
- Different shot heights and ranges

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces

2e.16 Goal Ball

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

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

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Goal Ball.

Core skills, to include:

Positioning:

- In attack
- In defence

Throws – from stationary:

- Dominant straight ball
- Non-dominant straight ball
- Dominant side arm
- Dominant curved ball
- Non-dominant side arm
- Non-dominant curved ball
- Bounces once in each required zone

Throws – with one or more strides:

- Dominant straight
- Non-dominant straight
- Dominant side arm
- Dominant curved

Anticipation:

- Spatial awareness of court and team positioning
- Auditory localisation
- Reaction time
- Awareness of timekeeping

Blocking - Laying out:

- Dominant side

Advanced skills, to include:

Throws – with one or more strides:

- Non-dominant side arm
- Non-dominant curved ball
- Bounces once in each required zone
- With 360 degree turn

Blocking - Laying out:

- Non-dominant side

Decision making and tactical awareness, to include:

- Selection of appropriate throw
- Understanding of roles
- Principles of attack and defence
- Applying different systems of play in different situations e.g. when winning or losing
- Applying other ploys/tactics to outwit opponent
- Effective decision making in defence and attack
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other players e.g. left handed players
- Awareness of the rules and regulations of the sport and their application

2e.17 Golf

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Learners should be assessed on both isolated movement patterns and under a normal competitive environment (Medal or Stableford).

Core skills, to include:

Course Management:

- Club selection
- Target accuracy

Putting:

- < 2 Foot
- 2 - 6 Foot
- 6 - 10 Foot

Short Irons: (9, PW, SW, LW)

- Chipping
- Pitching

Mid Irons: (5, 6, 7, 8),

- Stroke action from fairway

Long Irons: (3, 4)

- Stroke action from fairway

Fairway Woods / Hybrids:

- Stroke action from fairway

Driving:

- Stroke action

Playing from different lies:

- Fairway
- Light rough
- Deep rough

Advanced skills, to include:

Course Management:

- Distance control

Putting:

- > 10 Foot
- Uphill
- Downhill

Short Irons: (9, PW, SW, LW)

- Bunker Play (Greenside and Fairway)
- Punch
- Flop
- Spin Control

Mid Irons: (5, 6, 7, 8)

- Stroke action from tee
- Draw
- Fade

Long Irons: (3, 4)

- Stroke action from tee
- Draw
- Fade

Fairway Woods / Hybrids:

- Stroke action from tee
- Draw
- Fade

Driving:

- Draw
- Fade

Playing from different lies:

- Ball above the feet
- Ball below the feet

Decision making and tactical awareness, to include:

- When to opt for safe, strategic or aggressive play
- How to plan for a 'break' (Left, Right and Multiple) on the green and how to control your put
- How much power to put into a stroke in order to control the distance the ball travels
- Awareness of how far the ball carries off of different clubs
- Where to aim for optimal target accuracy
- Awareness of environmental conditions and how they can affect the shots you play
- Awareness of how the lie of the ground can affect the shot selection
- Off the green
- In a playable hazard
- Divots
- Awareness of the rules and regulations of the sport and their application

2e.18 Gymnastics

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for GCSE (9–1) Practical Performance.

The learner is assessed performing the acquired and developed skills of Gymnastics.

The learner will be assessed in, and should provide evidence for any **two** of the following:

Olympic Gymnastics –

Vaulting

Floor

Pommel Horse (Male)

Rings (Male)

Bar (Male)

Asymmetric/Uneven Bars (Female)

Beam (Female)

Or

Rhythmic Gymnastics -

Ball

Clubs

Hoops

Rope

Ribbon

Where a routine is required it should be of a length sufficient to demonstrate the full range of core and advanced skills the learner is capable of (and if applicable, an appreciation of the stimulus being used) to enable the learner to access the mark point they are deserving of.

Core Skills, to include as applicable to the disciplines chosen:

Olympic gymnastics skills applied to the appropriate discipline being assessed with intermediate tariff versions of:

Take off, flight and landing:

- Rolls – forward and backward variations:
 - to straddle
 - dive forward

Balances using different parts of the body

Cartwheels

Round offs

Jumps/leaps

Twists/pivots

Steps

Tumbling lines

Dance elements

Transitions

Low tariff release/dismounts off equipment

Basic Vaulting:

- Squat and Straddle
- Handspring
- Long arm
 - Run up
 - Use of spring board/trampette
 - Dismount

Pommel Horse:

- Single and double leg work
- Clockwise or counter-clockwise
- Turns

Rings:

- One static strength move within your routine

Bar/bars:

- Controlled swinging/circling

Rhythmic gymnastics skills applied to the appropriate discipline being assessed with intermediate tariff versions of:

Skipping

Circles

Figures of 8

Balancing equipment on the body

Swinging

Throwing

Rolling

Rotating

Clubs:

- Tapping/Beating

Hoop:

- Passing through/Over

Ball:

- Trapping
- Bouncing

Ribbon:

- Coils
- Snaking
- Spiralling

Advanced skills, to include:

Olympic gymnastics skills applied to the appropriate discipline being assessed with high tariff versions of:

Advanced rolls – roll to handstands

Hand/head springs

Somersaults

Saltos –forwards/backwards

Walkover

Higher tariff dismounts off equipment

Advanced Vaults:

- Handspring with half turn on/off
- Round off over vault
- Longarm with full twist
- Any vault from the FIG code of points

Pommel Horse:

- Flares

Rings:

- Two or more static strength moves within your routine

Rhythmic gymnastics skills applied to the appropriate discipline being assessed with high tariff versions of:

Skipping

Circles

Figures of 8

Balancing equipment on the body

Swinging

Throwing

Rolling

Rotating

Clubs:

- Tapping/Beating

Hoop:

- Passing through/Over

Ball:

- Trapping
- Bouncing

Ribbon:

- Coils
- Snaking
- Spiralling

Decision making and application of compositional ideas/choreography, to include:

- Difficulty/tariff of routine to complete
- Composition of routine
- How to respond to and interpret the music (where appropriate)
- How to ensure that the routine flows
- Body awareness, how to move effectively, smoothly and precisely
- Use of flight, when to move
- Acceleration/deceleration of movements
- Spatial awareness, how to make full use of the space that you have
- Use of showmanship to impress judges
- Awareness of strengths/weaknesses and actions of other gymnasts e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2e.19 Handball

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Handball

Core Skills, (applies to all positions, except where stated) to include:

Catching: (two handed) / shot stopping (goalkeeper only)

- Upper
- Half upper
- Lower
- Mid-air
- From bounce
- From the ground
- 'Putting down'
- Jumping
- lunging

Positions for catching the ball:

- Frontal
- Sideways
- Backwards

Dribbling with either or both hands

Passing:

- Standing
- Running
- Forward jumping
- Vertical jump

Shooting:

- Vertical Jump shot
- Shot in place
- Leaning back shot

Offensive and defensive movement:

- Feinting with the body
- Feinting a shot
- Feinting a pass
- Screening an opponent without the ball

Advanced skills, (applies to all positions, except where stated) to include:

Catching: (one handed assisted on both sides) / shot stopping (goalkeeper only)

- Upper
- Half upper
- Lower
- Mid-air
- From bounce
- From the ground
- 'Putting down'
- Jumping
- lunging

Shooting:

- Striding/jump shot
- Shot whilst falling

Offensive and defensive movement:

- Stealing the ball
- Screening an opponent with the ball

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication

2e.20 Hockey

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Hockey

Core Skills, (all outfield positions) to include:

Open and reverse side passing:

- Push
- Drive
- Slap hit

Receiving and stopping the ball whilst stationary:

- Using Reverse stick

Dribbling:

- Push
- Tap

Shooting:

- Open side technique

Tackling:

- Block
- Jab – front and side

Marking:

- Player with the ball

Core Skills, (goalkeeper) to include:

Open and reverse side passing:

- Push
- Drive
- Slap hit

Receiving and stopping the ball whilst stationary:

- Using Reverse stick

Dribbling:

- Push
- Tap

Shot stopping:

- Saving shots
- Positioning
- Narrowing the angles
- Use of pads/feet and stick
- Distribution

Advanced skills, (all outfield positions) to include:

Open or reverse passing:

- Aerial
- Flick
- Scoop

Receiving and stopping the ball whilst on the move

Dribbling:

- Indian dribble
 - Close control

Shooting:

- Reverse stick technique

Marking:

- Player without the ball/shadowing

Advanced skills, (goalkeeper) to include:

Open or reverse passing:

- Aerial
- Flick
- Scoop

Receiving and stopping the ball whilst on the move

Shot stopping:

- Kicking

Decision making and tactical awareness, to include:

- When to run/pass/shoot/dribble/tackle
- Where to pass/shoot/dribble/tackle
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/penalty and long corners
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive ploys – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication
- Positioning and organisation at set pieces, communication, command of the D (Goalkeeper only).

2e.21 Hurling

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Hurling

Core Skills, to include:

Grip and swing

Striking:

- Stationary sliotar (dominant side)
- Stationary sliotar (non-dominant side)
- Whilst moving (dominant side)
- Free taking/taking a free

Catching:

- Roll lift
- Chest
- Face
- Overhead
- Balancing the sliotar on the hurley
- Jab lift
- Solo running

Carrying:

- Dribbling
- Palming
- Raising moving sliotar into hand
- Running
- The hand pass
- Doubling forward

Tackling:

- Ground block
- Ground flick
- Shoulder clash
- Striking from hand
- Simple evasion

Marking:

- Player with the ball

Advanced skills, to include:

Striking:

- Whilst moving (non-dominant side)
- From the hand
- Overhead
- Sideline cut

Defending:

- Frontal air block
- The hook
- Blocking the sliotar overhead
- The roll off
- Feint/side stepping
- Checking

Marking:

- Player without the ball

Decision making and tactical awareness, to include:

- When to run/pass/tackle/shoot
- Where to run/pass/tackle/shoot
- Which pass to make
- Beating opponents
- Finding space
- Attacking positioning on field
- Defensive positioning on the field
- Supporting team mates through positional cover, providing passing options, communication
- Sliotar distribution/retention
- Defensive plays – man to man marking
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Positioning and organisation at defensive set pieces, calling for the sliotar.
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2e.22 Kayaking

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Kayaking.

