

**GCSE**

# **Physical Education**

OCR GCSE in Physical Education J586

OCR GCSE (Short Course) in Physical Education J086

**September 2011**

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**Vertical black lines indicate a significant change to the previous printed version.**

# 1 About these Qualifications

This booklet contains OCR's GCSE (Short Course) and GCSE specifications in Physical Education for teaching from September 2009. These follow on from the 1970, 1971 and 1071 PE and PE: Games specifications. Centres that followed the 'Games' specifications (1971 and 1071) previously can still deliver these specifications using the same combinations of practical activities that these Games specifications supported.

These specifications enable candidates to participate in physical activity in a number of different types of activity and in different roles within activities through practical performance. They also require candidates to underpin their practical performances with theoretical knowledge of the anatomical, physiological and psychological demands of physical activity and how these factors affect physical competence. Candidates will also learn how to use methods of practice to improve their performance in physical activity and the importance of being physically active as part of a balanced, healthy lifestyle.

## 1.1 GCSE (Full Course) Physical Education

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From September 2009 the GCSE is made up of **four** mandatory units, two of which are the corresponding GCSE (Short Course) and two further units. Units B451 and B453 are externally assessed. Units B452 and B454 are internally assessed and externally moderated.

## 1.2 GCSE (Short Course) Physical Education

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The GCSE (Short Course) is both a 'stand-alone' qualification and also the first half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two year GCSE course.

From September 2009, the GCSE (Short Course) is made up of **two** mandatory units. Unit B451 is externally assessed and Unit B452 is internally assessed and externally moderated. These units form 50% of the corresponding Full Course GCSE.

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

- OCR GCSE in Physical Education
- OCR GCSE (Short Course) in Physical Education.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D–G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A\*–C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

## 1.4 Aims

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The aims of these specifications are to:

Encourage candidates to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to Physical Education. They should encourage creativity and decision-making skills to enable them to plan effectively for performances and to respond to changing situations.

They should prepare candidates to make informed decisions about further learning opportunities and career choices.

GCSE specifications in Physical Education must enable candidates to:

- become increasingly physically competent through being actively engaged in a range of physical activities
- become increasingly effective in their performance in different types of physical activity and roles, such as player/participant, leader and official
- develop their ability to engage independently and successfully in the processes of different types of physical activity
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

## 1.5 Prior Learning/Attainment

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Candidates who are taking courses leading to these qualifications at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

# 2 Summary of Content

## 2.1 GCSE Units

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### Unit B451: *An Introduction to Physical Education*

- Key concepts in Physical Education
- Key processes in Physical Education
- Opportunities, pathways and participation in Physical Education

### Unit B452: *Practical Performance and Analysis*

- Two performances from two different activity areas
- An Analysing Lifestyle Task (AL)

### Unit B453: *Developing Knowledge in Physical Education*

- Developing skills, techniques and motivation
- Developing physical and mental capacity
- Informed decision making using the principles of training and safe exercise
- Opportunities, pathways and participation in Physical Education

### Unit B454: *Practical Performance and Analysis*

- Two performances from any activity areas
  - An Analysing Skill Performance Task (AP) for one activity
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## 2.2 GCSE (Short Course) Units

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### Unit B451: *An Introduction to Physical Education*

- Key concepts in Physical Education
  - Key processes in Physical Education
  - Opportunities, pathways and participation in Physical Education
-

Unit B452: *Practical Performance and Analysis*

- Two performances from two different activity areas
  - An Analysing Lifestyle Task (AL)
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# 3 Content

## 3.1 Unit B451: An Introduction to Physical Education

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Unit B451 introduces candidates to Physical Education through three areas of study:

1. Key concepts in Physical Education
2. Key processes in Physical Education
3. Opportunities, pathways and participation in Physical Education

The content in each of these areas of study will be externally assessed through written examination but is also relevant and applicable to the practical performances and analysis tasks undertaken in Units B452 and B454. Participation in physical activity and analysis of performance should provide candidates with opportunities for their knowledge and skills to be developed and real experiences which they can use as examples to demonstrate and apply their understanding.

It is anticipated that unit B451 would usually be taught first as it provides knowledge which underpins further study in unit B453.

### 1. Key concepts in Physical Education

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The key concepts in Physical Education are:

- Competence
- Performance
- Creativity
- Healthy, active lifestyles.

Candidates should have an understanding of these concepts and be able to **define** and **give practical examples** of them in a variety of contexts relating to physical activity.

**Competence** – *The relationship between skill, the selection and application of skills, tactics and compositional ideas and the readiness of body and mind to cope with physical activity.*

**Performance** – *Using physical competence and knowledge and understanding of physical activity to produce effective outcomes when participating in physical activity.*

**Creativity** – *Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.*

**Healthy, active lifestyles** – *Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual.*



## 2. Key processes in Physical Education

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The key processes in Physical Education are:

- Developing skills and techniques
- Decision making
- Physical and mental capacity
- Evaluating and improving
- Making informed choices about active, healthy lifestyles.

Candidates should be able to **describe** and **give practical examples** of the processes. For each of the key processes there is related content that must be covered.

### Process 1 – Developing skills and techniques

*Improving the range, difficulty and quality of skills and techniques and also developing the consistency, precision, control and fluency of performance.*

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Fundamental motor skills:

- Running – brief description of how to analyse via time
- Throwing – brief description of how to analyse via distance
- Jumping – brief description of how to analyse via distance
- Kicking
- Catching
- Hitting.

Apply these to, and be able to analyse performance in, a range of physical activities.

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### Process 2 – Decision making

*Using tactics and strategies, composition and creativity, planning for improved performance and responding effectively during performance.*

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Identify and give examples of different types of decision making in physical activities:

- e.g. Invasion games – Football – which pass to make, when to close down an opposition player.
  - e.g. Target games – Golf – choice of shot based upon weather conditions or the lie of the ball.
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**Identify and give examples of different types of decision making within different roles such as performer, coach/leader and official:**

- Performer – Tennis – trying to read an opponent's serve.
- Coach/leader – Basketball – use of time-out for strategic reasons.
- Official – Football – assistant referee deciding if a player is in an offside position.

**Responding appropriately when participating in different roles in physical activity:**

- The importance of abiding by rules/codes of behaviour.

The importance of etiquette and sportsmanship with applied practical examples.

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### **Process 3 – Physical and mental capacity**

*Maintaining and developing physical strength, stamina, speed and flexibility and preparing physically and mentally for involvement in physical activity.*

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**The components of fitness and a healthy, balanced lifestyle:**

- Cardiovascular endurance/stamina:  
Examples of how the component links to a healthy lifestyle – e.g. to be able to finish physical jobs; to not be too tired by the end of the day.
- Muscular endurance:  
Examples of how the component links to a healthy lifestyle – e.g. to be able to carry out repetitive tasks without tiring easily; to be able to finish an exercise programme.
- Speed:  
Examples of how the component links to a healthy lifestyle – e.g. to be able to perform a physical activity quickly; to get physical jobs done quickly.
- Strength:  
Examples of how the component links to a healthy lifestyle – e.g. to be able to lift and carry heavy objects safely; to be able to carry a small child or to be able to perform a dynamic physical activity such as hockey/rugby.
- Flexibility:  
Examples of how the component links to a healthy lifestyle – e.g. to be able to sustain physical activity without straining muscles; to be able to reach for things; to be able to perform demanding physical activities such as gymnastics and dance.

**The importance of the warm up and cool down:**

- Warm up – to prepare for performance; enables flexibility; improve speed/strength of muscular contraction; reduce risk of injury.
- Cool down – speeds removal of lactic acid/waste products; prevents stiffness/soreness; prevents injury.

Apply knowledge of warm up and cool down using practical examples.

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## Process 4 – Evaluating and improving

*Being able to judge the quality and effectiveness of performance, make informed decisions on improving the quality and effectiveness of performance, develop action plans to improve the quality and effectiveness of performance and plan for sustained involvement in physical activity.*

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### **The characteristics of skilful movement:**

- Efficiency
- Pre-determined
- Co-ordinated
- Fluent
- Aesthetic.

Candidates should understand the characteristics of skilful movement to enable them to judge the quality and effectiveness of performance.

Apply by describing differences between the unskilled and the skilled participant in a range of physical activities and by being able to identify basic strengths and weaknesses in performances.

### **Performance and outcome goals:**

Candidates should be able to describe performance and outcome goals and the differences between them and be able to give practical examples of both.

### **Assessing the body's readiness for exercise and training to plan for sustained involvement in physical activity:**

- The importance of health screening, including blood pressure and resting heart rate
  - Measurement of body mass index (BMI)
  - Suitable tests for cardiovascular endurance, e.g. the Cooper 12 minute run/walk test
  - Suitable tests for strength, e.g. the grip dynamometer test
  - Suitable tests for speed, e.g. the 30m sprint test
  - Suitable tests for flexibility, e.g. the sit and reach test
  - The validity of tests and measurements to take into account age, fitness levels and ability
  - The importance of test protocols and Health and Safety considerations
  - Taking into account family history of relevant illnesses and lifestyle of the participant.
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## Process 5 – Making informed choices about active, healthy lifestyles

*Identifying types of physical activity available, identifying different roles within physical activity, linking physical activity with diet, work and rest for personal health and well-being and making informed decisions about sustained involvement in physical activity.*

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**An understanding of the function of the seven essential components of a healthy diet and the contribution diet makes to a balanced, healthy lifestyle.**

Essential components:

- Carbohydrates
- Proteins
- Fats
- Minerals
- Vitamins
- Fibre
- Water.

**Characteristics of a balanced, healthy lifestyle:**

- Description of characteristics, e.g. non smoking, active (amount according to age/ability) and a healthy diet including sufficient hydration. Limit or non-use of alcohol.
- The balanced diet – positive and negative energy balance.
- Current recommended amounts of exercise (e.g. 1 hour 5 times per week, knowledge of different recommendations from different sources).

**The effects of the following on performance and participation in physical activity:**

- Age
- Gender
- Disability
- Smoking
- Alcohol
- Over- and under-eating
- Performance enhancing drugs (steroids; blood doping).

**Measures/indicators of health and well-being:**

- Satisfaction with aspects of life
- Frequency of positive and negative feelings
- Access to green space
- Level of participation in other activities
- Positive mental health.

Application of these measures via practical examples.

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## Methods of exercise and training programmes for an active, healthy lifestyle such as:

- Circuit training
- Aerobics/aqua aerobics
- Spin
- Body pump
- Pilates
- Yoga
- Dance exercise.

Application of these methods via practical examples.

