

Support Material

GCE Physical Education

OCR Advanced GCE in Physical Education: H554

Unit: G454

This Support Material booklet is designed to accompany the OCR Advanced GCE specification in Physical Education for teaching from September 2008.

The information contained in this document is generic assessment criteria for each activity area within the GCE Physical Education Specification. We are currently working with National Governing Bodies to finalise activity-specific criteria and this will be available in Spring 2008.

G454: A2 Assessment Criteria

Athletic Activities

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and tactics.
- Physical endeavour, and sportsmanship/fair play.
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate tactical awareness
- Demonstrate physical endeavour and sportsmanship/fair play.
- Demonstrate an understanding and application of the rules.
- Be placed in rank order in terms of ability.

The level of success of their basic and advanced skills will be based on performance at maximum levels in relation to speed, height, distance or strength.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 2 (25-32)

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

- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band Three (17-24)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

Band Four (9-16)

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

- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Band Five (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Track and field athletics.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The candidate is assessed performing **one** acquired and developed skill, this being selected from the following event areas: track, jumps, throws. There are two parts to the assessment.

Assessment is based on performance in the authentic contextual situation where the candidate performs the acquired and developed skill under pressure. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Track events

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

Jumping events

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

Throwing events

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

These assessment phases are used in conjunction with the assessment criteria.

Assessment is based on the performance as measured against the performance assessment tables. (see appendix?)

The total mark is calculated as follows: Mark A + Mark B = Total.

Olympic weightlifting

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The candidate is assessed performing the acquired and developed skills of the Clean and Jerk and the Snatch. There are **two** parts to the assessment:

A. Assessment is based on performance in the authentic contextual situation in which the lifts are normally performed. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Clean and Jerk

Safety of lifting area and placement of bar

Preparation phase

Starting position

First pull

Second pull

Lifting catching phase

Preparation for the jerk

The Jerk

Recovery catching phase

Placement of bar

Overall efficiency of the lift

The snatch

Safety of lifting area and placement of the bar

Preparation phase

Starting position

First pull

Second pull

Catching of the bar

The snatch

Recovery phase

Placement of bar

Overall efficiency of the lift

These assessment phases are used in conjunction with the assessment criteria.

Assessment is based on the performance as measured against the performance tables. (see Appendix)

The total mark is calculated as follows: Mark A + Mark B = Total.

Track cycling

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The candidate is assessed performing one acquired and developed skill, this being selected from the following event areas: Track sprint, Pursuit, Time trial. The candidate's assessed event should be clearly identified on the assessment sheet.

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

Track sprint

Start position

Posture

Position on track

Leg action

Overall efficiency

Pursuit

Posture

Pacing

Leg action

Tactics

Overall efficiency

Time trial

Posture

Pacing

Leg action

Overall efficiency

B. Assessment is based on the performance as measured against the performance tables. (see Appendix)

The total mark is calculated as follows: Mark A + Mark B = Total.

G454: A2 Assessment Criteria

Combat Activities

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and tactics.
- Physical endeavour, creativity and sportsmanship/fair play.
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate tactical awareness
- Demonstrate physical endeavour, creativity and sportsmanship/fair play.
- Demonstrate an understanding and application of the rules/conventions.
- Be placed in rank order in terms of ability.

The level of success of their basic and advanced skills will be based on movement phases appropriate to the activity itself.

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

- Attacking
- Defending.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations /conventions of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 2 (25-32)

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

- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band Three (17-24)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

Band Four (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.

- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Band Five (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Judo

The candidate is assessed in their ability to perform effectively in the authentic, combat situation.

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

Defending

Entry

Controlling opponent

Execution

Completion/effectiveness

Overall efficiency

Attacking

Grip

Set up, breaching balance

Entry, balance, timing

Throw, completion, effectiveness

Overall efficiency

The focus of the tasks will include:

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

Boxing

The candidate is assessed in their ability to perform effectively in the authentic, combat situation.

The formal combat situation will conform to the ABAE rules of weight and age classification.

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

Attack – stance, guard, footwork, maintaining balance whilst moving in all directions.