Core skills, to include:

These skills should be demonstrated on moving water at grade 3 or above

Introduction:

- Embark/disembark
- Stopping/emergency stop
- Capsize drill

Strokes:

- Sweep strokes
- Draw stroke
- J stroke

Turns:

- Low brace turn
- High brace turn

Sculling:

- For support
- Draw
- T draw

Ferry glide, up and down stream

Advanced skills, to include:

These skills should be demonstrated on moving water at grade 3 or above

Strokes:

- Stern rudder

Turns:

- Bow rudder turn

Cutting in and out of moving water

Bow rescue

Deep water re-entry

Decision making and tactical awareness, to include:

- Selection of appropriate boat size
- Applying tactics to cope with different water conditions
- Applying tactics in different competitive situations
- Awareness of conditions
- Awareness of strengths/weaknesses and actions of other kayakers
- Application of safety principles
- Awareness of the rules and regulations of the sport and their application

2e.23 Lacrosse

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Lacrosse

Core Skills, (all outfield positions) to include:

Possession:

- Cradling the stick
- Carrying the ball on either side of the body

Ground Balls:

- Position and action for some angles of pick up

Receiving the ball:

- From the front
- From the left or the right
- Cradle action
- On the run from some angles
- From the left and the right

Passing the ball:

- Change of grip for overarm throw
- Passing over different distances

Tackling and body checking:

- Closing down
- Tacking safely
- Positioning 'goal side'
- Stick tackles (within the rules)

Shooting:

- Long bounce shots
- Short shots

Dodging:

- Moving to either side of a defender
- Protecting the stick

Marking:

Player with the ball

Core Skills, (goalkeeper) to include:

Ground Balls:

- Position and action for some angles of pick up

Receiving the ball:

- From the front
- From the left or the right
- Cradle action
- On the move from some angles
- From the left and the right

Passing the ball:

- Change of grip for overarm throw
- Passing over different distances

Shot stopping:

- Saving with the stick
- Saving with the hands
- Saving with the body

Advanced skills, (all outfield positions) to include:

Ground Balls:

- Position and action for all possible angles of pick up

Receiving the ball:

- From the rear
- On the run from all angles

Shooting:

- Corner shots

Dodging:

- Rolling dodge

Marking:

- Player without the ball

Advanced skills, (goalkeeper) to include:

Ground Balls:

- Position and action for all possible angles of pick up

Receiving the ball:

- From the rear
- On the move from all angles

Shot stopping:

- Saving by kicking

Decision making and tactical awareness, to include:

- When to pass/tackle/shoot
- Where to pass/tackle/shoot
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/penalty
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication

2e.24 Netball

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Core Skills, (applies to all positions, except where stated) to include:

Footwork:

- Stopping/landing
- Pivoting

Dodging

Ball handling:

- Catching whilst stationary
- Catching in the air

Passing over any distance:

- Chest
- Overhead
- Bounce
- Shoulder pass

Shooting: (GS and GA only)

- Stationary
- Stepping

Rebounds (GA, GS, GD, GK only)

Marking:

- Player with the ball
- Player without the ball
- Shadowing

Advanced skills, (applies to all positions, except where stated) to include:

Dodging:

- Holding space

Ball handling:

- Catching on the run
- One handed receiving
- Catching and turning in the air before landing

Passing over mid-long distance:

- On the move

Defence:

- Interception
- Screening

Decision making and tactical awareness, to include:

- When to pass/shoot/dodge
- Where to pass/shoot/dodge
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/penalty
 - Attacking positioning on the court
 - Defensive positioning on the court
 - Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at set pieces, communication

2e.25 Polybat

Learners wishing to take part in this activity must meet the functional profiles.

These can be found here:

http://www.ntu.ac.uk/adapted_sports/adapted_games/polybat/rules/polybat_functional_profiles.html

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

Learners may be assessed only as an individual – singles.

The learner(s) is/are assessed performing the acquired and developed skills of Polybat.

Core skills, to include:

Service:

- Varied angle of strike to a side panel
- Use of different side panels

Return of service

Strokes:

- Hit
- Push
- Forehand
- Backhand
- Pace of ball is consistently the same
- Ability to keep ball on the table

Positioning and reactions:

- Being in the right place
- Having your bat in the right place
- Bat placement
- Low-medium speed of reaction to the ball

Advanced skills, to include:

Service:

- Varied angle of strike to both side panels

Strokes:

- Variation in pace of ball

Positioning and reactions:

- Anticipating the ball
- fast speed of reaction to the ball

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Understanding of positioning for attack and defence
- Principles of attack and defence
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent e.g. adjusting the speed of return
- Awareness of strengths/weaknesses and actions/ability of your opposition
- Awareness of the rules and regulations of the sport and their application

2e.26 Powerchair Football

Learners wishing to take part in this activity must meet the classification criteria.

These can be found at: <http://www.thewfa.org.uk/laws.php>

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Powerchair football.

Core Skills, (applies to all positions, except where stated) to include:

Ball Control using:

- Using front of chair
- Using the side of the chair

Passing:

- Short
- Long
- Using both edges of the chair
- Goal kicks (Goalkeeper only)
- Kick ins
- Free kicks
- 180 degree spin

Shooting:

- Short range
- Shot-stopping (Goalkeeper only)
 - Short range shots
 - blocking

Dribbling:

- Close control

Tackling:

- Jockeying

Marking:

- Player with the ball

Advanced skills, (applies to all positions, except where stated) to include:

Passing:

- Power
- 360 degree spin

Shooting:

- Long range
- Shot-stopping (Goalkeeper only)
 - different shot ranges
- Penalty kicks

Dribbling:

- Ability to beat opponents

Marking:

- Player without the ball

Defence:

- Blocking

Decision making and tactical awareness, to include:

- When to pass/shoot/block
- Where to pass/shoot/block
- Which pass to make
- Awareness of the 2 on 1 rule and its application to the game
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners
 - Attacking positioning on the court
 - Defensive positioning on the court
 - Defensive ploys – man to man marking, zonal marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)
- Positioning and organisation at defensive set pieces, communication, command of area (Goalkeeper only)

2e.27 Rock Climbing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Rock climbing either indoors or outdoors.

Learners may take part in competitions for either:

Lead climbing

Speed climbing

Core Skills, to include:

Safety:

- Fit and secure helmet
- Fit harness/belt
- Tie rope to harness/clip, figure of eight into Karabiner and tighten
- Use of correct climbing calls and communication

Knots:

- Tie a bowline
- Tie a figure of 8

Route planning:

- Work out how you are going to traverse the face
- Know the conditions you are likely to face (outdoor only)

Bouldering:

- Low level traverse

Climbing and descending methods:

- Climb showing 3 points of contact
- Foot jam
- Heel hook
- Toe hook
- Hand jam/palm plant
- Perform a bridge
- Abseiling
 - Safe use of
 - Perform an abseil controlling own descent

Semi-direct belay:

- Single point belaying
- Anchor the belayer
- Belay a climber using a belay device

Advanced skills, to include:

Climbing and descending methods:

- Ascend a mantle shelf or overhang
- Perform a layback
- Flagging
- Back stepping
- Abseiling:
 - Knowledge of a Prussik knot

Belay:

- Multiple belay
- Belay a climber during a fall

Decision making and tactical awareness, to include:

- Use of appropriate equipment
- Which route to take
- When to take risks
- Applying tactics to cope with different conditions/levels of difficulty
- Applying tactics to a competitive environment
- Awareness of conditions
- Awareness of strategies/tactics when climbing
- Awareness of strengths/weaknesses and actions of other climbers e.g. ability to complete a more technical route and moves to beat an opponent
- Application of safety principles
- Awareness of the rules and regulations and their application in competitive situations

2e.28 Rowing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Rowing.

Core skills, to include:

Phases of rowing:

- Catch
- Draw
- Finish
- Recovery
- Balance

Demonstrating appropriate positioning of the:

- Legs
- Body
- Arms
- Posture

Rowing on either stroke or bow side

Paddling

Teamwork and communication with partner/teammates/Cox

Advanced skills, to include more efficient versions of:

Learners should follow an appropriate technical model which leads to effective performance.

Phases of rowing:

- Catch
- Draw
- Finish
- Recovery
- Balance

Being able to row on both stroke and bow side equally and as required

Working together as a co-ordinated team

Decision making and tactical awareness, to include:

- Speed of start
- Selection of appropriate boat size (2, 4, 8, coxed or uncoxed)
- Understanding your partner/teammates and working together
- Principals of attack and defence
- Race tactics in relation to either sprint **or** head race events
- River positioning
- Tactical rowing e.g. when to lead, when to follow and when to kick for the finish
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other rowers
- Awareness of the rules and regulations of the sport and their application

2e.29 Rugby League

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Core Skills, to include:

Handling and carrying skills:

- Picking up a ball:
 - Stationary
 - Moving
 - Falling on the ball

Passing:

- Both hands in either direction
- Off-loading
- Kicking

Receiving:

- On the move

Running with the ball, balanced running

Beating opponents:

- Hand off
- Side-step
- Change of pace/direction
- Kick ahead
- Feint
- Swerve
- Dummying

Try Scoring:

- Grounding the ball with downward pressure
- When and when not to use one/two hands

Playing the ball in contact:

- Retaining the ball
- Play of the ball

Contact Skills:

Tackling

- Basic technique from front and side
- Close contact tackling

Advanced skills, to include:

Handling and carrying skills:

Passing:

- Spin, both ways

Contact Skills:

Beating opponents

- Switching
- Other set plays

Contact Skills:

Tackling:

- Basic technique from rear
- Smothering

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

- Scrum – individual positions and roles, ball distribution, support play once ball is out
- Set scrummaging – binding, position of feet;
- Kicking - high ball, grubber, box, place, positional, drop outs, place or drop kicking for conversions/penalties/drop goal

Decision making and tactical awareness, to include:

- When to run/pass/kick
- Where to run/pass/kick
- Which pass to make
- Controlled phase possession
- Collective alignment
- Methods to cross the gain line
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2e.30 Rugby Union

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Core Skills, to include:

Handling and carrying skills:

- Picking up a ball:
 - Stationary
 - Moving
 - Falling on the ball

Passing:

- Both hands in either direction
- Off-loading
- Kicking

Receiving:

- On the move
- Stationary
- Ground pick-up

Running with the ball, balanced running

Beating opponents:

- Hand off
- Side-step
- Change of pace/direction
- Feint
- Swerve
- Dummying

Try Scoring:

- Grounding the ball with downward pressure
- When and when not to use one/two hands

Contact Skills:

Tackling:

- Basic technique from front, side and rear
- Close contact tackling

Ruck:

- Going to ground
- Placing ball behind
- Support roles
- Clear out

Maul:

- Staying on feet
- Body positioning
- Support roles
- Rolling maul
- Tactics

Advanced skills, to include:

Handling and carrying skills:

Passing:

- Spin, both ways

Beating opponents:

- Switching

Contact Skills:

- Jackal
- Counter ruck

Tackling:

- Smothering

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

- Scrum – individual positions and roles, collective skills of pushing and holding, ball distribution, support play once ball is out
- Set scrummaging – binding, position of feet; angle of drive for each row
- Line out play – tactics, roles and support
- Kicking - high ball, grubber, box, place, positional, drop outs, place or drop kicking for conversions/penalties/drop goal

Decision making and tactical awareness, to include:

- When to run/pass/kick
- Where to run/pass/kick
- Which pass to make
- Controlled phase possession
- Collective alignment
- Methods to cross the gain line
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
 - Attacking positioning on the field
 - Defensive positioning on the field
 - Defensive ploys – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2e.31 Sculling

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Sculling.

Core skills, to include:

Phases of sculling:

- Catch
- Draw
- Finish
- Recovery
- Balance
- Steering

Demonstrating appropriate positioning of:

- Legs
- Body
- Arms
- Hands
- Posture

Paddling

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

Advanced skills, to include more efficient versions of:

Learners should follow an appropriate technical model which leads to effective performance.

Phases of sculling:

- Catch
- Draw
- Finish
- Recovery
- Balance
- Steering

Working together as a co-ordinated team (doubles or fours only)

Decision making and tactical awareness, to include:

- Speed of start
- Selection of appropriate boat size (1, 2, 4, coxed or uncoxed)
- Understanding your partner/teammates and working together
- Principals of attack and defence
- Race tactics in relation to either sprint **or** head race events
- River positioning
- Tactical rowing e.g. when to lead, when to follow and when to kick for the finish
- Applying tactics in different situations
- Applying other ploys/tactics to outwit opponent
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other rowers
- Awareness of the rules and regulations of the sport and their application

2e.32 Skiing

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of (Alpine) Skiing. Learners must be assessed on snow, however this may be outdoors or inside. The use of dry ski slopes is not permitted

Core skills, to include:

These should be demonstrated on appropriate terrain on a minimum of a red run

- Ascend and descend a short slope of moderate gradient
- Control rate of descent by ploughing
- Control speed and direction of travel whilst plough steering
- Show the development of plough steering to plough parallel turning
- Show plough parallel turning over a range of amplitudes
- Skid to a halt to both sides
- Show rhythmical parallel turning with a pole plant across a variety of conditions
- Parallel turning showing carved and skidded arcs as requested by assessor and/or as appropriate

Advanced skills, to include:

These should be demonstrated on appropriate terrain on a black run

- Modify tempo and intensity of turning to control speed of travel as appropriate
- Make rhythmical arcs within differing corridors
- Make rhythmical arcs and change amplitude of arcs during the descent
- Skate round arcs [showing support against outside ski before the skis travel through fall line]
- Make rhythmical short radius turns staying in the fall-line on steeper terrain
- Perform linked turns leaving well defined tracks without skidding and using the shape and side-cut of the ski to change direction

Quality of performance: Across all tasks the learner should show and maintain appropriate posture and balance with good coordination of biomechanically sound movements.

Decision making and tactical awareness, to include:

- Identify key points of the ski way code and apply them.
- Modify speed and direction of travel as a response to more challenging terrain.
- Select an appropriate route based on conditions
- Select a range of routes taking into account their own ability and density of skiers.
- Pre determine routes and modify as required.
- React to changing snow characteristics
- Awareness of hazards [including an ability to identify/predict hazards which are probable though unseen]
- Choosing an appropriate route when skiing in a Slalom Course or terrain park, or in Moguls or Deep snow
- Awareness of the rules and regulations of the sport and their application

2e.33 Snowboarding

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of Snowboarding. Learners must be assessed on snow, however this may be outdoors or inside. The use of dry ski slopes is not permitted

Core skills, to include:

These should be demonstrated on appropriate terrain on a minimum of a red run

- Identify key components of snowboard equipment
- Ascend and descend a short slope of moderate gradient
- Control rate of descent by Side-slipping (toe and heel edge)
- Control speed and direction of travel whilst side-slipping on both edges [diagonal side-slipping]
- Use a ski lift
- Show a development of Falling Leaf into the fall line, where steering is achieved by 'twisting' the board (foot steering) on both toe and heel edge
- Show falling leaf over a range of angles of descent
- Show linked basic turning with rhythmical arcs
- Skid to a halt – (from both edges)
- Show rhythmical turning across a variety of conditions
 - Linked turning showing carved and skidded arcs as appropriate

Advanced skills, to include:

These should be demonstrated on appropriate terrain on a black run

- Modify tempo and intensity of turning to control speed of travel as appropriate
- Make rhythmical arcs within a corridor
- Able to make rhythmical arcs and change amplitude of arcs during the descent
- Link switch turns (travelling with the back foot leading) on easier terrain
- Perform linked turns leaving a thin line without skidding using the shape and side-cut of the board to change direction
- Perform frontside and backside 180's and/or ride switch confidently

Quality of performance: Across all tasks the learner should show and maintain appropriate posture and balance with good coordination of biomechanically sound movements.

Decision making and tactical awareness, to include:

- Ride in a manner which is consistent with the ski way code.
- Select appropriate routes based on conditions
- Select a range of routes taking into account their own ability and other slope users.
- Pre determine routes and modify as required.
- React to changing snow characteristics
- Awareness of hazards [including an ability to identify/predict hazards which are probable though unseen]
- Choose an appropriate route when riding a slalom course or terrain park, or in Moguls or deep snow
- Awareness of the rules and regulations of the sport and their application

2e.34 Squash

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

Learners may be assessed either as a team - doubles or as an individual – singles.

The learner(s) is/are assessed performing the acquired and developed skills of Squash.

Core skills, to include:

Serving

Return of serve

Drives: (forehand and backhand)

- Straight drive
- Cross court

Boasts: (forehand and backhand)

- Simple boast
- Trickle boast

Boasts: (forehand)

- Squeeze boast
- Back wall boast
- Skid boast

Volleys (forehand and backhand)

Drop shot

Lob:

- Cross court
- straight

Kill shots (forehand and backhand)

- Simple kill shot

Teamwork and communication with partner (doubles only)

Advanced skills, to include:

Boasts: (backhand)

- Squeeze boast
- Back wall boast
- Skid boast

Lob: (forehand and backhand)

- Cross court
- Straight

Kill shots:

- Nick shot (forehand only)
- Rolling nick (forehand only)
- Corkscrew

Footwork and court positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence e.g. dominating the T, interference and obstruction
- Applying tactics in different competitive situations
- Applying different systems/formations of play in different competitive situations e.g. (singles and doubles tactics)
- Applying other ploys/tactics to outwit opponent e.g. serve, second serve and volley, intercepting in doubles, disguising your shot, switching positions
- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application

2e.35 Swimming

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed performing the acquired and developed skills of swimming:
The focus of the tasks will be:

Any two events for AS, chosen from the lists below. (these may be the same stroke)

One event for GCE, chosen from the lists below.

For the GCE (H555) this should also be assessed against the performance tables supplied in Appendix C (page 125 onwards). The final mark awarded to the learners will reflect a 1/3 weighting to the skills element and a 2/3 weighting for the performance time element.

This is worked out for you on the PE mark input form you complete to submit your marks to OCR.

Front crawl: 50m, 100m, 200m, 400m, 800m, 1500m

Back crawl: 50m, 100m, 200m

Breaststroke: 50m, 100m, 200m

Butterfly: 50m, 100m, 200m

Core skills, to include:

Racing starts

Racing turns

Racing Finishes

Quality of execution of chosen two events:

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

Advanced skills, to include:

Learners should follow an appropriate technical model which leads to effective performance in the chosen event.

Optimal breathing techniques

Optimise the distance travelled underwater following a start or a turn

Efficient transition between technical phases

Stroke number/pacing

Decision making and tactical awareness, to include:

- Timing of breathing
- How far to travel underwater after a start/turn
- When to turn e.g. knowing your number of strokes per length/from the flags
- Application of strategy to sprints and longer races and the difference this makes to your stroke
- Application of race tactics to your events
- Awareness of your position in the lane
- Awareness of the rules and regulations of the sport and their application

2e.36 Table Cricket

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

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

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

Core skills, to include:

Batting:

- Selecting and playing the correct shot to the type of ball faced, including:
 - Grip
 - Ability to hit the ball
 - Keeping the ball on the table
 - Control
 - Adjusting the angle of hit

Bowling:

- Different speeds of push
- Knowing which ball to use
- Appropriate use of the swing ball

Fielding:

- Slow to medium speed of reaction to the ball
- Appropriate positioning of your fielder
- Ability to move fielder without being penalised for touching the next fielder
- Use of either hand to move fielder (may not be relevant to all learners)

Advanced skills, to include:

Batting:

- Selecting and playing the correct shot to the type of ball faced, including:
 - Adjusting the power of hit
 - Ability to aim for scoring zones

Bowling:

- Adjusting the angle of the ramp

Fielding:

- Anticipating the ball
- Fast speed of reaction to the ball
- Catching the batter out through deliberate movement of fielder

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Understanding of positions and roles batting and fielding
- Principals of attack and defence
- Applying tactics in different situations
- Applying different systems of play in different situations e.g. switching bowling styles or balls to keep the opposition guessing
- Applying other ploys/tactics to outwit opponent
- Effective decision making for batting order
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions and ability of other players
- Awareness of the rules and regulations of the sport and their application

2e.37 Table Tennis

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

Learners may be assessed either as a team - doubles or as an individual – singles.