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## 3. Opportunities, pathways and participation in Physical Education

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Key aspects of opportunities, pathways and participation in Physical Education are:

- Levels of participation in sport and physical activity
- Reasons for participation and non-participation
- Specific social and cultural reasons affecting participation
- School influences on participation
- Identification of pathways for involvement.

It is important that candidates have an understanding of the factors that affect levels of participation and are able to apply them in a variety of contexts relating to physical activity.

### Levels of participation in sport and physical activity

Candidates should show understanding and application of patterns and trends of participation in different age groups.

Candidates should have knowledge of numbers of people participating regularly in sporting activity at the recommended level (using established and reliable sources such as UK Sport).

### Reasons for participation (positive)

- Health reasons (management of stress; illness; well-being; life expectancy)
- Image
- Enjoyment
- Social/friendship
- Hobby
- Parental/role model influences
- Vocation/profession.

Application of these via practical examples. Candidates should demonstrate an understanding of why they affect participation.

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## Reasons for non-participation (negative)

- Health reasons (including disability)
- Injury
- Discrimination
- Peer pressure
- Cultural
- Other pressures/interests
- The technological/sedentary lifestyle
- Lack of confidence/self esteem
- Lack of role model/parental support
- Lack of opportunity.

Application of these via practical examples. Candidates should demonstrate an understanding of why they affect participation.

## Specific social, cultural and locational reasons affecting participation

Possible positive and negative effects of the following on participation:

- Age
- Gender
- Education
- Family
- Disability
- Ethnicity
- Religion
- Environment
- Climate.

Application of these via practical examples. Candidates should demonstrate an understanding of why they affect participation.

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## School influences on participation

The role of the school curriculum in promoting an active, healthy lifestyle.

### Key processes and how these influence participation

- Developing skills (e.g. motor skills) – examples in curriculum and why effective in promoting physical activity.
- Making and applying decisions (e.g. in role of an official) – examples in curriculum and why effective in promoting physical activity.
- Developing physical and mental capacity (e.g. in role as a leader) – examples in curriculum and why effective in promoting physical activity.
- Evaluating and improving (e.g. technique in a physical activity) – examples in curriculum and why effective in promoting physical activity.
- Making informed decisions about lifestyle (e.g. following relevant guidance on amount of exercise and diet) – examples in curriculum and why effective in promoting physical activity.

Application of these processes via practical examples.

## Identification and description of pathways for involvement in physical activity

- Regularly getting involved in Physical Education, sport, dance and healthy physical activity
- Taking part in school and community sport and dance opportunities
- Deciding to become a performer, leader, coach or official and working towards accreditation
- Being involved in increasingly complex and challenging tasks and activities
- Reaching the highest possible standards of involvement in physical activity
- Pursuing routes into sport and physical activity through volunteering.

Application of these pathways via practical examples.

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## 3.2 Unit B453: Developing Knowledge in Physical Education

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Unit B453 develops candidates' knowledge of Physical Education and the concepts, processes and opportunities which are covered in unit B451 through four areas of study:

1. Developing skills, techniques and motivation
2. Developing physical and mental capacity
3. Informed decision making using the principles of training and safe exercise
4. Opportunities, pathways and participation in Physical Education.

The content in each of these areas of study will be externally assessed through written examination but is also relevant and applicable to the practical performances and analysis task undertaken in Unit B454. Participation in physical activity and analysis of performance should provide candidates with opportunities for their knowledge and skills to be developed and real experiences which they can use as examples to demonstrate and apply their understanding.

## 1. Developing skills, techniques and motivation

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### The learning of skills through a range of methods

- Practice/rehearsal
- Copying others
- Trial and error
- Appropriate role models.

Application of these methods via practical examples. Recognising and assessing the skill learning of others.

### The importance of different types of feedback

- Intrinsic
- Extrinsic
- Knowledge of results
- Knowledge of performance.

Application of these types via practical examples. How each of these can motivate participants to follow an active, healthy lifestyle.

### Motivation

Intrinsic and extrinsic motives to participate in different roles of participant, leader and official.

Application of these motives via practical examples.

### The importance of goal setting

- To optimise performance
- To ensure exercise adherence
- To control anxiety.

Application of goal setting via practical examples.

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### The SMART principle

- **S**pecific
- **M**easurable
- **A**chievable or agreed
- **R**ealistic or recorded
- **T**ime-phased.

Application of these components via practical examples.

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## 2. Developing physical and mental capacity

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### **The development of the skeletal system and its role in physical activity:**

The different functions of the skeletal system:

- Shape/support; importance of healthy posture.
- Blood cell production; importance of red blood cells for energy/minerals.
- Protection; importance of healthy bones to avoid injury and allow sustained involvement in physical activity.
- Movement/leverage; importance of levers and joints in facilitating movement.
- Mineral store; importance of minerals for health.

Application of these functions via practical examples.

### **The development and maintenance of healthy joints and the ways in which different types of joints affect participation and performance in an active, healthy lifestyle.**

#### **Types of joint:**

- Hinge – elbow and knee:  
To enable effective movement – giving examples.
- Ball and socket – shoulder:  
To enable effective movement – giving examples.

#### **Ranges of movement that are allowed by these joints:**

- Flexion
- Extension
- Rotation
- Abduction
- Adduction.

Application of these movements via practical examples.

#### **Structure of joints and the value of healthy and efficient joints:**

- Ligament
- Cartilage
- Synovial fluid.

#### **Associated problems with joints and how to avoid them through physical activity and healthy lifestyles:**

- Inflammation of joints
- Arthritis
- Osteoarthritis.

Application of these via practical examples.

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## Understanding the muscular system in relation to physical performance

Identification of ways in which an active, healthy lifestyle can maintain and develop the health of muscles.

Application of these via practical examples.

Understanding which of the major muscle groups (Deltoid; Trapezius; Latissimus dorsi; Pectorals; Biceps; Triceps; Abdominals; Quadriceps; Hamstrings) are involved in and benefit from particular types of physical activity.

### The roles of muscle in movement

- Prime movers
- Antagonist
- Synergist
- Antagonistic pairs.

Candidates should be able to describe these roles and give applied practical examples of appropriate muscle groups that are used when participating in specific physical activities.

Application of these via practical examples.

## Role and function of tendons

The value of healthy and efficient muscles and tendons with associated problems and how to avoid them:

- Soreness
- Strain
- Overuse
- Inflammation
- Tendonitis.

How participation in an active, healthy lifestyle can avoid the above problems with applied practical examples.

### The effects of lactic acid

Give applied examples of when lactic acid affects exercise and training and the ability to maintain physical activity, to enable participation in an active, healthy lifestyle.

## Mental preparation

Control of emotions to enable fair play and to cope with stress.

### The effects of mental preparation for performance:

- Relaxation
- Focusing
- Raising confidence.

Application of these methods via practical examples.

### 3. Informed decision making using the principles of training and safe exercise

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#### **Short term effects of an active, healthy lifestyle**

- Respiratory rate, tidal volume and minute volume
- Heart rate, cardiac output and stroke volume
- Muscle fatigue; increase in temperature.

Application of these via practical examples.

Changes in blood-flow to muscles during exercise with identification of the vascular shunt mechanism.

Application of this via practical examples.

#### **Long term effects of an active, healthy lifestyle**

- Heart rate, stroke volume and cardiac output
- Lung volumes and rate of recovery
- Increase in strength of muscle fibres; hypertrophy; increased tolerance to lactic acid.

Application of these via practical examples.

#### **Exercise and training principles that affect improving health and fitness**

Identification and description of:

- Overload
- Specificity
- Progression
- Reversibility.

Apply these principles to plan a targeted range of exercise/training programmes using applied practical examples.

#### **Identification of the FITT principle and applied practical examples of how these might affect health and fitness**

- Frequency
- Intensity
- Time
- Type.

Factors affecting effective exercise in a safe and positive environment for adopting an active, healthy lifestyle. Application via practical examples.

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## Definitions and examples of aerobic and anaerobic exercise and training

Candidates should be able to give simple descriptions of aerobic and anaerobic exercise.

Candidates should be able to describe how these types of exercise can develop participation and performance in an active, healthy lifestyle.

- Circuit training
- Weight training
- Plyometrics
- Flexibility training
- Continuous training
- Fartlek
- Interval training.

Application of these methods via practical examples.

## Identifying potential hazards in a range of settings related to the role of participant, leader or official

- The gymnasium/sports hall/fitness centre
- Playing field
- Artificial outdoor areas
- Court areas
- Outdoor adventurous areas.

Application of potential hazards via practical examples.

## How to reduce risks and injuries

Minimising risks through knowledge of:

- Correct clothing/footwear
- Personal protective equipment
- Health and Safety procedures
- Lifting, carrying and placing equipment safely
- Appropriate level of competition
- Warm up and cool down
- The importance of personal hygiene to avoid minor infections.

## 4. Opportunities, pathways and participation in Physical Education

### Level of participation in sport and physical activity

Effects of media influences and promotional campaigns for an active, healthy lifestyle on levels of participation.

Application of these effects via practical examples.

Effects of sponsorship and availability of funds to follow an active, healthy lifestyle with applied practical examples.

### Reasons for participation and non-participation in physical activities and following an active, healthy lifestyle

Local and national provision – examples of levels of provision locally and nationally in different physical activities and their impact on participation.

The roles of the following in promoting participation/leading/officiating in physical activities:

- Local authority
- Private enterprise
- Voluntary organisations (clubs)
- National organisations (National Governing Bodies)
- Olympic organisations (International Olympic Committee; British Olympic Association).

Application of these roles via practical examples.

### Current government initiatives to promote active, healthy lifestyles

Candidates should be familiar with a range of up-to-date initiatives, such as:

- Five hours of high-quality Physical Education and sport per week
- One hour of physical activity per day
- Eating five fruit and vegetables per day.

### What schools provide to influence young people to get involved in physical activity as part of a healthy lifestyle.

The role of the school in promoting an active, healthy lifestyle:

- Examination courses/related qualifications
- Extra curricular
- Links with clubs/agencies
- Health awareness programmes.

Application of these using practical examples.

### 3.3 Units B452 & B454: Practical Performances & Analysis

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The practical element of these specifications consists of two units, B452 and B454. For short course GCSE candidates, only unit B452 is required. Full course GCSE candidates will be assessed in both units B452 and B454.

#### Internal Assessment

Candidates are internally assessed through Controlled Assessment in the roles of performer and/or coach/leader or official. Candidates are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions in **two** chosen activities under applied conditions in each unit and assessment is carried out by the teacher using generic assessment criteria and activity-specific links to these criteria.

In unit **B452** candidates must be assessed in two activities from **two different** activity profiles.