Defence – stance, guard, footwork, maintaining balance whilst moving in all directions.

The focus of the tasks will include:

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

Fencing

The candidate is assessed in their ability to perform effectively in the authentic, combat situation.

The candidate is assessed in **one** acquired and developed skill, this being selected from the following disciplines:

Foil, Epee, sabre.

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

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

The formal competitive situation must conform to all appropriate regulations which include:

- All relevant protective equipment must be worn
- A suitably qualified arbitrator must be in charge
- A suitable rectangular strip of floor must be used for the contest
- A proper method of scoring must be used(electronic/director)
- Rules of the particular fencing discipline must be followed.

G454: A2 Assessment Criteria

Dance

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and choreographical and compositional ideas..
- Physical endeavour, creativity and fair play.
- The understanding of the genre of dance, its technical requirements and conventions.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate choreographical and compositional awareness
- Demonstrate physical endeavour, creativity and fair play.
- Demonstrate an understanding of the genre and its technical requirements together with an application of the conventions of the genre.
- Be placed in rank order in terms of ability.

The focus of these tasks will be on:

A solo dance with the use of music as a stimulus lasting between 3 and 4 minutes.

The dance must include the appropriate technical elements

Candidates will produce a written programme prior to assessment and moderation which, depending on the style of dance will include a description of steps, counts beats, explanation of the stimulus selected, the development of motifs, repetition and the phrasing of the dance.

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

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

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

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

Additionally the following factors will influence the candidate's success

- Creativity
- Physical endeavour
- Fair play

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under the pressure of performance.
- There is consistent successful selection and application of a wide range of advanced techniques which, under the pressure of performance, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced choreographical and compositional ideas are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, creativity and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions of the genre.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 2 (25-32)

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

- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band Three (17-24)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under the pressure of performance.
- There is successful selection and application of a range of advanced techniques which, under the pressure of performance, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced choreographical and compositional ideas are successfully used by the candidate demonstrating a sound understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, creativity and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the genre.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

Band Four (9-16)

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

- The candidate demonstrates a limited level of physical endeavour, creativity and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions of the genre.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Band Five (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under the pressure of performance
- There is successful selection and application of advanced techniques which, under the pressure of performance, maintain little accuracy, fluency and control.
- Appropriate advanced choreographical and compositional ideas are rarely used by the candidate demonstrating a poor understanding of the perceptual and technical requirements of the genre.
- The overall standard in the performance situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, creativity and flair.
- The candidate demonstrates little understanding and application of the rules/regulations of the genre.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Contemporary dance

The candidate will be assessed in their ability to perform effectively in the performance of a solo dance with the use of music as a stimulus lasting between 3 and 4 minutes.

The focus of the solo dance will include:

- Leaps/jumps
- Balances
- Step patterns
- Turns and travelling

Irish dance

The candidate will be assessed in their ability to perform effectively in the performance of a solo dance with the use of music as a stimulus lasting between 3 and 4 minutes.

The focus of the solo dance will include:

It will be formal competition standard.

Step patterns e.g. sevens

Jumps including standard Irish dance jumps, jump backs and straight jumps.

Balances, including 'up on toes.'

Turns and travelling

Balanced footwork – equal aptitude of right and left feet, use of variety of moods to include light and heavy stepping, adaptability of different rhythms according to the music need, intricacy of stepping.

Patterns – use of patterns prescribed by the Irish Dancing Commission

Aesthetic quality – overall timing, upper and lower limb use, head position and Posture.

G454: A2 Assessment Criteria

Invasion Games

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and tactics.
- Physical endeavour, creativity and sportsmanship/fair play.
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate tactical awareness
- Demonstrate physical endeavour, creativity and sportsmanship/fair play.
- Demonstrate an understanding and application of the rules.
- Be placed in rank order in terms of ability.

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

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency

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

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

Additionally the following factors will influence the candidates success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 2 (25-32)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band Three (17-24)

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

- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

Band Four (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Band Five (0-8)

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

- The candidate demonstrates little understanding and application of the rules/regulations of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Association football

The focus of the tasks will include:

- Passing and receiving/control
- Shooting
- Heading – attacking and defending
- Tackling
- Intercepting
- Closing down
- Jockeying
- Beating an opponent

Goalkeeping

The focus of the tasks will include:

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

Rugby football

The focus of the tasks will include.