The learner(s) is/are assessed performing the acquired and developed skills of table Tennis

Core skills, to include:

Serving

Return of serve

Offensive strokes: (forehand and backhand)

- Hit
- Flick
- Smash
- Loop (forehand only)
- Counter-hit (forehand only)

Defensive strokes: (forehand and backhand)

- Push/slice
- Chop

Application of spin on strokes:

- Topspin
- Backspin
- Sidespin

Teamwork and communication with partner (doubles only)

Advanced skills, to include:

High toss service

Offensive strokes: (forehand and backhand)

- Loop
- Counter-hit

Defensive strokes: (forehand only)

- Block
- Lob

Application of spin on strokes:

- Corkspin

Footwork and positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations
- Applying different systems/formations of play in different competitive situations e.g. (singles or doubles tactics)
- Applying other ploys/tactics to outwit opponent e.g. serve, second serve and volley, intercepting in doubles, disguising your shot, switching positions
- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions and ability of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application

2e.38 Tennis

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

Learners may be assessed either as a team - doubles or as an individual – singles.

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

Core skills, to include: (both singles and doubles unless stated)

Serving

Return of serve

Groundstrokes:

- Forehand with topspin
- Backhand

Volleys:

- Forehand
- Backhand

Lob

Advanced skills, to include: (both singles and doubles unless stated)

Serve:

- Use of topspin
- Second serve

Serve and volley

Groundstrokes:

- Backhand, with topspin

Drop shot / volley

Overhead / smash

Backhand Lob

Court positioning:

- Baseline play
- Net play

Footwork and court positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Principles of attack and defence e.g. roles and positioning
- Understanding of positions and roles in attack and defence
- Applying tactics in different competitive situations
- Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles
- Applying other ploys/tactics to outwit opponent e.g. serve, second serve and volley, intercepting in doubles, disguising your shot, switching positions
- Awareness of team strategies/tactics (doubles only)
- Awareness of strengths/weaknesses and actions of other players e.g. fitness
- Awareness of the rules and regulations of the sport and their application

2e.39 Trampolining

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner is assessed in two 10 contact routines the acquired and developed skills of Trampolining.

Learners must perform two 10 contact routines, these should show the full range of skills of the learner and contain a mixture of core and advanced skills (as appropriate) to enable the learner to access the mark point they are deserving of.

Core skills, to include:

Shapes:

- Tuck
- Straddle
- Pike

Twists:

- Half
- Full

Seat Drop

Back to front

Front to back

Rotational movements:

- Front landing
- Back landing

Combined movements:

- Swivel hips
- Half/full twist in/out of front and back landing
- Seat to front
- Front to seat

Quality of execution:

Form, to include:

- 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, to include:

- Success in both the individual elements and the sequence as a whole;
- Centring;
- Phasing.
- Maintenance of height and body position

Advanced skills, to include:

- Half turntable
- Cradle
- Front somersault (tucked and piked)
- Back somersault (tucked, piked and straight)

Decision making and application of compositional ideas/choreography, to include:

- Difficulty of routine, balance of difficulty with quality of execution
- Composition of routine
- Flow of routine
- Order of the skills in routine
- Body awareness
- Use of flight
- Acceleration/deceleration of movements
- Spatial awareness
- Use of showmanship
- Awareness of strengths/weaknesses and actions of other performers e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.
- Awareness of the rules and regulations of the activity and their application (including judging signals)

2e.40 Volleyball

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

The learner(s) is/are assessed on both their ability to demonstrate skills in isolation and within a game situation.

Core skills, to include:

Serving:

- Tennis
- Float

Return of serve

Overhead techniques:

- Volley
- Setting
- Spike
- Block

Underhand techniques:

- Dig
- Receiving service

Rebounding

Reacting to the ball

Teamwork and communication

Advanced skills, to include:

Serving:

- Jump-topspin
- Jump-float

Underhand Techniques

- Emergency retrieve techniques

Net play

Back court play

Anticipating the ball

Footwork and court positioning

Decision making and tactical awareness, to include:

- Selection of appropriate shot
- Understanding of positions and roles in attack and defence
- Principles of attack and defence
- Applying tactics in different situations
- Applying different systems/formations of play in different situations e.g. serving and receiving serve to keep the opposition guessing
- Applying other ploys/tactics to outwit opponent e.g. disguising shots and serves or switching positions
- Awareness of team strategies/tactics
- Awareness of strengths/weaknesses and actions of other players
- Awareness of the rules and regulations of the sport and their application

2e.41 Wheelchair Basketball

Learners wishing to take part in this activity must meet the classification criteria.

These can be found here: <http://www.qbwba.org.uk/qbwba/index.cfm/get-involved/classification/>

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Core Skills, to include:

Chair control:

- Starting
- Stopping
- Hand position on wheels
- Forwards movement
- Direction change
- Can move quickly and effectively around the court

Gaining possession:

- Catching the ball
- Ball pick up

Passing:

- Chest
- Feed off
- Hook

Shooting:

- Set shots
- Free shots
- One handed shot
- Two handed shot

Dribbling:

- 2 pushes, 1 bounce
- Use of both hands (where able)
- Ability to beat opponents

Marking:

- Player with the ball

Advanced skills, (applies to all points classifications except where stated) to include:

Chair control:

- Pivoting sharply

Passing:

- Hand off
- Bounce (1 and 2 point players only)
- Overhead (1 and 2 point players only)

Catching the ball

Shooting:

- Lay ups
- Hook shots

Dribbling:

- Continuous dribble

Marking:

- Player without the ball

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking , zone defence, fast break, tandem defence(against fast break)
- Finding space
- Attacking positioning on court
- Defensive positioning on the court
- Defensive ploys – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

2e.42 Wheelchair Rugby

Learners wishing to take part in this activity must meet the classification criteria.

The learner's level of success in this activity is measured through the areas/aspects identified in the practical activity assessment criteria for AS and GCE Practical Performance.

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

Core Skills, (applies to all points classifications except where stated) to include:

Chair control:

- Starting
- Stopping
- Hand position on wheels
- Forwards movement
- Direction change
- Can move quickly and effectively around the court

Gaining possession:

- Catching the ball with both hands
- Ball pick up

Passing: (some passes will not be relevant to those learners with a points classification of less than 2.0)

- Roll
- Bump pass
- Scoop
- Two handed toss
- Forearm
- Chest
- Flip
- Hook
- One handed overhead
- Two handed overhead
- Throw in

Attacking/Scoring:

- Controlled possession on the ball
- Catching before the line
- Evading defence
- Crossing the line

Dribbling:

- Use of both hands (where able)
- Ability to beat opponents

Defending:

- Marking – Know your man
- Closing down an opponent
- Corner trap
- Double trap
- Picks:
 - Front
 - Double side

Advanced skills, (applies to all points classifications except where stated) to include:

Chair control:

- Pivoting sharply

Gaining possession:

- Catching the ball with one hand (may not be relevant to some points classifications)

Passing: (some passes will not be relevant to those learners with a points classification of less than 2.0)

- Flip
- Hook
- One handed overhead
- Two handed overhead
- Throw in

Defending:

- Picks:
 - Wheel backs
 - Double front back
 - Back to wheel

Decision making and tactical awareness, to include:

- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking , zone defence, fast break, tandem defence(against fast break)
- Finding space
- Attacking positioning on court
- Defensive positioning on court
- Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

3. Teacher guidance on planning the NEA

3a. Guidance on the release of the NEA performance/coaching tasks to Learners

3a.1. Choice of NEA task

For the practical/coaching performances teachers will be able to design their own tasks according to the assessment criteria and skills criteria provided by OCR.

Centres should generate tasks of suitable pitch and challenge to enable learners to access the full range of marks as indicated in the assessment criteria and offer them scope to demonstrate the skills and techniques required.

For the Evaluating and Analysing Performance for Improvement tasks (EAPI), the tasks are set for the life of the specification. Learners should produce a verbal response to a performance which they have observed that enables them to meet the requirements of the task, as detailed in the assessment criteria and guidance provided.

3a.2. Setting of NEA for practical performances and The Evaluation and Analysis of Performance for Improvement (EAPI).

For the practical/coaching options OCR will assume a limited level of control in relation to the setting of tasks. Centres should therefore follow the guidance below when setting tasks.

Centres must consider the accessibility of activities when planning the delivery of these assessments. The need to access particular facilities, locations and equipment, and the frequency with which learners will need to participate in an activity so as to be able to access the full range of marks must be taken into account in making these decisions. For instance, a task which incorporates participation in an on-site activity (e.g. Netball) twice a week for 12 weeks would in most cases give greater accessibility to the full range of marks than a task which requires participation at an off-site location which can only be accessed infrequently (e.g. rock climbing). The disparity between the learners' ability access to the full range of marks which the design of the above two tasks creates needs to be mitigated by the centre. Careful consideration also needs to be given to how filmed evidence for the assessments can be captured.

Where a learner is undertaking an off-site activity the centre is advised to discuss with them both accessibility to the activity (how accessible are the ski slopes to them? how frequently they can access the ski slopes?) and the period of time the task will run for to ensure that access to the full range of marks is available. In some cases limitations around access to an activity may mean that another activity should be chosen.

Evaluating and Analysing Performance for Improvement tasks (EAPI) are set by OCR; however, learners do have to decide which activity (from the approved lists) they will analyse and evaluate a performance in. Centres should assist learners in making this choice, discussing what would make a suitable project and provide suitable scope to meet the task requirements, e.g. it may be more difficult for learners to plan appropriate improvements in their preferred activity, even though their inclination may be to choose this. It is also vital that the performance observed is suitable in terms of level and format (e.g. if filmed rather than live) to enable the learner full access to the assessment criteria for the task.