In unit **B454** candidates can be assessed in **any two** activities but they cannot repeat an activity in the same role that was assessed in unit B452 – i.e. they cannot be a performer in football in B452 and a performer in football again in B454, but they could be a coach in football in B452 and a performer in football in B454 or vice versa.

**Candidates may only choose to be assessed in the role of either coach/leader or official once across both units B452 and B454.** Therefore, if a candidate is a coach or official in either Unit B452 or B454, they must then be assessed in the other three activities undertaken in those units as a performer.

#### Filmed evidence of practical activities

Centres are required to have filmed evidence of a sample of their candidates across the range of marks awarded (e.g. highest, middle and lowest marks) for each activity assessed. In addition, **all** candidate marks in seasonal and off site activities must be accompanied by filmed evidence.

The filmed evidence should clearly identify the candidates and enable them to be linked to the assessment documentation and should demonstrate that candidates have performed the range of skills appropriate for the mark that they have been awarded.

**Access to the Enquiries About Results process for units B452 and B454 is dependant upon centres having appropriate filmed evidence of the activities seen at the original moderation.**

#### Combinations of activities across units B452 and B454

Candidates who are following these specifications as a full course GCSE cannot use the following combinations of activities:

- Rugby Union and Rugby League
- Life Saving and Personal Survival
- Rounders and Softball

For example, a candidate cannot enter Rugby League as one of their two activities in Unit B452 and then enter Rugby Union as one of their two activities in Unit B454.

Any candidate(s) using a combination of activities within or across units B452 and B454 that is in breach of the specification requirements may have part or all of their practical marks discounted from their overall assessment.

A separate document, OCR GCSE Physical Education Guide to Controlled Assessment, is available on the OCR website to support the assessment of practical activities for these specifications.

### Analysis Tasks

In addition to practical performances, in each unit candidates will be assessed in an **analysis task**.

In unit **B452** candidates are required to demonstrate their ability to **Analyse Lifestyle (AL)** in order to identify weaknesses and to plan appropriate action to bring about improvement.

In unit **B454** candidates are required to demonstrate their ability to **Analyse Performance (AP)** for one of the activities permitted on the specification. This does not have to be an activity that the candidate has been assessed in.

### Special Activity Submission

Centres may wish to assess candidates in an activity which is not on the approved list of activities for use in these specifications. Further details on the process for submitting proposals for special activities can be found in the OCR GCSE Physical Education Guide to Controlled Assessment. **The deadline for submissions will be October 15<sup>th</sup> of the academic year in which the assessment of the activity is to take place. Submissions made after this date will not be considered.**

Centres may also apply for the option of using different roles in activities, such as the facility to assess someone as an official in an activity where that is not currently permitted.

### Assessment of the Practical Performances

For the purpose of assessment, candidates are required to perform effectively under applied conditions in their selected activities:

- Using tactics or techniques
- Observing the rules and conventions of their activity.
- Candidates are required to demonstrate the above objectives within the content and context of the activities.

There are the general assessment criteria for practical performances to be used for all activities alongside activity-specific links to these criteria. Guidance on how each activity is linked to the assessment criteria is specified in the OCR GCSE Physical Education Guide to Controlled Assessment.

Centre assessors should:

- Use the general assessment criteria for practical performances, which is intended to cover all activities except the Coaching and Officiating
- Link the general assessment criteria for practical performances to the activity-specific criteria, which is listed in the OCR GCSE Physical Education Guide to Controlled Assessment.
- Compare marks awarded across activities to ensure equality of marking.
- Use practical expertise to determine the mark awarded.

## Practical Performances – approved activities

Activity Profiles	Activities
Invasion Games	Association Football Basketball Gaelic Football Goalball Handball Hockey Hurling Ice Hockey Lacrosse Netball Roller Hockey Rugby League Rugby Union Water Polo
Striking Games	Cricket Rounders Softball
Net, Wall and Target Games	Archery Badminton Eton Fives Golf Racketball Squash Table Tennis Tennis Volleyball
Gymnastic Activities	Figure Skating Gymnastics Rhythmic Gymnastics Trampolining
Combat Activities	Boxing Fencing Judo Karate Tae Kwon Do
Dance Activities	Required Response Dance Contemporary Dance Aerobics
Athletic Activities	Cross Country Running Cycling Resistance Training Rowing Track and Field Athletics



## Practical Performances – approved activities (continued)

Outdoor and Adventurous Activities	Canoeing/kayaking Hill Walking and Campcraft Horse Riding Mountain Biking Orienteering Sailing Skiing Snowboarding Surfing Rock Climbing Wind Surfing
Swimming Activities	Life Saving Personal Survival Swimming
Coaching/leading Activities	The role of coach/leader is available in <b>all</b> activities as well as the role of performer.
Officiating Activities	The role of official is available in <b>specific</b> activities (see below) as well as the role of performer.

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

## Special Activity Submission

Centres may wish to assess candidates in an activity which is not on the approved list of activities for use in these specifications. Further details on the process for submitting proposals for special activities can be found in the OCR GCSE Physical Education Guide to Controlled Assessment (see page 20 of these specifications). **The deadline for submissions will be October 15<sup>th</sup> of the academic year in which the assessment of the activity is to take place. Submissions made after this date will not be considered.**

Centres may also apply for the option of using different roles in activities, such as the facility to assess someone as an official in an activity where that is not currently permitted.

## General Assessment Criteria for Practical Performances

Level/Mark	Descriptor
Level 1 21–25 marks	<p>Candidates will demonstrate the ability to perform the whole range of skills required for the activity in order to participate effectively at a high standard and advanced skills should be demonstrated in full performance conditions.</p> <p>Skills should be of a high standard in both isolation and whole/continuous/required performance.</p> <p>The candidate's performance should have a significant influence on the performance of others in activities requiring others to interact.</p> <p>Where applicable, candidates will be able to fulfil more than one role.</p> <p>Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will be evident in decision making and performance.</p> <p>All requirements in the level 1 activity-specific links have been met.</p>
Level 2 16–20 marks	<p>Candidates will demonstrate the ability to perform the whole range of skills required for the activity in order to participate effectively at a good standard and advanced skills may be being developed.</p> <p>Skills will be performed to a good level in isolation and only show a small decrease in effectiveness in the whole/continuous/required performance.</p> <p>Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will cover the whole activity.</p> <p>All requirements in the level 2 activity-specific links have been met.</p>
Level 3 11–15 marks	<p>Candidates will be able to perform skills that show a good level of ability in isolation.</p> <p>Skills will become less effective when more difficult conditions are imposed.</p> <p>Candidates will be able to have limited effectiveness in combining skills to produce a whole/continuous/game performance.</p> <p>Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will cover all the essential areas of the activity.</p> <p>All requirements in the level 3 activity-specific links have been met.</p>
Level 4 6–10 marks	<p>Candidates will demonstrate the ability to perform skills in isolation where preventative conditions do not exist.</p> <p>Without interference, candidates will have the limited ability to link some skills together but the level of skill will be basic.</p> <p>As soon as more difficult conditions are imposed, the ability to perform the skill will break down.</p> <p>Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will be evident but will only cover a limited area of the activity.</p> <p>All requirements in the level 4 activity-specific links have been met.</p>
Level 5 0–5 marks	<p>Candidates will demonstrate only a limited ability of the skills needed to be able to participate.</p> <p>Candidates will find it difficult to link skills together and will only be able to perform basic skills in isolation.</p> <p>Performance will become ineffective once progression to the whole skill/game/activity is attempted.</p> <p>Very little knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will be demonstrated.</p> <p>All requirements in the level 5 activity-specific links have been met.</p>

## Example of activity-specific links to the assessment criteria

*\*Activity-specific links for all approved activities are available in the OCR GCSE Physical Education Guide to Controlled Assessment (see page 20 of these specifications).*

### **Volleyball**

#### **Level 1**

Candidates will demonstrate:

- The ability to perform three touch rallies consistently in a full-sided game showing high levels of technique and effectiveness
- The ability to effectively and consistently dig, set, smash and block, selecting the correct response
- The ability to serve over-arm, showing variation in height, depth and pace
- The ability to read the game and influence others
- The ability to apply systems of play in attack and defence
- The ability to apply excellent knowledge of the rules and tactics.

#### **Level 2**

Candidates will demonstrate:

- The ability to perform three touch rallies in practice conditions (e.g. 3 v 3) consistently and in a full-sided game often so that others can participate
- The ability to set and dig effectively and consistently
- The ability to smash and block with some effectiveness
- The ability to serve over-arm but not with consistency
- The ability to anticipate the ball and usually select the correct response with effective outcomes
- Some understanding of systems of play
- A sound knowledge of rules during game play.

#### **Level 3**

Candidates will demonstrate:

- The ability to perform three touch rallies in practice conditions (e.g. with a partner and with no net) consistently and in a game often so that others can participate
- The ability to set effectively; however, digging will be inconsistent
- The ability to smash and block with limited ability in isolation
- The ability to anticipate the ball and sometimes select the correct response
- The ability to serve under-arm consistently
- Some knowledge of tactics when performing
- The ability to understand through performance most rules and to be able to score.

## Level 4

Candidates will demonstrate:

- The ability to link more than one volley in a rally with a partner without a net but rarely in a game situation
- The ability to serve will be limited and will often not clear the net
- The ability to be able to anticipate the ball but will rarely select the correct response
- An understanding of three touch rules and basic scoring.

## Level 5

Candidates will demonstrate:

- The ability to only perform the volley and dig in isolation and without a net. Only occasionally will it allow others to continue a rally
- The serve and dig will not be effective
- Poor anticipation when the ball approaches
- Some understanding through performance of three touch rules only.

## Coaching/Leadership in Physical Activity

Candidates can choose to demonstrate their ability to coach/lead others in developing physical ability in any of the approved activities for these specifications.

Centres may wish to assess candidates in coaching/leading in an activity which is not on the approved list of activities for use in these specifications. Further details on the process for submitting proposals for special activities can be found in the OCR GCSE Physical Education Guide to Controlled Assessment (see page 20 of these specifications).

Candidates may only choose to be assessed in the role of **either coach/leader or official once** across both units B452 and B454.

This area enables candidates to achieve marks by demonstrating both their commitment and ability in developing skills in others.

Where candidates taking these GCSE specifications are not allowed to coach/lead independently because of age restrictions they may act as assistants working under the supervision of qualified teachers and coaches. Centres must consider how to provide candidates with situations which allow them to meet the assessment criteria to the best of their ability. Suitable situations could be generated by candidates working with primary school children, candidates within their own centre, or youth groups.