- Passing and receiving
- Running with the ball
- Tackling
- Retaining ball in a maul
- Retaining possession on floor/setting ruck
- Skills appropriate to candidate's position.

G454: A2 Assessment Criteria

Net/Wall Games

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and tactics.
- Physical endeavour, creativity and sportsmanship/fair play.
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate tactical awareness
- Demonstrate physical endeavour, creativity and sportsmanship/fair play.
- Demonstrate an understanding and application of the rules.
- Be placed in rank order in terms of ability.

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

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency

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

- Beating/Manoeuvring opponents
- Positioning

- Ball distribution
- Set pieces.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 2 (25-32)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band Three (17-24)

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

- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

Band Four (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Band Five (0-8)

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

- The candidate demonstrates little understanding and application of the rules/regulations of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Badminton.

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks in a one versus one competitive situation will include:

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

Tennis

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks in a one v one competitive situation will include:

- Serves - first, second. Flat, slice, top spin.
- Ground strokes – forehand/backhand/top spin
- Volley – forehand/backhand
- Overhead strokes
- Lob – defensive, offensive.

G454: A2 Assessment Criteria

Striking/Fielding Games

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and tactics.
- Physical endeavour, creativity and sportsmanship/fair play.
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate tactical awareness
- Demonstrate physical endeavour, creativity and sportsmanship/fair play.
- Demonstrate an understanding and application of the rules.
- Be placed in rank order in terms of ability.

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

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency

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

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

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 2 (25-32)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band Three (17-24)

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

- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

Band Four (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Band Five (0-8)

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

- The candidate demonstrates little understanding and application of the rules/regulations of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Cricket

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

Candidates will be assessed in Batting or Bowling and Fielding.

The focus of the tasks in a full game situation will include:

Battin

Defensive shots off front and back foot.

Drives off front and back foot

Cut/Glance shots

Pull shots

Hook shots

Appropriate use of protective equipment.

Bowling

Fast or Medium or Spin

Accuracy in terms of Line and Length

Fielding

Approaching ball

Stopping ball – short and long barriers.

Catching – close and deep

Pick up and throw – underarm/overarm.

G454: A2 Assessment Criteria

Target Games

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and tactics.
- Physical endeavour, creativity and sportsmanship/fair play.
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate tactical awareness
- Demonstrate physical endeavour, creativity and sportsmanship/fair play.
- Demonstrate an understanding and application of the rules/conventions.
- Be placed in rank order in terms of ability.

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

- Preparation
- Execution
- Recovery
- Result
- Overall efficiency

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

- Beating opponents
- Achieving goals
- Achieving personal bests.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 2 (25-32)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band Three (17-24)

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

- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

Band Four (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Band Five (0-8)

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

- The candidate demonstrates little understanding and application of the rules/regulations/conventions of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Golf

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

The focus of the tasks will include:

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

Archery

The candidate is assessed in their ability to perform effectively in the authentic, competitive situation.

Targets will have 122cm faces with five zone scoring.

The focus of the tasks will include:

Males

16-18 years

York Round – Targets at 100,80 & 70 yards. Arrows 6x12, 4x12,2x12.

18+ years

York Round –Targets at 100,80 & 70 yards. Arrows 6x12, 4x12 & 2x12.

Females

16-18 years

Bristol 2 – Targets at 60,50 & 40 yards. Arrows 6x12, 4x12 & 2x12.

Bristol 1 (As with Hereford Round)

18+ years

Hereford Round -Targets at 80,60 & 50 yards. Arrows 6x12, 4x12,2x12.

Rules and guidelines laid down by the Grand National Archery Society will be followed.

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G454: A2 Assessment Criteria

Gymnastic Activities

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and tactics.
- Physical endeavour, creativity and sportsmanship/fair play.
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enable candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate tactical awareness
- Demonstrate physical endeavour, creativity and sportsmanship/fair play.
- Demonstrate an understanding and application of the rules.
- Be placed in rank order in terms of ability.