3a.3. When and how to give out the NEA tasks

For the practical/coaching tasks, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task.

Many learners will already have prior knowledge and/or experience of the activities they will be assessed in; however, learners must be informed of the tasks set by the centre for the activity and both the skills criteria and the assessment criteria.

Where a learner with disabilities wishes to be assessed in an activity not listed in the specification, centres may make a special

activity submission to request the inclusion of this. Neither centres nor learners should assume that approval will be given; therefore learners should have an alternative activity in case of non-approval.

For the Evaluating and Analysing Performance for Improvement tasks (EAPI), learners need to be able to apply relevant knowledge and understanding from other components within the qualifications as well as drawing upon their own practical performance experience. The timing of when the tasks are conducted and internally assessed needs to take account of these requirements.

3a.4. Guidance on NEA controls

One member of staff should be designated as being responsible for all AS or GCE Physical Education marks. This designated member of staff will be responsible for ensuring that comparability across all activities, all learners and all persons awarding marks is achieved.

Authenticity control

Practical activity/coaching tasks - learners will complete all work for assessment under direct teacher supervision except where the activity is off-site and/or is under the supervision of a specialist coach. In these instances it is the responsibility of the designated member of staff at the centre to provide the OCR criteria for the activity to the specialist over-seeing the assessment and to communicate with them about the assessment. The teacher assessing the work must be able to authenticate the work. The designated member of staff responsible for all AS or GCE Physical Education marks also needs to be able to conduct internal standardisation of the marks awarded, including those in activities that may have been assessed using advice given by external parties (coach, leader, trainer, centre or instructor).

Evaluating and Analysing Performance for Improvement tasks (EAPI) – learners will complete all aspects of the task under direct teacher supervision to ensure that the performance observed is captured as part of the evidence required and is new to the

learner. Centres must also ensure that no pre-prepared notes or forms of prompt other than any provided by the teacher during the verbal response are used in conjunction with the task

Feedback control

Feedback to learners will be encouraged but tightly defined. Within AS and GCE Physical Education, OCR expects teachers to supervise and guide learners who are undertaking work that is internally assessed. The degree of teacher guidance in learners' work will vary according to the kinds of work being undertaken. It should be remembered; however, that learners are required to reach their own judgements and conclusions. When setting tasks, teachers are expected to:

- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures
- have one member of staff who is responsible for all AS or GCE Physical Education marks, ensuring that comparability across all activities, all learners and all persons awarding marks is achieved.

Time control

Practical activity/coaching tasks - where time control is appropriate for a physical activity within the specification, it will be stipulated in the skills criteria for that activity within this booklet.

Evaluating and Analysing Performance for Improvement tasks (EAPI) – there are no limits on the duration of responses however it is anticipated that 10 minutes should be sufficient for the AS task and 15 minutes for the GCE task.

3a.5. Presentation of work

For the practical performances, any activity that could not be reasonably moderated at the centre is defined as being 'off-site'. Centres must provide filmed evidence of all activities entered for by learners and should refer to this section, section 3c.3. (page 119) and Appendix B (page 122) for guidance.

Centres must provide filmed evidence of all off-site marks that are entered by learners.

learners being filmed need to be very clearly identified and the footage needs to be accompanied by the Filmed Evidence – Learner identification form (available from the OCR website).

Where the environment in which the activity is taking place is relevant to the assessment

of the activity, centres must include a thorough and accurate description, for example the type of slope in skiing or climbing grade.

The EAPI of each learner must be filmed. The centre should ensure that the learner is clearly identifiable and understandable on the recording. The filmed evidence must also contain the performance upon which the response is based. A sample will be requested for moderation.

Centres must also arrange for the filming of all learners involved on day of moderation. All learners and all activities performed for moderation must be recorded. This filmed evidence will be required if a review of moderation is later requested.

3b. Guidance on marking the NEA tasks

3b.1. Marking

For the Practical activity/coaching tasks each practical activity should be marked by the centre according to the given marking criteria and specific activity information. . Marking should be positive, using a 'best fit' approach and rewarding achievement. The award of marks **must be** directly related to the marking criteria.

For the Practical activity/coaching tasks the starting point for marking the tasks is either the practical activity or coaching assessment criteria. Using the relevant criteria centres should familiarise themselves with the standard of achievement within each level. Centres should then refer to the relevant specific activity information to assess the level of the learner's achievement in the activity. Centres should use their professional judgement in selecting the descriptor that best describes the work of the Learner.

Centres should use the full range of marks available to them as applicable to the attainment evidenced; centres must award *full* marks in any band for work that fully meets that descriptor.

Centres should also ensure that they rank order their learners to award the correct mark within the level.

For the Practical activity/coaching tasks assessment needs to be on-going rather than based on performance on one occasion. learners' marks must be based on what they are able to do consistently in order that they can replicate that level of performance in a moderation situation. On-going assessment can also assist in centres establishing correct rank order for all of their learners within activities and across activities, as well as informing any special requirements requests in situations where learners incur injury which prevents them from being moderated or

completing the performance aspects of the qualification fully.

For the Evaluation and Analysis of Performance for Improvement (EAPI) the

basis for marking the tasks is the EAPI criteria and associated guidance. Teachers use their professional judgement in selecting the descriptor that best describes the work of the Learner.

3b.2. Internal standardisation of the NEA marking

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors, teaching groups and different physical activities takes place using an appropriate procedure.

One member of staff must be designated as being responsible for all AS or GCE Physical Education marks. The designated member of staff will ensure that comparability across all activities, all learners and all persons awarding marks is achieved.

Each centre is required to internally standardise assessment across different activities that have been taught by different members of staff to ensure that all learners are fairly assessed. This fairness applies to comparisons between learners and relative fairness and ability between activities. The designated member of staff responsible for all AS or GCE Physical Education marks will be responsible for ensuring that all assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment.

3c. Moderation of the NEA tasks

3c.1. Minimum requirements for the NEA

There should be clear evidence that work has been attempted and some work produced. For the practical activity tasks it is suggested that assessment is continuous, so that in the event of injury or illness the centre still has evidence of attainment up to that point.

If a Learner submits no work for the internally assessed component, then the Learner

should be indicated as being absent from that component on the mark sheets submitted to OCR. If a Learner completes any work at all for the internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

3c.2. Submission dates for the NEA

Learners' final marks must be despatched to the Moderator and to OCR by 31 March of the year they have entered for that unit in.

Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

3c.3. Requirement to film the moderation day

Centres must arrange for the filming of all learners involved in moderation, on the day of moderation, this includes the filming of the EAPI where seen by the moderator.

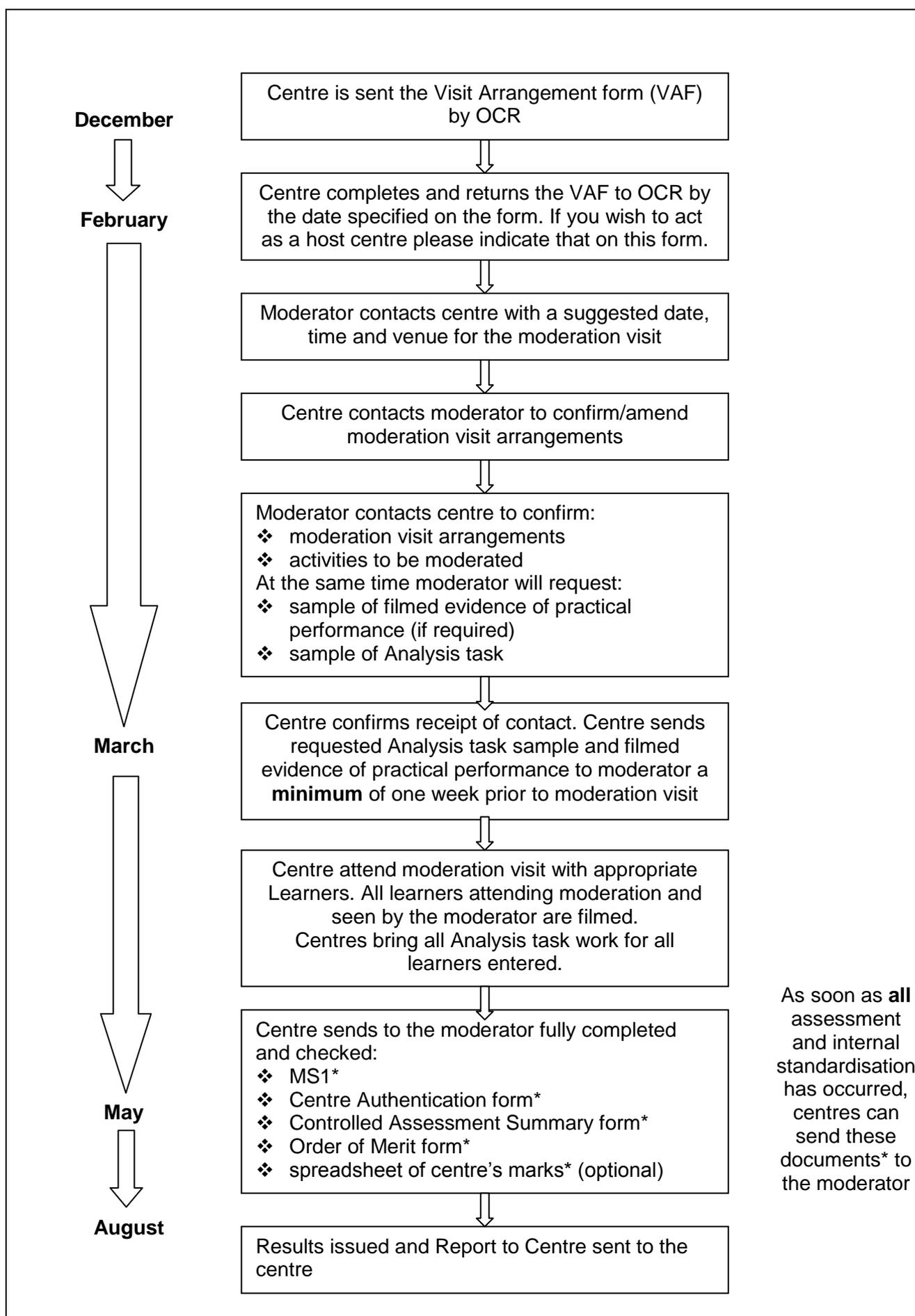
All performances the moderator sees on the day of moderation must be recorded as they happen.