Candidates will need to demonstrate their ability in coaching/leading through a sustained commitment of time to coaching in a non-curricular activity as a volunteer assistant. It is envisaged that this will be for a minimum of ten weeks (one hour per week). In this time they should demonstrate the ability to coach/teach/lead others to bring about an improvement in performance.

Some governing bodies of sport have 'junior' coaching awards. Candidates may achieve coaching awards and this may be an indicator of their achievement; however, the basis of any mark will be the teacher assessment using OCR-set criteria. The gaining of any award will not provide a minimum or maximum level of achievement for GCSE Physical Education.

Further guidance on the evidence that will need to be retained to support the assessment of candidates in coaching/leading activities can be found in the OCR GCSE Physical Education Guide to Controlled Assessment.

## Coaching/Leadership Assessment Criteria

Level/Mark	Descriptor
Level 1 21–25 marks	<p>Candidates will be able to confidently lead, organise and coach large groups (4–10) so that improvement in performance occurs within the group being coached/led.</p> <p>They will be able to demonstrate skills at a high standard appropriate to the group that they are working with.</p> <p>They will show a high standard of understanding of progressive skill learning. They will be able to recognise faults in performance and adapt their coaching/leading to address the issues. They may show the ability to apply differentiated tasks within the group.</p> <p>They will have a high standard of knowledge of safety issues and be able to recognise potential dangers and pre-empt problems by adapting their work.</p>
Level 2 16–20 marks	<p>Candidates will be able to confidently lead, organise and coach small groups (up to 4) so that improvement in performance occurs within the group being coached/led.</p> <p>They will be able to demonstrate skills at a good standard as appropriate to the group they are working with.</p> <p>They will show a good understanding of progressive skill learning. They will be able to recognise faults in performance and adapt their coaching/leading to address some of the issues.</p> <p>They will have good knowledge of safety issues and be able to recognise potential dangers and pre-empt problems by adapting their work.</p>
Level 3 11–15 marks	<p>Candidates will be able to confidently lead and organise small groups (up to 4) so that improvement in performance occurs within the group being coached/led.</p> <p>They will be able to demonstrate skills at a competent level as appropriate to the group they are working with.</p> <p>They will show a clear understanding of progressive skill learning and be able to apply this knowledge to produce structured learning opportunities.</p> <p>They will have sound knowledge of the risks in their activity and be able to apply a safe learning environment, recognising and resolving potential problems.</p>
Level 4 6–10 marks	<p>Candidates will be able to organise in a one-to-one situation and make some comments on how to improve the performance of those being coached/led.</p> <p>They will be able to demonstrate skills at a basic level.</p> <p>They will have some knowledge of practice conditions.</p> <p>They will have basic knowledge of Health and Safety considerations.</p>
Level 5 0–5 marks	<p>Candidates will be able to supervise in a one-to-one situation and make some comments on how to improve the performance of those being coached/led.</p> <p>They will be able to demonstrate skills at a basic level.</p> <p>They will have basic knowledge of practice conditions.</p> <p>They will have little knowledge of Health and Safety considerations.</p>

## Officiating in Physical Activity

The demands of officiating and opportunities to officiate vary greatly from one activity to another and for these reasons OCR has limited the activities that can be assessed in this area, as indicated on the list of activities available in these specifications and the OCR GCSE Physical Education Guide to Controlled Assessment (see page 20 of these specifications).

Centres may apply for the role of official in other activities through the special activity submission procedure. Further details on the process for submitting proposals for special activities can be found in the OCR GCSE Physical Education Guide to Controlled Assessment.

Candidates may only choose to be assessed in the role of **either coach/leader or official once** across both Units B452 and B454.

This area enables candidates to achieve marks by demonstrating both their knowledge and understanding of rules and regulations relevant to the activity and their ability to make accurate decisions and judgements and communicate them to participants in the activity.

Where candidates taking these GCSE specifications are not allowed to officiate independently because of age restrictions they may act as officials under the supervision of qualified teachers and coaches. Centres must consider how to provide candidates with situations which allow them to meet the assessment criteria to the best of their ability. Suitable situations could be generated by candidates working with primary school children, candidates within their own centre, or youth groups. The assessment conditions should be as indicated in the criteria, with games officiated by candidates in the top two levels being played in full game conditions. These may, however, be organised within the centre, for example inter-form or inter-house fixtures.

Some governing bodies of sport have 'junior' officiating awards. Candidates may achieve officiating awards and this may be an indicator of their achievement; however, the basis of any mark will be the teacher assessment using OCR-set criteria. The gaining of any award will not provide a minimum or maximum level of achievement for GCSE Physical Education.

Further guidance on the evidence that will need to be retained to support the assessment of candidates in officiating activities can be found in the OCR GCSE Physical Education Guide to Controlled Assessment.

## Officiating Assessment Criteria

Level/Mark	Descriptor
Level 1 21–25 marks	<p>Candidates will be able to act as the lead official in organised games played in full game conditions.</p> <p>They will demonstrate a high standard of knowledge of all the rules/laws of the game.</p> <p>They will be able to communicate with authority with participants.</p> <p>They will demonstrate a high standard of judgement when deciding issues that could be interpreted in different ways.</p> <p>They will have a high level of knowledge of Health and Safety issues that apply to their role and the roles of others.</p> <p>They will be able to make all decisions independently.</p>
Level 2 16–20 marks	<p>Candidates will be able to act as the lead official in organised games played in full game conditions.</p> <p>They will demonstrate good knowledge of the essential rules/laws of the game and have a good grasp of the more complex rules and laws.</p> <p>They will be able to communicate with good authority with participants.</p> <p>They will demonstrate good judgement when deciding issues that could be interpreted in different ways.</p> <p>They will have good knowledge of Health and Safety issues that apply to their role and the roles of others.</p>
Level 3 11–15 marks	<p>Candidates will be able to act as assistant officials in full game conditions.</p> <p>They will be able to act as the lead official in small-sided games or games played in practice conditions.</p> <p>They will demonstrate sound knowledge of the essential rules/laws of the game and have a reasonable grasp of the more complex rules and laws.</p> <p>They will be able to communicate with sound authority with participants.</p> <p>They will demonstrate sound judgement when deciding issues that could be interpreted in different ways.</p> <p>They will have sound knowledge of Health and Safety issues that apply to their role.</p>
Level 4 6–10 marks	<p>Candidates will be able to act as assistant officials in small-sided games or games played in practice conditions.</p> <p>They will demonstrate sound knowledge of the essential rules/laws of the game.</p> <p>They will be able to communicate effectively with participants.</p> <p>They will have some knowledge of Health and Safety issues that apply to their role.</p>
Level 5 0–5 marks	<p>Candidates will be able to act as assistant officials in small-sided games or games played in practice conditions.</p> <p>They will demonstrate basic knowledge of the essential rules/laws of the game.</p> <p>They will be able to communicate with basic effectiveness with participants.</p>

## 3.4 Analysis Tasks – General Guidance

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In each of the two practical units in this GCSE Physical Education specification, an analysis task needs to be completed; Analysing Lifestyle (AL) in unit B452 and Analysing Performance (AP) in unit B454.

The aim of controlled assessment is to ensure that the work produced by each candidate is authentic, in their own words, reflects what they can do in a fixed period of time, and is not too formulaic or predictable. For these reasons, the only templates which can be used in these tasks are the task research booklets provided by OCR; **no other templates or pro-formas for use in either the task research or task production should be provided by centres.**

### Controls

The main control elements in these tasks are **time control** and **resource control**. Full definitions of all of the controls can be found in section 5.3.2 of these specifications.

### Time control:

The tasks are broken up into 3 stages: Task Induction; Task Research; and Task Production. The time limit available for the completion of each of the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in units B452 and B454 will be:

- **Task induction (1 hour)**
- **Task research (4 hours)**
- **Task production (2 hours)**

**Total duration** is therefore 7 hours for each of the two analysis tasks.

- Controlled assessment work should be completed within the time limit and supervised and marked by the teacher. Task research work may be undertaken outside the centre. This allows the candidates to make notes on performance or observations and conduct other related research with limited control and take those **notes** into the controlled task production environment. **Centres must ensure that these research notes are the candidates' findings from the research which they have undertaken and not a first draft of the final work, which is not allowed.** Centres are responsible for ensuring that each candidate has not exceeded the 4 hours allowed for the task research stage and must be satisfied that the research notes produced are consistent with what can be realistically produced within the time limit for this stage.

### Resource control:

Candidates are allowed to use ICT to research their task. Candidates should be made aware that they should keep records of their sources (such as website addresses) if they wish to refer to them in their task production. Candidates are allowed to word process their task research notes, however only hard copies of these may be taken into the task production session(s). **Word processed task research notes should be printed off and checked by the centre before being taken into the first 'task production' session.** Where a centre divides up the 2 hours allowed for task production into more than one session, the task research notes must be kept securely by the centre in between these sessions.

The task production session(s) will take place in controlled classroom conditions. As a centre you may wish to allow your candidates to word process their task using ICT; however, **access to task research notes in electronic format, your centre's network, email, the Internet and external files or memory sticks is not allowed during the task production session(s).**



Any item which forms part of the 'task production' final write up must be produced entirely in those two hours, or cross-references can be made to identified tables, charts, etc...in the task research notes. **It is not permitted for candidates to produce material in task research and then cut-and-paste it into their task production work.**

**Centres are responsible for authenticating the work of their candidates and must ensure that the use of computers in the 'task production' session(s) does not expose the controlled conditions to abuse.** If centres cannot ensure this, then computers should not be used in the 'task production' session(s).

### **Stages of the Tasks**

**Task Induction (1 hour)** – candidates are introduced to the task and at this stage should be familiar with the theory content of the specification that relates to the tasks. This will enable teachers to refer back to relevant lessons during the task induction session and enable candidates to consider what their aims and objectives are for the tasks.

The task induction should be completed under direct teacher supervision. To ensure that the time controls for the analysis tasks are adhered to, centres should perform the 'task induction' when they are ready for the candidates to undertake the analysis tasks and should cover the scheduling of tasks, reminding candidates of deadlines and controls which need to be met.

The content of sections 3.5 and 3.6 of this document, introducing the specific analysing lifestyle and analysing performance tasks, represent the content which the task induction should cover and these pages may be copied and used as briefing sheets for candidates and teachers. No other written information should be provided to candidates as part of the task induction other than the task research booklets produced by OCR.

**Task Research (4 hours)** – this will include the viewing of a performance or the observation of components of lifestyle upon which the analysis will be based and any other research that candidates may undertake to support their work.