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

- Shape
- Form
- Consistency
- Control

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

- Beating opponents
- Maximising performance

- Achieving goals

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations/conventions of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 2 (25-32)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.

- There is consistent successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band Three (17-24)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under performance pressure.
- There is successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

Band Four (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under performance pressure.
- There is successful selection and application of advanced techniques which, under performance pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Band Five (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under performance pressure.
- There is successful selection and application of advanced techniques which, under performance pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Gymnastics

The focus of the tasks will be:

Vaults

An agility sequence

Vaults.

Handspring

Short arm overswing

Vaults will be assessed using the following movement phases:

Shape and aesthetic quality

Flight onto the box

Flight off the box

Repulsion

Landing

Overall efficiency

Agility sequence

An agility floor sequence containing agilities from the following movement categories:

A minimum of three from:

Rolls – forward (e.g. tuck, pike, straddle) backward (e.g. tuck, pike, straddle)

Jumps – tuck, star, piked, straddle, half turn, full turn.

Balances – shoulder, arabesque lunge, headstand, handstand, handstand half turn

Overswings – cartwheel, one handed cartwheel, round off, handspring,
backflip, flyspring, forward/backward walkovers.

A minimum of one from:

Somersaults – front, back.

Together with linking movements.

The agility sequence will be assessed using the following movement phases:

Shape –

aesthetic quality

consistency

control

overall efficiency

Form –

the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations.

Consistency -

Continuity/flow of the sequence, its accuracy as well as its conformity to regulations

Control –

Success in both the individual elements and the sequence as a whole.

Creativity

Trampolining

The focus of the tasks will be:

A ten contact sequence.

The sequence is made up from the elements below with at least one from each section:

Jumps

Straight 180 twist

Tuck

Pike

Straddle

Twists

Drop half twist to feet(2 contacts)

Swivel hips(3 contacts)

Barani

Drops

Seat(2 contacts)

Front(2 contacts)

Back(2 contacts)

Somersaults

Front
Back
Piked front
Piked back
Straight back

The sequence will be assessed using the following movement phases:

Shape –

aesthetic quality

consistency

control

overall efficiency

Form –

the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations.

Maintaining height

Consistency -

Continuity/flow of the sequence, its accuracy as well as its conformity to regulations

Control-

Success in both the individual elements and the sequence as a whole.

Centring

Phasing

G454: A2 Assessment Criteria

Outdoor and adventurous activities

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of appropriate solutions to the challenge.
- The understanding and application of risk assessment for the challenge and the conventions involved.

The assessment should take place in authentic situations where tasks of appropriate pitch and challenge enable candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate basic ability to plan for the challenge.
- Demonstrate an understanding and application of risk assessment for the challenge and the conventions involved.
- Be placed in rank order in terms of ability.

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

- Preparation and planning for all eventualities of the challenge.
- Efficient and accurate execution of the skills.
- Execution of a successful challenge completed in a safe and measured manner.
- Overall efficiency of performance demonstrating little wasted effort.

The level of success of their planning awareness will be based on:

- Accurate completion of the challenge.
- Safety and the avoidance of common difficulties in the challenge.
- Conservation practices/respect for others

- Use and care of equipment
- Planning for the minimisation of risk.

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under challenge.
- There is consistent successful selection and application of a wide range of advanced techniques which, under the challenge maintain their accuracy, fluency and control.
- A wide range of appropriate planning approaches are successfully and consistently used by the candidate demonstrating an excellent understanding of the demands of the challenge.
- The overall performance in the challenge situation is excellent and indicative of high levels of learning and understanding
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the conventions of the activity.
- National/regional representation **may** be an indicator of attainment at this high level but the assessment criteria must still be met.

Band 2 (25 –32)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under challenge.
- There is consistent successful selection and application of a range of advanced techniques which, under the challenge maintain their accuracy, fluency and control.
- A range of appropriate planning approaches are successfully and consistently used by the candidate demonstrating a good understanding of the demands of the challenge.
- The overall performance in the challenge situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.

- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application conventions of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 3 (17-24)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under challenge.
- There is successful selection and application of a range of advanced techniques which, under the challenge maintain their accuracy, fluency and control.
- A range of appropriate planning approaches are successfully used by the candidate demonstrating a sound understanding of the demands of the challenge.
- The overall performance in the challenge is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the conventions of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this high level but the assessment criteria must still be met.

Band 4 (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under challenge.
- There is successful selection and application of advanced techniques which, under the challenge usually maintain some accuracy, fluency and control.
- Some appropriate planning approaches are successfully used by the candidate demonstrating a limited understanding of the demands of the challenge.

- The overall performance in the challenge is limited, inconsistent and indicative of limited learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates limited understanding and application of the conventions of the activity.
- Representing school or college but not at first team level **may** be an indicator of attainment at this high level but the assessment criteria must still be met.

Band 5 (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under challenge.
- There is an attempt to select and apply advanced techniques which, under the challenge maintain little accuracy, fluency and control.
- Appropriate planning approaches are rarely used by the candidate demonstrating a poor understanding of the demands of the challenge.
- The overall performance in the challenge is poor and indicative of some limited learning and understanding
- The candidate demonstrates poor levels of physical and mental fitness.
- The candidate demonstrates little level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the conventions of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this high level but the assessment criteria must still be met.

Mountain walking

The focus of the tasks and challenge will include:

A three day journey with two nights overnight camping. A minimum of 21 hours walking with a minimum of 48kms covered. The journey should take place in unfamiliar wild or open country, remote from habitation, with the use of minor roads or byways restricted to that which is necessary to move between areas of open country. The journey should be sufficiently removed from habitation to ensure that the group is self-sufficient and dependent on its own resources. The accommodation will be by camping. Normally a different camp site should be used each night.

Route planning – to include distance covered, height gained, time taken for each leg, application of Naismith's rule, compass bearings, and grid references.

Menu planning – including appropriate energy intake, palatability, ease of carrying

Camp-craft – including efficiency of pitching tents and breaking camp, application of safe cooking practices, cleaning and hygiene. Choice of camp – grounds.

Accurate navigation using maps and compasses, including - setting the map using land features and compasses where appropriate, using ground features and landmarks to navigate.

Accurate use of pre-planned route card with map and compass to monitor progress and ensure the accuracy of the journey.

Efficient and logical packing of rucsacs for ease of access and safety

Understanding of the need for emergency procedures and application of them if required.

Successful application of 1st aid if appropriate

Walking skills – maintaining walking speed and group integrity.

Cooperation, teamwork empathy and understanding within the walking group including fair and even distribution of tasks and kit throughout the group.

Knowledge of access arrangements, land ownership and laws pertaining to the right to roam. Application of the Countryside code and the conventions associated with it.

Candidates will keep a log detailing all the above areas.

Canoeing

The focus of the tasks and challenge will include:

- Forward/reverse paddling
- Stopping
- Sweep and reverse sweep
- Draw strokes
- Support strokes
- High and low brace
- Ferry glide
- Rolls
- Capsize drills

- Rafting up
- Organisation and use of equipment
- Application of safety principles
- Conservation practices and respect for others.
- Navigation using maps/guides. Planning the route
- Organisation and use of equipment.

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G454: A2 Assessment Criteria

Swimming Activities

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and tactics.
- Physical endeavour, creativity and sportsmanship/fair play.
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enables candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate tactical awareness
- Demonstrate physical endeavour, creativity and sportsmanship/fair play.
- Demonstrate an understanding and application of the rules.
- Be placed in rank order in terms of ability.

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

- The level of success in tactical awareness will be based on:
- Achieve goals e.g.
- Adopting strategies to beat opponents/ achieve personal best times.