All learners must be clearly identifiable in the footage recorded.

This filmed evidence must be sent to OCR within 10 working days of the moderation day and will be used (alongside film of any offsite activities) if a review of moderation is later requested. This footage is confidential between OCR and the centre and should not be placed in the public domain. This evidence will be retained by OCR until the deadline has passed for centres to submit an enquiry about results (EAR). Once this deadline has passed and centres have not requested an EAR, this evidence will be destroyed.

4. Appendices

Appendix A: The moderation



Appendix B: Additional guidance for filmed evidence

Centres offering AS and GCE Physical Education specifications to their learners are expected to provide filmed evidence of all 'off-site' activities. The filmed evidence should be sent to the Moderator before the NEA deadline date for the series. (31st March) The moderator will review this evidence at home either immediately prior to or after the day of moderation.

Ofqual's *Subject Level Conditions and Requirements for Physical Education* require that any sport or activity which is not capable of live moderation is supported by an audio visual recording of the evidence generated by each learner in that assessment. Activities deemed by OCR to present this challenge are referred to as being 'off-site'.

'Off-site' activities for which all learners being assessed must be filmed:

Amateur Boxing	Powerchair football
Blind Cricket	Rock Climbing
Boccia	Rowing
Canoeing	Sculling
Cycling	Skiing
Diving	Snowboarding
Goal Ball	Swimming
Golf	Table Cricket
Equestrian	Wheelchair basketball
Kayaking	Wheelchair rugby
Polybat	

Although some centres may have suitable on-site facilities for some of the activities listed above, many will not. In some cases, the availability of other suitable participants for moderation activities may also be unlikely, for example in amateur boxing or blind cricket.

Where centres do have facilities which enable on-site assessment of activities listed above, they are still required to produce filmed evidence for all learners being assessed in them as moderation is conducted in groups of centres, and they may not 'host' the moderation visit.

Evaluating and Analysing Performance for Improvement tasks (EAPI)

The EAPI of each learner must be filmed. The centre should ensure that the learner is clearly identifiable and understandable on the recording. The filmed evidence must also contain the performance upon which the response is based. A sample will be requested for moderation.

Filming of activities

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

1. The evidence should be in DVD/electronic format and compatible with VLC media player.
2. Each activity should be supported by filmed evidence that is sufficient to evidence the marks awarded by the centre to the learner.
3. Learners must be clearly identified in the footage, per activity, by lettered or numbered bib. The numbers must be shown against the learner's name on any relevant forms or paperwork which accompanies the filmed activities and ideally there should be an accompanying commentary, which clearly identifies learners.
4. Scores in rank order for all learners, with the identified learners clearly shown, should be sent with the filmed evidence.
5. Ideally, several minutes of the filming should be devoted to the individual skills of each identified learner. Then if learners are involved in team activities the camera should be focused on them in the game.
6. A running commentary, identifying the learners in the games situation, is helpful.

7. Learners need to be seen demonstrating their ability to perform the skills of the activity in a way which supports the mark they have been given – so they need to show the quality and range required, in the correct conditions, for the level they are assessed in. This allows the moderator, who has no prior knowledge of your learner, to judge the appropriateness of the mark that has been awarded.
8. Where the environment in which the activity is taking place is relevant to the assessment of the activity, centres must include a thorough and accurate description, for example the type of slope in skiing or grade of a climb in rock climbing.
9. The filmed evidence should be recorded in good light.
10. The use of yellow training bibs to identify learners should be avoided, as this colour does not show up well on a screen.
11. Captions are not necessary.
12. Males and females can be filmed together but in most activities should be assessed separately and marks should be shown in rank order within gender groups. The filmed evidence should reflect 'real' assessment situations, so for example it may be appropriate to film male and female footballers performing drills and practices as one group, but then to film separate games for male and female performers.

Filming of the moderation day

Centres must arrange for the filming of all learners involved in moderation, on the day of moderation.

All performances the moderator sees on the day of moderation must be recorded as they happen.

All learners must be clearly identifiable in the footage recorded. This filmed evidence must be sent to OCR within 10 working days of the moderation day and will be used (alongside film of any offsite activities) if a review of moderation is later requested.

This footage is confidential between OCR and the centre and should not be placed in the public domain.

Appendix C: Performance Tables for GCE (H555)

Athletics – Male

Event	100m	200m	400m	800m	1500 m	3000 m	2000 ms/c	110m H	400m H	HJ	LJ	TJ	PV	Shot 6kg	Discus 1.75kg	Javelin 800g	Hammer 6kg
Mark	s	s	s	min/s	min/s	min/s	min/s	s	s	m	m	m	m	m	m	m	m
30	11.24	22.43	49.70	1.55.5	4.00	8.41	6.10	15.33	56.61	1.94	6.73	13.77	4.00	12.81	39.25	52.13	44.25
29	11.28	22.55	50.10	1.56	4.02	8.46	6.13	15.45	57.03	1.93	6.66	13.64	3.90	12.63	38.50	51.25	43.50
28	11.31	22.68	50.50	1.57	4.04	8.51	6.16	15.58	57.44	1.91	6.59	13.51	3.80	12.44	37.75	50.38	42.75
27	11.35	22.80	50.90	1.58	4.06	8.56	6.19	15.70	57.85	1.90	6.53	13.38	3.70	12.25	37.00	49.50	42.00
26	11.39	22.93	51.30	1.59	4.08	9.02	6.21	15.83	58.26	1.88	6.46	13.24	3.60	12.06	36.25	48.63	41.25
25	11.46	23.18	52.10	2.01	4.12	9.14	6.27	16.08	59.09	1.85	6.32	12.98	3.40	11.69	34.75	46.88	39.75
24	11.50	23.30	52.50	2.02	4.15	9.20	6.30	16.20	59.50	1.83	6.25	12.85	3.30	11.50	34.00	46.00	39.00
23	11.66	23.73	53.59	2.04	4.17	9.40	6.32	16.50	61.50	1.79	6.09	12.50	3.23	11.28	32.69	44.19	37.25
22	11.83	24.15	54.68	2.06	4.19	10.00	6.34	16.80	63.50	1.74	5.94	12.15	3.16	11.05	31.38	42.38	35.50
21	11.99	24.58	55.76	2.08	4.21	10.20	6.36	17.10	65.50	1.70	5.78	11.80	3.09	10.83	30.06	40.56	33.75
20	12.31	25.43	57.94	2.14	4.26	11.00	6.39	17.70	69.50	1.61	5.47	11.11	2.96	10.38	27.44	36.94	30.25
19	12.48	25.85	59.03	2.17	4.29	11.20	6.41	18.00	71.50	1.56	5.31	10.76	2.89	10.15	26.13	35.13	28.50
18	12.64	26.28	60.11	2.20	4.32	11.40	6.43	18.30	73.50	1.52	5.16	10.41	2.82	9.93	24.81	33.31	26.75
17	12.80	26.70	61.20	2.25	4.35	12.00	6.45	18.60	75.50	1.47	5.00	10.06	2.75	9.70	23.50	31.50	25.00
16	12.86	26.84	61.51	2.26	4.38	12.04	6.48	18.73	75.87	1.46	4.96	10.01	2.73	9.59	23.32	31.16	24.89
15	12.99	27.11	62.12	2.28	4.44	12.12	6.54	18.98	76.61	1.44	4.89	9.92	2.69	9.37	22.95	30.47	24.68
14	13.05	27.25	62.42	2.29	4.47	12.16	6.57	19.11	76.97	1.43	4.85	9.88	2.68	9.26	22.76	30.13	24.58
13	13.12	27.38	62.73	2.30	4.50	12.20	7.00	19.23	77.34	1.41	4.82	9.83	2.66	9.15	22.58	29.79	24.47
12	13.18	27.52	63.03	2.31	4.53	12.24	7.04	19.36	77.71	1.40	4.78	9.79	2.64	9.04	22.39	29.45	24.37
11	13.24	27.66	63.34	2.32	4.56	12.28	7.08	19.48	78.08	1.39	4.74	9.74	2.62	8.93	22.21	29.11	24.26
10	13.37	27.93	63.95	2.34	5.02	12.36	7.16	19.74	78.82	1.37	4.67	9.65	2.58	8.71	21.84	28.42	24.05
9	13.43	28.07	64.25	2.35	5.05	12.40	7.20	19.86	79.18	1.36	4.63	9.61	2.57	8.59	21.66	28.08	23.95
8	13.49	28.21	64.56	2.36	5.08	12.45	7.24	19.99	79.55	1.35	4.59	9.56	2.55	8.48	21.47	27.74	23.84
7	13.56	28.34	64.86	2.37	5.10	12.50	7.28	20.12	79.92	1.34	4.56	9.52	2.53	8.37	21.29	27.39	23.74
6	13.62	28.48	65.17	2.38	5.13	12.55	7.31	20.24	80.29	1.33	4.52	9.47	2.51	8.26	21.11	27.05	23.63
5	13.75	28.75	65.78	2.40	5.19	13.05	7.39	20.49	81.03	1.30	4.45	9.38	2.47	8.04	20.74	26.37	23.42
4	13.81	28.89	66.08	2.41	5.22	13.10	7.43	20.62	81.39	1.29	4.41	9.34	2.46	7.93	20.55	26.03	23.32
3	13.87	29.03	66.39	2.42	5.24	13.15	7.47	20.75	81.76	1.28	4.37	9.29	2.44	7.82	20.37	25.68	23.21
2	13.94	29.16	66.69	2.44	5.27	13.20	7.51	20.87	82.13	1.27	4.34	9.25	2.42	7.71	20.18	25.34	23.11
1	14.00	29.30	67.00	2.46	5.30	13.25	7.55	21.00	82.50	1.26	4.30	9.20	2.40	7.60	20.00	25.00	23.00