Candidates are allowed a total of 4 hours to complete any research and observation for the task, whether done independently, within the centre in scheduled sessions, or a mixture of the two. Candidate evidence will be a set of research notes presented in the task research booklets produced by OCR, which will be the sole source of reference material when completing their task production. The task research notes may contain information such as:

- Data collected; tables; diagrams; photos;
- Notes summarising research undertaken;
- Analysing Lifestyle or Analysing Performance action plan ideas/outlines/diagrams;
- Reference details for quotes, sources and ideas which the candidate may wish to use in their task production.

**No part of the task research notes should be a first draft of the final work.**

As part of their task research candidates may find information in their class notes, text books or on the internet which they may wish to make a note of. In this instance candidates can summarise the information in their research notes for use in the task production session(s). **Candidates must be encouraged to be selective in their research and instructed not to cut and paste or print off huge volumes of material from the internet.** In many cases this ends up distracting candidates from the actual analysis which is the focus of the task and much of the material ends up not being used.

The only resource which candidates are allowed to use in their **task production** under direct supervision is a **hard copy of the task research notes** which they have produced. The research notes should represent a summary of any relevant research which the candidate has undertaken, summarising and referencing information from other sources, and recording any data based on tests or observations which have been carried out. **Candidates are not permitted to take their task research notes in electronic format, exercise books/class notes or text books into the task production session(s) nor can they access the internet, intranet, memory sticks or any external computer files during the task production session(s).** Candidates may use quotations in their notes, but these should be brief. Candidates should make a note of any quotation reference, in case they wish to use it in the task production.

The task research notes used to produce the final piece of work in the task production stage **must** be kept and submitted as part of the final work and there must be a clear distinction as to what are the research notes and what is the final task production work. **At moderation the moderator will expect to see not only the final task production work but also the task research notes.**

Candidates are permitted to undertake observation and research unsupervised. This would usually be relevant where a candidate wishes to analyse a lifestyle or performance not accessible within the centre, e.g. the lifestyle of a parent, a performance in an off-site activity, or access research material not available within the centre, e.g. books from the local library.

**Task Production (2 hours)** – candidates use this time to write up their task under controlled classroom conditions, using only their task research notes for reference.

**It is vital that candidates understand that it is the task production work which is being assessed.** While the task research notes will be referred to in order to see an overview of the work done by the candidate, and they need to have conducted effective and relevant research, it is what they do with the information which they have gathered which will determine the mark awarded.

**Key points to remember:**

- **Do** make sure that candidates understand the time and resource controls and what they can and cannot do;
- **Do** emphasise to candidates the importance of the research and data collection which they do themselves; they do not need to rely on gathering lots of information from the internet;
- **Do** tell candidates to consider the relevance of the data they are collecting to the person who they are analysing;
- **Do** ensure that the distinction between the work done during task research and that done in task production is clear in the presentation of the work;
- **Do** refer to the Joint Council for Qualifications (JCQ) guidelines regarding referencing of sources and ensure that your candidates are aware of the importance of doing this correctly;
- **Do not** provide any written information as part of the task induction other than sections 3.5 and 3.6 of this document;
- **Do not** provide any templates other than the OCR task research booklet;
- **Do not** allow candidates to use their task research time to do a first draft of any part of the work;
- **Do not** allow candidates to have access to an electronic version of their task research notes in the task production session;
- **Do not** allow candidates to have access to your centre's network, email, the Internet or external files or memory sticks during the task production session.

## 3.5 Unit B452 – Analysing Lifestyle

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### **Task induction (1 hour): briefing notes**

This section represents the core content for the task induction stage in which candidates are briefed as to what they need to do and this overview is repeated in the Analysing Lifestyle task research booklet provided by OCR.

Candidates should **not** be provided with any additional written information as part of the task induction, or any templates for their work beyond the Analysing Lifestyle task research booklet, which can be given out at the start of the task induction session.

Further guidance should be given to candidates verbally in the task induction session, and candidates can make notes during the task induction session. Teachers may refer back to relevant theory lessons which relate to the task content, and discuss different approaches to accomplishing the task, but **this should be in general rather than specific terms**. For example, you may refer to lessons where different types of fitness tests were taught and talk about options which are available but you should not prescribe which tests candidates should use, they should make this choice.

Candidates must be made aware that the work is to be their own and that they need to make decisions about the subject whose lifestyle is to be analysed, how to go about collecting relevant data and research and the structure and content of their final work to be written in the task production session(s).

The task induction should cover the scheduling of controlled assessment sessions for the task and any internal deadlines set for the completion of the work. It must also cover the time and resource controls in place for the task; the importance of the presentation of the work making a clear distinction between that completed in the task research and task production stages; and appropriate regulations and guidance around referencing work which has come from other sources. The 'General guidance' section about the analysis tasks should be used by the teacher delivering the induction as a guide to what to cover.

### **Aims of the Analysing Lifestyle task:**

Candidates are required to analyse a person's lifestyle in order to:

1. Demonstrate an understanding of the components of a healthy, balanced lifestyle and their importance and influence upon sustained involvement in physical activity;
2. Demonstrate knowledge of different measures of health and well-being and lifestyle indicators and methods of assessing and recording these;
3. Analyse data/research collected in order to make judgements about the lifestyle which they have analysed and justify what they are targeting for improvement;
4. Produce an action plan to improve the lifestyle area(s) targeted based upon their findings and any other research undertaken along with suggested criteria for measuring the effectiveness of the plan.

### **Task Research (4 hours total):**

Candidates should observe and record objectively and subjectively appropriate aspects of their own or another person's lifestyle and analyse the findings, producing an action plan to improve lifestyle based upon their findings. They may also conduct any other associated research about lifestyles which is relevant to their subject and analysis. **All data collection and research done in the 4 hours and which is intended for use in the task production must be collated in the Analysing Lifestyle task research booklet.**

Through the teaching of the practical activities and the theory content of the specification, candidates should be able to identify aspects of lifestyle that impact upon performance and participation in physical activity.

Candidates may gather evidence which **could** include, but is not restricted to:

- Levels of fitness;
- Diet;
- Exercise levels;
- Balance between work and leisure time;
- Use of leisure time.

### **Task Production (2 hours total):**

Candidates use the task research notes (hard copy) which they have compiled to present their findings in written format under controlled conditions. This will include:

- Submission of the Analysing Lifestyle task research booklet;
- A profile of the person being analysed including what has been analysed and why;
- Analysis of the person's lifestyle based on the data collected and any research conducted;
- A judgement on the lifestyle analysed and what is to be targeted for improvement;
- An action plan to improve the targeted area(s);
- Criteria by which any improvement could be measured.

## Analysing Lifestyle Criteria (AL)

Level/Mark	Descriptor
Level 1 17–20 marks	<p>Candidates demonstrate a detailed understanding of a range of lifestyle components relevant to the person being analysed and of the impact which they have on a person's health and involvement in physical activity.</p> <p>Analysis of the data/research collected will be comprehensive, relevant and demonstrate a high level of knowledge of factors contributing to a healthy lifestyle. Candidates make an accurate judgement about the lifestyle analysed and justify what they would aim to improve about it and why.</p> <p>Candidates produce a detailed and appropriate action plan which would bring about the targeted improvement(s).. Knowledge of how to measure the effectiveness of these strategies will be of a high standard and have been considered in the design of the action plan.</p>
Level 2 13–16 marks	<p>Candidates demonstrate a good understanding of a range of lifestyle components relevant to the person being analysed, and of the impact they can have on a person's health and involvement in physical activity.</p> <p>Analysis of the data/research collected will be relevant and demonstrate a good level of knowledge of the factors contributing to a healthy lifestyle.</p> <p>Candidates make an accurate judgement about the lifestyle analysed and give some justification of what they would aim to improve about it and why.</p> <p>Candidates produce an appropriate action plan which would bring about the targeted improvement(s). Knowledge of how to measure the effectiveness of these strategies will be of a good standard.</p>
Level 3 9–12 marks	<p>Candidates demonstrate a sound understanding of some lifestyle components, and of the impact which some of them can have on a person's health and involvement in physical activity.</p> <p>Analysis of the data/research collected will be of some relevance and demonstrate a sound level of understanding of the factors that contribute to a healthy lifestyle.</p> <p>Candidates make a judgement about the lifestyle analysed, though it may not relate closely to the data collected.</p> <p>Candidates produce an action plan which would bring about the targeted improvement(s). Some knowledge of how to measure the effectiveness of these strategies will be evident.</p>
Level 4 5–8 marks	<p>Candidates should demonstrate a basic understanding of some lifestyle components that contribute to a healthy, balanced lifestyle.</p> <p>Some analysis of the data/research collected will be attempted; a basic judgement on the lifestyle analysed should be made.</p> <p>Candidates should make basic suggestions about how to improve the area(s) targeted, but may struggle to produce a coherent action plan. At this level, there may be no suggestions as to how to measure the effectiveness of any action taken.</p>
Level 5 0–4 marks	<p>Candidates are able to identify some of the lifestyle components that contribute to a healthy, balanced lifestyle.</p> <p>At this level, there will be little or no analysis of the data collected; some limited statements about the lifestyle may be made, but a judgement may not be reached.</p> <p>Candidates may make limited suggestions about what to improve about the lifestyle, without addressing how this could be done or measured.</p>

## 3.6 Unit B454 – Analysing Performance

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### **Task induction (1 hour): briefing notes**

This section represents the core content for the task induction stage in which candidates are briefed as to what they need to do and this overview is repeated in the Analysing Performance task research booklet provided by OCR.

Candidates should **not** be provided with any additional written information as part of the task induction, or any templates for their work beyond the Analysing Performance task research booklet, which can be given out at the start of the task induction session.

Further guidance should be given to candidates verbally in the task induction session, and candidates can make notes during the task induction session. Teachers may refer back to relevant theory lessons which relate to the task content, and discuss different approaches to accomplishing the task, but **this should be in general rather than specific terms**.

Candidates must be made aware that the work is to be their own and that they need to make decisions about the subject whose performance is to be analysed, how to go about collecting relevant data and research and the structure and content of their final work to be written in the task production session(s).

The task induction should cover the scheduling of controlled assessment sessions for the task and any internal deadlines set for the completion of the work. It must also cover the time and resource controls in place for the task, the importance of the presentation of the work making a clear distinction between that completed in the task research and task production stages; and appropriate regulations and guidance around referencing work which has come from other sources. The 'General guidance' section about the analysis tasks should be used by the teacher delivering the induction as a guide to what to cover.

### **Aims of the Analysing Performance task:**

Candidates are required to analyse the performance of another candidate in order to:

- Demonstrate an understanding of the key skills which are relevant to the activity and performer and of the strengths and weaknesses observed in the performance;
- Make judgements about the performance which they have analysed and justify their choice of a skill or skills which will be targeted for improvement;
- Produce an action plan to develop and improve the quality and effectiveness of the targeted skill(s);
- Evaluate the action plan considering what effect it should have on performance; any results which have been generated if it has been implemented; and how it could be improved.