Additionally the following factors will influence the candidate's success:

- Physical endeavour
- Sportsmanship/fair play

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

Band 1 (33-40)

- The candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under competitive pressure.
- There is consistent successful selection and application of a wide range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A wide range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is excellent and indicative of high levels of learning and understanding.
- The candidate demonstrates excellent physical and mental fitness.
- The candidate demonstrates an excellent level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates an excellent understanding and application of the rules/regulations of the activity.
- National/regional representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band 2 (25-32)

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

- The candidate demonstrates a good understanding and application of the rules/regulations of the activity.
- Regional/County representation **may** be an indicator of attainment at this high standard but the assessment criteria must still be met.

Band Three (17-24)

- The candidate demonstrates a sound level of acquired and developed skills that show a consistently good standard of accuracy, control and fluency under competitive pressure.
- There is successful selection and application of a range of advanced techniques which, under competitive pressure, maintain their accuracy, fluency and control.
- A limited range of appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a sound understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is good and indicative of sound levels of learning and understanding.
- The candidate demonstrates sound physical and mental fitness.
- The candidate demonstrates a sound level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a sound understanding and application of the rules/regulations of the activity.
- District/Area/Local club/school or college first team representation **may** be an indicator of attainment at this good standard but the assessment criteria must still be met.

Band Four (9-16)

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

- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations of the activity.
- Representing school/college but not at first team level representation **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Band Five (0-8)

- The candidate demonstrates a poor level of acquired and developed skills that show little accuracy, control and fluency under competitive pressure.
- There is successful selection and application of advanced techniques which, under competitive pressure, maintain little accuracy, fluency and control.
- Appropriate advanced strategies and tactics are rarely used by the candidate demonstrating a poor understanding of the perceptual requirements of the activity.
- The overall performance in the competitive situation is poor, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates inadequate levels of physical and mental fitness.
- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations of the activity.
- Occasionally representing a team **may** be an indicator of attainment at this standard but the assessment criteria must still be met.

Competitive swimming

The candidate is assessed in **one** acquired and developed skill, this being selected from the following events: front crawl, back stroke, breast stroke, butterfly.

A. Assessment is based on performance in the authentic competitive situation where the candidate performs the acquired and developed skill under pressure. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Body position

Arm action

Leg action

Breathing

Overall efficiency

The focus of the tasks will include:

- Racing starts
- Racing turns
- Full strokes
- Finishes

These assessment phases are used in conjunction with the assessment criteria.

Assessment is based on the performance as measured against the performance assessment tables. (see appendix?)

The total mark is calculated as follows: Mark A + Mark B = Total.

G454: A2 Assessment Criteria

Safe and effective exercise activities

Performance

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and tactics.
- Physical endeavour, creativity and sportsmanship/fair play.
- The understanding and application of rules.

The assessment should take place in the authentic contextual situation in which the activity is normally performed. This authentic context must generate tasks of suitable pitch and challenge which enable candidates to:

- Demonstrate a range of basic and advanced skills
- Demonstrate appropriate strategic awareness
- Demonstrate physical endeavour, creativity and sportsmanship/fair play.
- Demonstrate an understanding and application of the rules/health and safety implications/conventions.
- Be placed in rank order in terms of ability.

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

- Form
- Consistency
- Control

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

- Beating opponents
- Maximising performance

- Achieving goals

Additionally the following factors will influence the candidate's success:

- Specificity
- Progression
- Overload
- Regression
- Tedium
- Adaptation.
- Creativity
- Physical endeavour
- Sportsmanship/fair play

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

Band 1 (33-40)

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

- A comprehensive, detailed record of the candidate's participation in safe and effective exercise activities is in evidence.

Band 2 (25-32)

- The candidate demonstrates a high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency under performance pressure.
- There is consistent successful selection and application of a range of advanced techniques which, under performance pressure, maintain their accuracy, fluency and control.
- A range of appropriate advanced strategies and tactics are successfully and consistently used by the candidate demonstrating a good understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is very good and indicative of good levels of learning and understanding.
- The candidate demonstrates good physical and mental fitness.
- The candidate demonstrates a good level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a good understanding and application of the rules/regulations/conventions and health and safety aspects of the activity.
- An extensive detailed record of the candidate's participation in safe and effective exercise activities is in evidence.