Athletics – Female

Event	100m	200m	400m	800m	1500m	3000m	2000ms/c	110m H	400m H	HJ	LJ	TJ	PV	Shot 6kg	Discus 1.75kg	Javelin 800g	Hammer 6kg
	s	s	s	min/s	min/s	min/s	min/s	s	s	m	m	m	m	m	m	m	m
Mark																	
30	12.55	25.85	59.2	2.16	4.46	10.21	5.42	15.40	66.40	1.67	5.40	10.20	2.85	10.4	35.00	36.50	38.00
29	12.60	25.90	59.6	2.17	4.48	10.24	5.44	15.60	66.80	1.66	5.35	10.00	2.80	10.2	34.00	36.00	37.00
28	12.65	26.00	60.0	2.18	4.50	10.28	5.46	15.80	67.20	1.65	5.30	9.90	2.75	10.0	33.00	35.50	36.00
27	12.70	26.10	60.2	2.19	4.52	10.32	5.48	16.00	67.60	1.64	5.25	9.80	2.70	9.80	32.00	35.00	35.00
26	12.75	26.20	60.4	2.20	4.54	10.36	5.50	16.20	68.00	1.63	5.20	9.70	2.65	9.60	31.00	34.50	34.00
25	12.90	26.50	60.8	2.24	4.58	10.44	5.54	16.60	68.80	1.61	5.10	9.50	2.55	9.20	29.00	33.00	32.00
24	13.00	26.60	61.0	2.26	5.00	10:48	5.56	16.80	69.20	1.60	5.05	9.40	2.50	9.00	28.00	32.00	31.00
23	13.10	26.80	61.5	2.27	5.02	10.52	5.58	17.00	69.60	1.59	5.00	9.30	2.45	8.80	27.00	31.50	30.50
22	13.15	27.00	62.0	2.28	5.04	10.56	6.00	17.10	70.00	1.58	4.95	9.20	2.40	8.60	26.00	31.00	30.00
21	13.20	27.20	63.0	2.29	5.06	11.08	6.04	17.20	70.40	1.57	4.90	9.10	2.35	8.40	25.00	30.50	29.50
20	13.40	27.60	65.0	2.32	5.10	11.24	6.12	17.40	71.20	1.53	4.80	8.90	2.25	8.20	24.00	29.00	28.50
19	13.50	27.80	66.0	2.34	5.13	11.32	6.16	17.50	71.60	1.51	4.75	8.80	2.20	8.10	23.50	28.00	28.00
18	13.55	28.00	67.0	2.36	5.16	11.40	6.20	17.60	72.00	1.49	4.70	8.70	2.15	8.00	23.00	27.00	27.50
17	13.60	28.20	68.0	2.38	5.19	11.48	6.24	17.70	72.40	1.47	4.65	8.60	2.10	7.90	22.50	26.00	27.00
16	13.65	28.40	68.5	2.40	5.22	11.56	6.28	17.80	72.80	1.45	4.60	8.55	2.05	7.80	22.00	25.00	26.50
15	13.75	28.80	69.5	2.42	5.28	12.12	6.36	18.00	73.60	1.41	4.50	8.45	1.98	7.60	21.00	23.00	25.50
14	13.80	29.00	70.0	2.43	5.31	12.20	6.40	18.10	74.00	1.39	4.45	8.40	1.96	7.50	20.50	22.00	25.00
13	13.85	29.20	70.5	2.44	5.34	12.28	6.44	18.20	74.50	1.37	4.40	8.35	1.94	7.40	20.00	21.00	24.50
12	13.90	29.40	71.0	2.45	5.37	12.36	6.48	18.30	75.00	1.35	4.35	8.30	1.92	7.30	19.75	20.00	24.00
11	13.95	29.60	71.5	2.46	5.40	12.44	6.52	18.40	75.50	1.33	4.30	8.25	1.90	7.20	19.50	19.75	23.50
10	14.05	30.00	72.5	2.48	5.46	13.00	7.00	18.60	76.50	1.29	4.20	8.15	1.86	7.00	19.00	19.25	22.50
9	14.10	30.20	73.0	2.49	5.49	13.08	7.04	18.70	77.00	1.27	4.15	8.10	1.84	6.90	18.75	19.00	22.00
8	14.20	30.40	73.5	2.50	5.52	13.16	7.08	18.80	77.50	1.25	4.10	8.05	1.82	6.80	18.50	18.75	21.50
7	14.30	30.60	74.0	2.51	5.55	13.24	7.12	18.90	78.00	1.23	4.05	8.00	1.80	6.70	18.25	18.50	21.00
6	14.35	30.80	74.5	2.52	5.58	13.32	7.16	19.00	78.50	1.22	4.00	7.95	1.79	6.60	18.00	18.25	20.50
5	14.45	31.20	75.5	2.54	6.04	13.48	7.24	19.20	79.50	1.20	3.90	7.85	1.77	6.40	17.50	17.75	19.50
4	14.50	31.40	76.0	2.55	6.07	13.56	7.28	19.30	80.00	1.19	3.85	7.80	1.76	6.30	17.25	17.50	19.00
3	14.55	31.60	76.5	2.56	6.10	14.04	7.32	19.40	80.50	1.18	3.80	7.75	1.75	6.20	17.00	17.25	18.50
2	14.60	31.80	77.0	2.57	6.13	14.12	7.36	19.50	81.00	1.17	3.75	7.70	1.74	6.10	16.75	17.00	18.00
1	14.65	32.00	77.5	2.58	6.16	14.20	7.40	19.60	81.50	1.16	3.70	7.65	1.73	6.00	16.50	16.75	17.50

Swimming – Male

Mark	FREESTYLE / FRONT CRAWL						BREASTSTROKE			BUTTERFLY			BACK		
	50m (s)	100m (s)	200m (mins/s)	400m (mins/s)	800m (mins/s)	1500m (mins/s)	50m (s)	100m (s)	200m (mins/s)	50m (s)	100m (s)	200m (mins/s)	50m (s)	100m (s)	200m (mins/s)
30	25.7	55.60	2.02	4.17	9.00	17.01	32.46	69.65	2.31	27.98	60.84	2.14	29.28	60.02	2.14
29	25.9	56.00	2.03	4.19	9.04	17.08	32.68	70.10	2.32	28.15	61.23	2.15	29.45	60.10	2.15
28	26.1	56.40	2.03.5	4.21	9.06	17.15	32.89	70.55	2.33	28.33	61.61	2.16	29.63	60.19	2.16
27	26.3	56.80	2.04	4.22	9.08	17.20	33.10	71.00	2.34	28.50	62.00	2.17	29.80	60.27	2.17
26	26.5	57.21	2.05	4.23	9.14	17.29	33.34	71.51	2.35	28.70	62.45	2.18	30.01	61.02	2.18
25	26.9	58.04	2.07	4.27	9.25	17.43	33.81	72.54	2.37	29.10	63.35	2.20	30.44	62.53	2.20
24	27.1	58.45	2.08	4.29	9.29	17.50	34.05	73.05	2.38	29.30	63.80	2.21	30.65	63.29	2.21
23	27.2	58.86	2.09	4.31	9.34	17.57	34.29	73.56	2.39	29.50	64.25	2.22	30.86	64.04	2.22
22	27.4	59.28	2.10	4.33	9.38	18.04	34.53	74.08	2.40	29.70	64.70	2.23	31.08	64.79	2.23
21	27.6	59.69	2.11	4.35	9.40	18.11	34.76	74.59	2.41	29.90	65.15	2.24	31.29	65.55	2.24
20	28.1	60.80	2.13	4.40	9.48	18.31	35.39	75.96	2.44	30.45	66.35	2.27	31.85	67.05	2.27
19	28.4	61.50	2.14	4.43	9.56	18.44	35.78	76.83	2.46	30.80	67.10	2.28	32.20	67.80	2.28
18	28.7	62.20	2.15	4.46	10.04	18.57	36.16	77.69	2.48	31.15	67.85	2.30	32.55	68.55	2.30
17	29.1	62.90	2.16	4.49	10.10	19.10	36.55	78.55	2.50	31.50	68.60	2.31	32.90	69.30	2.31
16	29.4	63.60	2.17	4.52	10.16	19.23	36.94	79.41	2.52	31.85	69.35	2.33	33.25	70.05	2.33
15	30.0	65.00	2.19	4.59	10.28	19.49	37.71	81.14	2.56	32.55	70.85	2.36	33.95	71.55	2.36
14	30.3	65.70	2.21	5.03	10.34	20.02	38.10	82.00	2.58	32.90	71.60	2.38	34.30	72.30	2.37
13	30.7	66.49	2.23	5.06	10.42	20.17	38.73	83.00	2.59	33.40	72.40	2.40	34.80	74.01	2.39
12	31.2	67.28	2.25	5.09	10.50	20.32	39.35	84.00	3.00	33.90	73.20	2.42	35.30	75.73	2.41
11	31.6	68.06	2.27	5.12	10.58	20.47	39.98	85.00	3.01	34.40	74.00	2.44	35.80	77.44	2.43
10	32.5	69.64	2.31	5.18	11.14	21.17	41.23	87.00	3.03	35.40	75.60	2.48	36.80	80.86	2.47
9	32.9	70.43	2.33	5.21	11.22	21.32	41.85	88.00	3.04	35.90	76.40	2.50	37.30	82.58	2.49
8	33.4	71.21	2.35	5.24	11.30	21.47	42.48	89.00	3.05	36.40	77.20	2.52	37.80	84.29	2.51
7	33.8	72.00	2.37	5.27	11.38	22.02	43.10	90.00	3.06	36.90	78.00	2.54	38.30	86.00	2.53
6	34.4	73.00	2.39	5.30	11.46	22.19	44.09	91.00	3.07	37.76	79.00	2.55	39.16	87.00	2.55
5	35.7	75.00	2.43	5.36	12.02	22.53	46.06	93.00	3.09	39.47	81.00	2.57	40.87	89.00	2.59
4	36.4	76.00	2.45	5.39	12.10	23.10	47.04	94.00	3.10	40.33	82.00	2.58	41.73	90.00	3.01
3	37.0	77.00	2.47	5.42	12.18	23.27	48.03	95.00	3.11	41.19	83.00	2.59	42.59	91.00	3.03
2	37.7	78.00	2.49	5.45	12.26	23.44	49.01	96.00	3.12	42.04	84.00	3.00	43.44	92.00	3.05
1	38.3	79.00	2.51	5.48	12.34	24.01	50.00	97.00	3.13	42.90	85.00	3.01	44.30	93.00	3.07