### **Task Research (4 hours total):**

Candidates should observe a performance by another candidate (a recording of their own performance may be used where there is no alternative, but this is not advised as best practice), in an activity chosen from among those permitted for this specification.

They should analyse the performance in terms of **skill and technique**, identifying key skills which are relevant to the activity and performer, the strengths and weaknesses of the performance, prioritise a weakness/weaknesses for improvement justifying their choice, and produce an action plan to address the targeted area(s). They may also conduct any other associated research about performance in the activity which is relevant to their subject and analysis. **All data collection and research done in the 4 hours and which is intended for use in the task production must be collated in the Analysing Performance task research booklet.** The action plan should

demonstrate the candidates knowledge of the development of skills and relevant principles of training.

### **Task Production (2 hours total):**

Candidates use the task research notes (hard copy) which they have compiled to present their findings in written format under controlled conditions. This will include:

- Submission of the Analysing Performance task research booklet;
- A profile of the person being analysed including an identification of the key skills relevant to the activity and performer;
- Analysis of the persons performance based on the data collected and any research conducted;
- A judgement on the performance analysed and justification of what is to be targeted for improvement;
- An action plan to improve the targeted area(s);
- An evaluation of the action plan considering what effect it should have on performance; any results which have been generated if it has been implemented; and how it could be improved.

### **Planning the delivery of the Analysing Performance task**

Because candidates are going to base their action plan (and therefore much of their research) on the performance observed, the way in which the time is used and organised needs to be carefully considered.

There are a number of approaches, one of which could be:

- A Task induction – 1 hour: candidates introduced to task;
- B Task research – 2 hours: candidates research the key skills for the activity and performer to be observed and then observe a performance;
- C Task production – 1 hour: candidates produce the first part of their final work, covering the key skills for the activity, the strengths and weaknesses of the performance observed and the area(s) targeted for improvement;
- D Task research – 2 hours: candidates conduct any further research and devise an action plan for the subject; may implement it (though this is not a requirement), and evaluate it whether after implementation or from a theoretical point of view.
- E Task production – 1 hour: final hour to conclude their work, detailing and evaluating the action plan.

### **Action plan implementation?**

Candidates should be encouraged to consider how they use their time most effectively here. They **do not have to implement the action plan**; any evaluation can be based upon expected rather than actual results, and some limitations in the plan may be identifiable without having to have carried it out. However, it will be beneficial to candidates' overall understanding if they can implement part if not all of the plan and this would be recommended as best practice.

Time constraints do not necessarily mean that the action plan cannot be implemented. For example, candidates could ask the person doing it to record the outcomes and give them feedback so that they do not use all of their research time just observing. One approach may be to only watch the last session in order to help judge any improvement.

## **Focus on skill improvement**

The focus of the analysis in this task should be on skills and skill development, rather than fitness issues. In some circumstances, components of fitness and characteristics of skilful performance are intrinsically linked. In some activities (e.g. dance or gymnastics) it may be suitable to look at an aspect of fitness as part of the action plan, however for this to meet the criteria and be credit-worthy the following should be considered:

- there needs to be explanation/justification as to the specific relevance of the component of fitness (and the exercise(s)) being proposed and how they will impact on the skill targeted;
- the component of fitness cannot be the sole focus of an action plan, but it may be one part of the measures taken to improve the skill;
- as a rule, where there are clear skills which can be observed rather than components of fitness then these should be the focus of the analysis.

### **Analysing Performance Criteria (AP)**

<b>Level/Mark</b>	<b>Descriptor</b>
Level 1 17–20 marks	<p>Candidates demonstrate detailed understanding of most of the key skills which are relevant to the performer being analysed and accurately assess the strengths and weaknesses of the performance.</p> <p>Candidates make an accurate judgement about the performance analysed and justify which skill (or skills) will be targeted for improvement.</p> <p>Candidates produce a detailed and appropriate action plan to improve the targeted skill(s) which demonstrates a high level of understanding of training principles and the development of skills.</p> <p>Evaluation of the action plan is of a high standard, showing knowledge of how to measure the effectiveness of training and making relevant suggestions as to how it could be improved.</p>
Level 2 13–16 marks	<p>Candidates demonstrate a good understanding of a range of the key skills which are relevant to the performer being analysed and accurately assess the strengths and weaknesses of the performance.</p> <p>Candidates make an accurate judgement about the performance analysed and give some justification for the choice of skill (or skills) which will be targeted for improvement.</p> <p>Candidates produce an appropriate action plan to improve the targeted skill(s) which demonstrates a good understanding of training principles and the development of skills.</p> <p>Evaluation of the action plan is of a good standard, showing some knowledge of how to measure the effectiveness of training and making some suggestions as to how it could be improved.</p>
Level 3 9–12 marks	<p>Candidates demonstrate a sound understanding of some of the key skills in the activity being analysed and assess some of the strengths and weaknesses of the performance, though not always accurately.</p> <p>Candidates make a judgement about the performance analysed and give some justification for the choice of skill (or skills) which will be targeted for improvement, but this may not relate closely the performance observed.</p> <p>Candidates produce an action plan to improve the targeted skill(s) which demonstrates some understanding of training principles and the development of skills.</p> <p>Some evaluation of the action plan is attempted, making some suggestions as to how it could be improved.</p>



<p>Level 4</p> <p>5–8 marks</p>	<p>Candidates demonstrate a basic understanding of some of the key skills in the activity being analysed and make some attempt to assess strengths and weaknesses of the performance, though often not accurately.</p> <p>Candidates make a basic judgement about the performance analysed and choose a skill (or skills) in the performance which will be targeted for improvement without justifying why; this may not relate closely the performance observed.</p> <p>Candidates produce a basic action plan to improve the targeted skill(s), but which demonstrates limited understanding of training principles and the development of skills.</p> <p>Basic statements are made about the action plan, which may include limited suggestions as to how it could be improved.</p>
<p>Level 5</p> <p>0–4 marks</p>	<p>Candidates are able to identify some of the key skills which are relevant to the activity being analysed; little or no attempt to assess the strengths and weaknesses of the performance.</p> <p>Some limited statements about the performance may be made, but a judgement may not be reached.</p> <p>Candidates may make limited suggestions about what to improve about the performance without addressing how this could be done or measured.</p>

# 4 Schemes of Assessment

## 4.1 GCSE Scheme of Assessment

### GCSE Physical Education (J586)

#### Unit B451: *An Introduction to Physical Education*

20% of the total GCSE marks  
External assessment  
1 hr written paper  
60 marks

This unit will be assessed through a written examination which contains two sections.  
Section A is multiple-choice questions worth 15 marks.  
Section B is short answer and extended response questions worth 45 marks.  
Candidates answer **all** questions.

#### Unit B452: *Practical Performance and Analysis*

30% of the total GCSE marks  
Controlled Assessment  
60 marks

This unit is internally assessed and externally moderated.

This unit will be assessed through controlled assessment.  
Two practical performances from two different activity areas.  
Practical performance will be assessed continuously.  
An Analysing Lifestyle Task (AL). The task will be assessed using the following time controls:  
Task induction – 1 hour  
Task research – 4 hours  
Task production – 2 hours (under supervised conditions).

#### Unit B453: *Developing Knowledge in Physical Education*

20% of the total GCSE marks  
External assessment  
1 hr written paper  
60 marks

This unit will be assessed through a written examination which contains two sections.  
Section A is multiple-choice questions worth 15 marks.  
Section B is short answer and extended response questions worth 45 marks.  
Candidates answer **all** questions.

#### Unit B454: *Practical Performance and Analysis*

30% of the total GCSE marks  
Controlled Assessment  
60 marks

This unit is internally assessed and externally moderated.

This unit will be assessed through controlled assessment.  
Two practical performances from any activity areas.  
Practical performance will be assessed continuously.  
An Analysing Performance Task (AP) for one activity. The task will be assessed using the following time controls:  
Task induction – 1 hour  
Task research – 4 hours  
Task production – 2 hours (under supervised conditions).

## 4.2 GCSE (Short Course) Scheme of Assessment

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Candidates taking the GCSE (Short Course) in Physical Education will need to be entered for Unit B451 and Unit B452. The scheme of assessment for these units is contained within Section 4.1.

### GCSE (Short Course) Physical Education (J086)

#### Unit B451: *An Introduction to Physical Education*

40% of the total GCSE (Short Course) marks	This unit will be assessed through a written examination which contains two sections.
External assessment	Section A is multiple-choice questions worth 15 marks.
1 hr written paper	Section B is short answer and extended response questions worth 45 marks.
60 marks	Candidates answer <b>all</b> questions.

#### Unit B452: *Practical Performance and Analysis*

60% of the total GCSE (Short Course) marks	This unit will be assessed through controlled assessment.
Controlled Assessment	Two practical performances from two different activity areas.
60 marks	Practical performance will be assessed continuously.
	An Analysing Lifestyle Task (AL). The task will be assessed using the following time controls:
This unit is internally assessed and externally moderated.	Task induction – 1 hour
	Task research – 4 hours
	Task production – 2 hours (under supervised conditions).

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## 4.3 Entry Options

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GCSE candidates must be entered for Units B451, B452, B453 and B454.

GCSE (Short Course) candidates must be entered for Units B451 and B452.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification codes:

OCR GCSE in Physical Education – J586.

OCR GCSE (Short Course) in Physical Education – J086.

## 4.4 Tiers

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This scheme of assessment is untiered, covering all of the ability range grades from A\*–G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

## 4.5 Assessment Availability

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There are two examination series each year, in January and June:

- Units B451 and B453 will be available in January and June.
- Practical Units B452 and B454 are assessed in June only.
- Units will be available for first assessment from January 2010.

## 4.6 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content described:

### AO1

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- Recall, select and communicate their knowledge and understanding of physical activity

### AO2

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- Apply skills, knowledge and understanding in physical activity

### AO3

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- Analyse and evaluate physical activity, and identify action to bring about improvement.

### AO weightings – GCSE

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The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B451: <i>An Introduction to Physical Education</i>	14.3	–	5.7	20
Unit B452: <i>Practical Performance and Analysis</i>	–	25	5	30
Unit B453: <i>Developing Knowledge in Physical Education</i>	9.3	–	10.7	20
Unit B454: <i>Practical Performance and Analysis</i>	–	25	5	30
	23.6%	50%	26.4%	100%

## AO weightings – GCSE (Short Course)

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The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE (Short Course)			Total
	AO1	AO2	AO3	
Unit B451: <i>An Introduction to Physical Education</i>	28.6	–	11.4	40
Unit B452: <i>Practical Performance and Analysis</i>	–	50	10	60
	28.6%	50%	21.4%	100%

## 4.7 Quality of Written Communication

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*Quality of written communication* is assessed in the written examinations in Unit B451 and Unit B453.