Swimming - Female

	FREESTYLE / FRONT CRAWL						BREASTSTROKE			BUTTERFLY			BACK		
	50m	100m	200m	400m	800m	1500m	50m	100m	200m	50m	100m	200m	50m	100m	200m
Mark	(s)	(s)	(mins/s)	(mins/s)	(mins/s)	(mins/s)	(s)	(s)	(mins/s)	(s)	(s)	(mins/s)	(s)	(s)	(mins/s)
30	28.90	61.73	2.12	4.36	9.32	18.23	36.15	76.63	2.47	31.30	67.50	2.27	32.36	68.25	2.25
29	29.10	62.15	2.13	4.38	9.36	18.31	36.40	77.15	2.48	31.50	68.00	2.28	32.58	68.70	2.26
28	29.30	62.58	2.14	4.40	9.40	18.38	36.65	77.68	2.49	31.70	68.50	2.29	32.79	69.15	2.27
27	29.50	63.00	2.15	4.42	9.44	18.46	36.90	78.20	2.50	31.90	69.00	2.30	33.00	69.60	2.28
36	29.73	63.50	2.16	4.44	9.49	18.55	37.18	78.81	2.51	32.15	69.54	2.31	33.26	70.15	2.29
25	30.18	64.50	2.18	4.49	9.59	19.13	37.73	80.04	2.53	32.65	70.61	2.33	33.79	71.25	2.31
24	30.40	65.00	2.19	4.52	10.05	19.22	38.00	80.65	2.54	32.90	71.15	2.35	34.05	71.80	2.33
23	30.63	65.50	2.20	4.54	10.09	19.31	38.28	81.26	2.55	33.15	71.69	2.36	34.31	72.35	2.34
22	30.85	66.00	2.21	4.57	10.14	19.40	38.55	81.88	2.56	33.40	72.23	2.37	34.58	72.90	2.35
21	31.08	66.50	2.22	4.59	10.18	19.49	38.83	82.49	2.57	33.65	72.76	2.38	34.84	73.45	2.36
20	31.68	67.88	2.25	5.05	10.30	20.13	39.59	84.14	3.01	34.30	74.20	2.41	35.53	74.91	2.39
19	32.05	68.75	2.27	5.09	10.38	20.28	40.08	85.18	3.03	34.70	75.10	2.43	35.95	75.83	2.41
18	32.43	69.63	2.29	5.12	10.45	20.43	40.56	86.21	3.06	35.10	76.00	2.45	36.38	76.74	2.43
17	32.80	70.50	2.31	5.16	10.52	20.58	41.05	87.25	3.08	35.50	76.90	2.47	36.80	77.65	2.45
16	33.18	71.38	2.32	5.20	10.59	21.13	41.54	88.29	3.11	35.90	77.80	2.49	37.23	78.56	2.47
15	33.93	73.13	2.36	5.27	11.13	21.43	42.51	90.36	3.16	36.70	79.60	2.53	38.08	80.39	2.51
14	34.30	74.00	2.38	5.31	11.20	21.58	43.00	91.40	3.18	37.10	80.50	2.55	38.50	81.30	2.53
13	34.80	74.95	2.41	5.35	11.28	22.14	43.60	92.40	3.21	37.60	81.50	2.57	39.00	82.30	2.55
12	35.30	75.90	2.44	5.40	11.35	22.30	44.20	93.40	3.24	38.10	82.50	2.59	39.50	83.30	2.57
11	35.80	76.85	2.47	5.44	11.43	22.46	44.80	94.40	3.27	38.60	83.50	3.01	40.00	84.30	2.59
10	36.80	78.75	2.53	5.53	11.57	23.18	46.00	96.40	3.33	39.60	85.50	3.07	41.00	86.30	3.04
9	37.30	79.70	2.56	5.57	12.05	23.34	46.60	97.40	3.36	40.10	86.50	3.09	41.50	87.30	3.07
8	37.80	80.65	2.59	6.00	12.12	23.50	47.20	98.40	3.39	40.60	87.50	3.12	42.00	88.30	3.10
7	38.30	81.60	3.02	6.03	12.20	24.06	47.80	99.40	3.42	41.10	88.50	3.15	42.50	89.30	3.13
6	39.01	83.09	3.05	6.06	12.28	24.22	48.80	100.40	3.45	42.10	89.50	3.17	43.00	90.80	3.15
5	40.44	86.06	3.11	6.12	12.45	24.54	50.80	102.40	3.51	44.10	91.50	3.22	44.00	93.80	3.20
4	41.16	87.54	3.13	6.15	12.52	25.10	51.80	103.40	3.54	45.10	92.50	3.24	44.50	95.30	3.23
3	41.87	89.03	3.16	6.18	13.00	25.26	52.80	104.40	3.57	46.10	93.50	3.26	45.00	96.80	3.25
2	42.59	90.51	3.19	6.21	13.07	25.40	53.80	105.40	4.00	47.10	94.50	3.29	45.50	98.30	3.28
1	43.30	92.00	3.22	6.24	13.15	25.56	54.80	106.40	4.03	48.10	95.50	3.31	46.00	99.80	3.30

Track Cycling - Male

MARK	200 metre sprint (seconds)	3 kilometre pursuit (minutes/seconds)	1 kilometre time trial (minutes/seconds)
30	12.10	3.47.50	1.10.50
29	12.12	3.48.00	1.10.60
28	12.14	3.48.50	1.10.70
27	12.16	3.49.00	1.10.80
26	12.18	3.49.50	1.10.90
25	12.22	3.50.50	1.11.10
24	12.24	3.51.00	1.11.20
23	12.26	3.51.50	1.11.30
22	12.28	3.52.00	1.11.40
21	12.30	3.52.50	1.11.50
20	12.34	3.53.50	1.11.70
19	12.36	3.54.00	1.11.80
18	12.38	3.54.50	1.11.90
17	12.40	3.55.00	1.12.00
16	12.42	3.55.50	1.12.10
15	12.46	3.56.50	1.12.30
14	12.48	3.57.00	1.12.40
13	12.50	3.57.50	1.12.50
12	12.52	3.58.00	1.12.60
11	12.54	3.58.50	1.12.70
10	12.58	3.59.50	1.12.90
9	12.60	4.00.00	1.13.00
8	12.62	4.00.50	1.13.10
7	12.64	4.01.00	1.13.20
6	12.66	4.01.50	1.13.30
5	12.70	4.02.50	1.13.50
4	12.72	4.03.00	1.13.60
3	12.74	4.03.50	1.13.70
2	12.76	4.04.00	1.13.80
1	12.78	4.04.50	1.13.90

Track Cycling - Female

MARK	200 metre sprint (seconds)	500 metre time trial (seconds)	2 kilometre pursuit (minutes/seconds)
30	13.95	42.00	2.48.00
29	14.00	42.10	2.48.50
28	14.05	42.20	2.49.00
27	14.10	42.30	2.49.50
26	14.15	42.40	2.50.00
25	14.25	42.60	2.51.00
24	14.30	42.70	2.51.50
23	14.35	42.80	2.52.00
22	14.40	42.90	2.52.50
21	14.45	43.00	2.53.00
20	14.55	43.20	2.54.00
19	14.60	43.30	2.54.50
18	14.65	43.40	2.55.00
17	14.70	43.50	2.55.50
16	14.75	43.60	2.56.00
15	14.85	43.80	2.57.00
14	14.90	43.90	2.57.50
13	14.95	44.00	2.58.00
12	15.00	44.10	2.58.50
11	15.05	44.20	2.59.00
10	15.15	44.40	3.00.00
9	15.20	44.50	3.00.50
8	15.25	44.60	3.01.00
7	15.30	44.70	3.01.50
6	15.35	44.80	3.02.00
5	15.45	45.00	3.03.00
4	15.50	45.20	3.04.00
3	15.55	45.40	3.05.00
2	15.60	45.60	3.06.00
1	15.65	45.80	3.07.00

Road Cycling - Male

MARK	10 mile time trial	25 mile time trial
30	23:56	1hr
29	24:07	1hr 00:30
28	24: 18	1hr 01:00
27	24:30	1hr 01:30
26	24:41	1hr 02:00
25	25:03	1hr 03:00
24	25:15	1hr 03:30
23	25:26	1hr 04:00
22	25:37	1hr 04:30
21	25:48	1hr 05:00
20	26:11	1hr 05:52
19	26:22	1hr 06:15
18	26.33	1hr 06:37
17	26:45	1hr 07:00
16	26:56	1hr 07:22
15	27:18	1hr 08:07
14	27:30	1hr 08:30
13	27:41	1hr 08:56
12	27:52	1hr 09:22
11	28:03	1hr 09:48
10	28:26	1hr 10:41
9	28:37	1hr 11:07
8	28:48	1hr 11:33
7	29:00	1hr 12:00
6	29:11	1hr 12:22
5	29:33	1hr 13:07
4	29:45	1hr 13:30
3	29:56	1hr 13:52
2	30:07	1hr 14:15
1	30:18	1hr 14:37

Road Cycling - Female

MARK	10 mile time trial
30	00:27:31
29	00:27:44
28	00:27:57
27	00:28:10
26	00:28:38
25	00:28:51
24	00:29:17
23	00:29:45
22	00:29:58
21	00:30:11
20	00:30:54
19	00:31:07
18	00:31:20
17	00:31:34
16	00:31:47
15	00:32:13
14	00:32:43
13	00:32:57
12	00:33:10
11	00:33:23
10	00:34:07
9	00:34:20
8	00:34:34
7	00:35:05
6	00:35:19
5	00:35:45
4	00:36:00
3	00:36:13
2	00:36:26
1	00:36:40