Candidates are expected to:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.
- Present information in a form that suits its purpose.
- Use a suitable structure and style of writing.
- Use suitable technical language where appropriate.

# 5 Controlled Assessment

## 5.1 The Controlled Assessment Units

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Units B452 and B454 have been designed to be internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessments so that validity and reliability are ensured and the centre assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment sections of the units include more detail and any specific requirements.

## 5.2 Task Setting

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### 5.2.1 The OCR approach

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OCR will assume a limited level of control in relation to the setting of tasks. Teachers will be able to design their own tasks according to the assessment criteria and activity-specific links provided by OCR. In order to enable candidates access to the full range of marks, centres will have to generate tasks that offer them scope to demonstrate the skills and techniques that the criteria and activity-specific links require.

For the Analysing Lifestyle and Analysing Performance Tasks (AL and AP) in Units B452 and B454, respectively, candidates should produce written work that enables them to meet the assessment criteria and guidance provided.

### 5.2.2 Using Controlled Assessment tasks

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Centres should generate tasks of suitable pitch and challenge to enable candidates access to the full range of marks as indicated in the assessment criteria and activity-specific links. For example, this may mean an Outdoor and Adventurous activity taking place in a suitable environment and/or over a stipulated period of time.

## 5.3 Task Taking

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### 5.3.1 The OCR approach

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For GCSE in Physical Education, OCR will assume a medium level of control. The task-taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

### 5.3.2 Definitions of the controls

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- (a) **Authenticity control:** Candidates 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 Head of Physical Education 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 needs have sufficient input to be able to conduct internal standardisation of all marks awarded, including those in activities that may have been assessed partially or entirely using outside expertise.

For the Analysing Lifestyle (AL) and Analysing Performance Tasks (AP) in Units B452 and B454, respectively, candidates may conduct their research independently but should produce their written work under direct teacher supervision in the task production stage. The teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

- (b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Physical Education, OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
  - 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** GCSE Physical Education marks, ensuring that comparability across all activities, all candidates and all persons awarding marks is achieved.
- (c) **Time control:** Where time control is appropriate for a physical activity within the specification, it is stipulated in the activity-specific links in the OCR GCSE Physical Education Guide to Controlled Assessment.

The time controls for the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in Units B452 and B454 will be:

- **Task induction (1 hour)**
- **Task research (4 hours)**
- **Task production (2 hours)**

**Total duration** is therefore 7 hours for each of the two analysis tasks.

Controlled assessment work should be completed within the time limit and supervised and marked by the teacher. Some of the task research work may be undertaken outside the centre. This allows the candidates to make notes on performance or observations and conduct other related research with limited control and take those notes into the controlled task production environment. **Centres must ensure that these research notes are the candidates' findings from the research which they have undertaken and not a first draft of the final work, which is not allowed.** Centres are also responsible for ensuring that each candidate has not exceeded the 4 hours allowed for the task research stage and must be satisfied that the research notes produced are consistent with the time limit for the work.

- (d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. In some team or group activities, the performance of other candidates may have an impact on the effectiveness of the performances of those around them and this should be taken into consideration by centres when deciding on the appropriateness of tasks generated or grouping of candidates. This is also true of the Analysing Performance task where a candidate should in most circumstances be analysing the performance of another candidate rather than their own performance.
- (e) **Resource control:** Access to resources will vary depending upon the location of the centre. Centres may use external venues/facilities/coaches for the assessment of performance of physical activities where available and appropriate.

In the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in Units B452 and B454, candidates are allowed to use ICT to research their task. Candidates should be made aware that they should keep notes of their sources (such as website addresses) if they wish to refer to them in their task production. Candidates are allowed to word process their task research notes, however only hard copies of these may be taken into the task production session(s). **Word processed task research notes should be printed off and checked by the centre before being taken into the first 'task production' session.** Where a centre divides up the 2 hours allowed for task production into more than one session, the task research notes must be kept securely by the centre in between these sessions.

The task production session(s) will take place in controlled classroom conditions. As a centre you may wish to allow your candidates to word process their task using ICT; however, **access to task research notes in electronic format, your centre's network, email, the Internet and external files or memory sticks is not allowed during the task production session(s).**

Any item which forms part of the 'task production' final write up must be produced from scratch in those two hours, or cross-references can be made to identified tables, charts, etc...in the task research notes. **It is not permitted for candidates to produce such material in task research and then cut-and-paste it into their task production work.**

**Centres are responsible for authenticating the work of their candidates and must ensure that the use of computers in the 'task production' session(s) does not expose the controlled conditions to abuse.** If centres cannot ensure this, then computers should not be used in the 'task production' session(s).

### 5.3.3 Quality assuring the controls

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It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

### 5.3.4 Completing the tasks

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Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that for the practical performances assessment is continuous, so that in the event of injury or illness preventing a candidate from completing their practical performances for either Unit B452 or B454, the centre still has evidence of attainment up to that point.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.



Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used, if this is the case it will be clearly identified within the particular unit.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

### 5.3.5 Presentation of work

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For the practical performances, any activity that could not be reasonably moderated at the centre is defined as being 'offsite'. Centres must provide filmed evidence of **all offsite** marks that are entered by candidates. This should be in CD Rom or DVD format.

Candidates need to be very clearly marked and the film accompanied by a written rank order (or appearance order) with marks and identifiers on it.

Where description of the environment is relevant please include this (e.g. type of slope in skiing).

Centres must also keep filmed evidence of a sample of their candidates across the range of marks awarded (e.g. highest, middle and lowest marks) **for each activity assessed** so that, in the event of a visiting moderation not being possible, the accuracy of the marks awarded can still be assessed. The filmed evidence should demonstrate that the candidates have performed the range of skills appropriate for the marks awarded.

For the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks, candidates must observe certain procedures in the production of Controlled Assessments.

Candidates are allowed a total of 4 hours to complete any research and observation for the task, whether done independently, within the centre in scheduled sessions, or a mixture of the two. Candidate evidence will be a set of research notes presented in the task research booklets produced by OCR, which will be the sole source of reference material when completing their task production. The task research notes may contain information such as:

- Data collected; tables; diagrams; photos;
- Notes summarising research undertaken;
- Analysing Lifestyle or Analysing Performance action plan ideas/outlines/diagrams;
- Reference details for quotes, sources and ideas which the candidate may wish to use in their task production.

**No part of the task research notes should be a pre-written attempt at the task.**

The task research notes used to produce the final piece of work in the task production stage **must** be kept and submitted as part of the final work and there must be a clear distinction as to what are the research notes and what is the final task production work. **At moderation the moderator will expect to see not only the final task production work but also the task research notes.**

- Any material taken from other sources must be suitably referenced in accordance with the Joint Council for Qualifications (JCQ) guidelines regarding referencing of sources

Further guidance on what should be submitted for each of the specific analysis tasks can be found in section 3.3 of these specifications and in the OCR GCSE Physical Education Guide to Controlled Assessment.

## 5.4 Task Marking

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### 5.4.1 The OCR approach

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For GCSE in Physical Education, OCR will assume a medium to high level of control in relation to the marking of tasks. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking criteria and guidance and moderated by the OCR-appointed Moderator. For these GCSEs in Physical Education, external moderation will take the form of visiting moderation supported by written work produced in the analysis tasks and filmed evidence of candidate performance where requested.

### 5.4.2 Applying the assessment criteria

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The starting point for marking the tasks is the assessment criteria within each unit and for each task/activity. These contain details of the skills, knowledge and understanding that the candidate is required to demonstrate in each level of attainment. For the practical performances there are generic criteria that are to be used in conjunction with activity-specific links. The roles of coach and official have specific criteria of their own, as do the Analysing Lifestyle and Analysing Performance Tasks.

### 5.4.3 Use of 'best fit' approach to marking criteria

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Each practical performance and the Analysing Lifestyle and Analysing Performance Tasks should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

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

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

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work that, in most respects, meets the statement and work that just meets the statement. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

#### 5.4.4 Assessing 'off-site' activities

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Off-site activities are those that are usually taught outside the curriculum and often involve only a few of the candidates from the centre.

Filmed evidence is required for all activities that **would be difficult to moderate by a centre visit**.

There will be some centres that have specialist facilities for certain sports but below is a list of those activities that would normally require filmed evidence:

Archery  
Canoeing/kayaking  
Figure Skating  
Horse riding  
Ice Hockey  
Judo  
Karate  
Mountain Biking  
Roller Hockey  
Rock Climbing  
Sailing  
Skiing  
Snowboarding  
Squash  
Surfing  
Tae Kwon Do  
Windsurfing

Cross Country, Golf, Hill Walking and Orienteering are not easily recorded to give useful assessment information. Other supporting evidence is needed (tournament cards, competition results, route/expedition planning) for these activities.

Teachers do not have to film the performance themselves but do need to advise the filmmaker (coach/parent) of the required content to allow effective assessment.

Candidates need to be clearly identified.

The evidence shown on the footage needs to provide visual evidence to support the mark.

**Staff responsible for GCSE PE must (with advice from a coach if appropriate) assess and apply GCSE standards to award the mark.** Due attention should be made to compare the performance in off-site activities to those that have been marked at the centre.

**All footage must be accompanied by a rank order sheet for each activity**, which includes the:

Candidate name  
Centre mark  
Candidate identifier (this may be a bib with position or number on it, or kit of a particular colour).

Please ensure that the evidence is presented on **VHS, CD or DVD** (with play software if necessary). Small video cassettes are not acceptable as they vary in size too much.

#### 5.4.5 Authentication

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Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidates being disqualified from the unit or having marks deducted for a specific element of the assessment. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. The candidate must sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received by OCR.

#### 5.4.6 Internal standardisation

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It is essential that all internal assessors, working in the same subject area, work to common standards. Each centre is required to internally standardise assessment across different activities that have been taught by different members of staff to ensure that all candidates are fairly assessed. This fairness applies to comparisons between candidates and relative fairness and ability between activities. Usually, the Head of Department will be responsible for ensuring that all assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

When conducting internal standardisation of marks it is important to consider whether candidates who have been awarded the same mark in different activities are both as good as one another in those activities. The extent to which they fulfil the assessment criteria should be the same if they have been awarded the same mark; that is to say, a footballer awarded a mark of 20 should be as good at football as a candidate awarded 20 for dance is at that activity.

The assessment of the Analysing Lifestyle and Analysing Performance Tasks should also be internally moderated to achieve a consistent standard of assessment across the two tasks.

#### 5.4.7 Moderation

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All work for Units B452 and B454 is marked by the teacher and internally standardised by the centre. Marks are then submitted to the Moderator, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR and the Moderator. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

Moderation is by means of cluster groups based as far as possible on geographical distribution. The purpose of the process is to ensure that assessments are standardised across all centres and that every candidate is treated fairly. A sample of the Analysing Lifestyle and Analysing Performance Tasks will be also be moderated.

**Centres are required to have filmed evidence of a sample of their candidates across the range of marks awarded (e.g. highest, middle and lowest marks) for each activity assessed. The filmed evidence should clearly identify the candidates and enable them to be linked to the assessment documentation and should demonstrate that candidates have performed the range of skills appropriate for the mark that they have been awarded.**

#### 5.4.8 Moderation administration

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- Centres should make estimated entries with OCR for the practical units B452 and B454 in the autumn term of the academic year in which assessment and moderation is to take place.
- Centre will be sent documentation associated with moderation planning in November of the autumn term based upon these estimated entries.
- Included in this dispatch will be a Visit Arrangement Form (VAF). Centres use this to provide OCR with information for use when planning their moderation visit.
- At the standardisation meeting for OCR GCSE Physical Education moderators, the Visit Arrangement Forms for the centres that have been allocated to each moderator are distributed.
- Moderator refers to Visit Arrangement Forms and contacts centres with proposed dates for moderation.
- Moderator confirms time, venue and activities for moderation. At this point the moderator also requests for a sample of analysis tasks to be sent. Moderator reviews the centres marking of the analysis tasks and provides feedback at the moderation visit.
- Centre attends with candidates across a wide ability range as possible. Candidates should be clearly identified with bibs. Centre provides rank order sheets for all candidates taking the moderated activities.
- Candidates are observed participating in appropriate activities so that the moderator can judge whether the centre marks are in line with the criteria.

**It is important that centres make estimated entries in order that they can receive early documentation such as the Visit Arrangement Form and be allocated a Moderator.**

### 5.5 Minimum Requirements for Controlled Assessment

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There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an 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.

### 5.6 Minimum Requirements for Special Consideration

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There is a minimum Controlled Assessment requirement before special consideration can be given.

In each of the Controlled Assessment Units (Unit B452 and Unit B454), candidates must have been assessed in at least one practical activity and also completed the Analysing Lifestyle (AL) and Analysing Performance (AP) Task. If a candidate cannot then complete the assessment in a second activity due to injury or illness OCR will consider an application for Special Consideration.

## 5.7 Deadlines for the submission of marks to the moderator

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Following the June 2011 series, it has been decided that final marks are to be submitted to the moderator by centres prior to moderation visits for the majority of practical activities, and for moderators to then select specific candidates for moderation.

From 2011/12, deadlines for the submission of final marks to the moderator are:

- **15 March** for the majority of marks
- **1 May** for 'seasonal' activities and Analysing Lifestyle and Analysing Performance
- The 'seasonal' activities are:
  - Cricket
  - Hill Walking and Campcraft
  - Rock Climbing
  - Rounders
  - Skiing
  - Snowboarding
  - Softball
  - Tennis
  - Track and Field athletics
- **ALL** candidate marks in activities other than for those seasonal activities listed above must be sent to the moderator by 15 March, prior to moderation
- **ALL** candidate marks in seasonal activities must be accompanied by filmed evidence if submitted for the later deadline of 1 May
- Visiting moderation period is **15 March – 15 May**

# 6 Technical Information

## 6.1 Making Unit Entries

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Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or Moderator details for Controlled Assessments.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

Unit code	Component Code	Submission/Examination method	Unit titles
Unit B451	01	<i>Written examination</i>	An Introduction to Physical Education
Unit B452	01	<i>Visiting moderation</i>	Practical Performance and Analysis
Unit B453	01	<i>Written examination</i>	Developing Knowledge in Physical Education
Unit B454	01	<i>Visiting moderation</i>	Practical Performance and Analysis

## 6.2 Terminal Rules

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Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

## 6.3 Unit and Qualification Re-sits

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Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

Candidates may enter for the qualifications an unlimited number of times.

## 6.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J586)
- GCSE (Short Course) certification (entry code J086).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2011.

GCSE (Short Course) certification is available from June 2010.

## 6.5 Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A\*–G. Units are awarded a\*–g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro-rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 41/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
30%	60	54	48	42	36	30	24	18	12	0
20%	40	36	32	28	24	20	16	12	8	0

Candidate's uniform marks for each module are aggregated and grades for the specification are generated on the following Uniform Mark Scale.



Qualification	Qualification Grade									U
	Max UMS	A*	A	B	C	D	E	F	G	
GCSE	200	180	160	140	120	100	80	60	40	0
GCSE (Short Course)	100	90	80	70	60	50	40	30	20	0

## Awarding Grades

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The written papers will have a total weighting of 40% and Controlled Assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark for each Controlled Assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

## 6.6 Result Enquiries and Appeals

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Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from the OCR website.

## 6.7 Shelf-Life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 6.8 Guided Learning Hours

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GCSE Physical Education requires 120–140 guided learning hours in total.

GCSE (Short Course) Physical Education requires 60–70 guided learning hours in total.

## 6.9 Code of Practice/Common Criteria Requirements/Subject Criteria

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These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Physical Education.

## 6.10 Classification Code

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Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for these specifications is 7210.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

## 6.11 Disability Discrimination Act Information Relating to this Specification

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GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher-level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* produced by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are as follows:

	<b>Yes/No</b>	<b>Type of assessment</b>
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical assistants	Y	All written and practical assessments
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	All written examinations
Live speaker	Y	All written examinations
MQ papers	Y	All written examinations
Extra time	Y	All written examinations

Disabled candidates may find some physical activities difficult. Physical Education involves four performances in practical contexts in at least two different types of activity.

It is important to note that where access arrangements are permitted they must not be used in a way that undermines the integrity of the assessment. For example, practical assistants can be used to help learners set up but cannot help perform skills that are assessed.

## 6.12 Arrangements for Candidates with Particular Requirements

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Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Access Arrangements, Reasonable Adjustments and Special Consideration* produced by the Joint Council.

# 7 Other Specification Issues

## 7.1 Overlap with other Qualifications

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There is no significant overlap between the content of these specifications and those for other GCSE qualifications.

## 7.2 Progression from these Qualifications

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GCSE qualifications are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D–G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\*–C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

This specification provides progression from the Entry Level Certificates in Physical Education (3980).

## 7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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Physical Education provides opportunities to promote:

- Spiritual development, through helping candidates gain a sense of achievement and develop positive attitudes towards themselves.
- Moral development, through helping candidates gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions, accept authority and support referees, umpires and judges.
- Social development, through helping candidates develop social skills in activities involving co-operation and collaboration, responsibility, personal commitment, loyalty and teamwork and considering the social importance of physical activity, sport and dance.
- Cultural development, through helping candidates experience and understand the significance of activities from their own cultures, recognise how activities and public performance gives a sense of cultural identity and consider how sport can transcend cultural boundaries.

## 7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

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These specifications support these issues, consistent with current EU agreements, in the following topics:

Sport and Physical Education has a European and global dimension and candidates should be encouraged to discuss aspects of this dimension, if relevant, when considering their involvement in practical activities. Opportunities obviously exist through sport for the interaction of candidates from different social and cultural backgrounds. This process should be encouraged and will help to cement relationships and friendships.

## 7.5 Avoidance of Bias

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OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

## 7.6 Language

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These specifications and associated assessment materials are in English only.

## 7.7 Key Skills

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These specifications provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B451	✓	✓			✓	✓	✓		✓	✓	✓	✓
B452	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B453	✓	✓			✓	✓			✓	✓	✓	✓
B454	✓	✓	✓	✓	✓	✓	✓	✓				

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

## 7.8 ICT

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In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Physical Education.

## 7.9 Citizenship

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Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. Candidates may cover aspects of:

- Social and moral responsibility in a sporting context, considering issues of appropriate behaviour and conduct within sport and sporting role models and how they influence others
- Local and national provision of sporting facilities and how this impacts upon the ability of people to lead a balanced, healthy lifestyle
- The impact of not leading a balanced, healthy lifestyle on both the individual and on society
- Contributing to the community through involvement in coaching or officiating to facilitate the participation of others in physical activity
- Moral and ethical issues relating to the use of performance-enhancing drugs in sport.

These specifications will provide candidates with the opportunity to work individually and in groups.

# Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

## Grade F

Candidates recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. They know, and can explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health.

They identify some activities and exercises suitable for preparing and recovering from specific activities. They recognise some of the risks involved in different activities and demonstrate the basic skills of risk assessment and management.

They demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in moderately challenging and complex activities, with some precision, control and fluency. They have a limited range of solutions to these challenges that they can draw on, and make sound decisions about how they will plan and approach their performance. They are able to demonstrate a limited range of responses to changing situations.

They provide a basic analysis of their own and others' performance, and can identify some major strengths and weaknesses. They make basic comments and can identify some simple modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.

## Grade C

Candidates recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity, and show a clear understanding of the principles behind, and the benefits of, regular, safe exercise and its impact on performance, fitness and health.

They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They identify and explain many of the long-term effects of exercise and activity on physical, mental and social health. They identify potential risks involved in different activities and some of the ways to manage these effectively.

They demonstrate their ability to select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities, with effective refinement, precision, control and fluency. They have a good range of solutions to these challenges and usually make effective decisions about how they will plan and approach their performance in response to new or changing situations.

They analyse effectively and comment on their own and others' performances, showing an understanding of the factors that affect the quality and effectiveness of performance, and the broad strengths and weaknesses evident. They identify the most significant areas for improvement and plan effective ways to improve their own and others' performance.

## **Grade A**

Candidates recall, select and communicate detailed knowledge and thorough understanding of a wide range of factors affecting performance and participation, and the relationship between them. They have a thorough understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.

They explain clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain potential risks related to physical activities and how to manage these effectively.

They demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. They have a wide range of solutions to these challenges and consistently make effective decisions about how they will plan and approach their performance in response to new or changing situations.

They critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident. They demonstrate a deep understanding of the impact of skills, tactics or composition, and fitness on the quality and effectiveness of performance. They identify priorities for improvement and plan a good range of appropriate, progressive practices. They understand how to monitor and evaluate progress towards improved quality of performance and outcomes.