Band Three (17-24)

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

- The candidate demonstrates a sound understanding and application of the rules/regulations/conventions and health and safety aspects of the activity.
- A detailed record of the candidate's participation in safe and effective exercise activities is in evidence.

Band Four (9-16)

- The candidate demonstrates a limited level of acquired and developed skills that show some accuracy, control and fluency under performance pressure.
- There is successful selection and application of advanced techniques which, under performance pressure, maintain some accuracy, fluency and control.
- Some appropriate advanced strategies and tactics are successfully used by the candidate demonstrating a limited understanding of the perceptual requirements of the activity.
- The overall standard in the performance situation is limited, inconsistent and indicative of limited levels of learning and understanding.
- The candidate demonstrates limited physical and mental fitness.
- The candidate demonstrates a limited level of physical endeavour, sportsmanship and flair.
- The candidate demonstrates a limited understanding and application of the rules/regulations/conventions and health and safety aspects of the activity.
- A limited record of the candidate's participation in safe and effective exercise activities is in evidence.

Band Five (0-8)

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

- The candidate demonstrates little physical endeavour, sportsmanship and flair.
- The candidate demonstrates little understanding and application of the rules/regulations/conventions and health and safety aspects of the activity.
- There is little or no evidence of the candidate's participation in safe and effective exercise activities.

Safe and Effective exercise activities.

The candidate will be assessed in the design and implementation of an extended exercise programme. The programme will be designed to bring about physiological adaptation in at least two of the following areas:

- Strength
- Speed.
- Stamina
- Suppleness

The exercise programme will extend over a minimum period of three months.

A detailed log should be kept which includes:

The goals of the exercise programme. (Muscle groups targeted, muscle fibres targeted/energy systems targeted/fitness components targeted.)

Time scale.

Identification and description of exercises involved.

Design of circuit – repetitions, sets, weights/rest intervals.

Detailed description of warm up and cool down.

Health and safety implications/risk assessments.

Record of implementation with evaluative comments.

Methods of assessment and evaluation of goals.

Authentication statement from a qualified instructor.

G454: A2 Assessment Criteria

Evaluation, appreciation and the improvement of performance

The candidate's oral response to their observation of a live performance in their assessed activity.

Candidates are assessed on their ability to evaluate and appreciate the live effective performance of a fellow candidate through observation whilst applying their knowledge from a range of disciplines in order to recommend an appropriate strategy to improve the performance.

Candidates should be asked to view a performance with a view to:

- Making evaluative and appreciative comments in order to judge the quality of performance using appropriate technical language;
- Prioritise the areas which need improvement;
- Describing in detail an appropriate strategy to improve the performance;
- Support their evaluative and appreciative comments and their strategy with the application of relevant principles and concepts from the disciplines they have studied using appropriate technical language.

Candidates should be able to give a detailed structured response which:

- Accurately identifies and describes in detail the strengths of the performance in relation to skills, tactics and strategies/compositional ideas and fitness;
- Accurately identifies and describes in detail the major weaknesses of the performance in relation to skills, tactics and strategies/compositional ideas and fitness;
- Identifies the areas of the performance they would prioritise for improvement;
- Formulates a detailed, viable action plan for one of the major faults identified. This action plan should have detailed coaching points, detailed progressive practices together with a timescale for the plan;
- Justifies both their evaluative comments and their action plan with the appropriate application of relevant knowledge and concepts from the physiological, psychological and socio-cultural areas they have studied.

Candidates should observe a fellow candidate's performance in their chosen activity. The performance should be one which is new to them and which they have not seen before. The candidate may, if they wish, make notes as the performance progresses in order to facilitate their response. Pre-prepared notes are not permitted. The candidate should be directed to the performer or aspect of the performance they are to focus on and be reminded of the structure or their response by being given a prompt such as:

' I would like you to observe the performance of and comment on:

the strengths of the performance observed in relation to skills, tactics/compositional ideas and fitness;

the weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness;

areas of the performance you would prioritise for improvement.

Create a viable action plan to improve those areas of performance to include detailed coaching points and detailed progressive practices;

justify your evaluative comments and your action plan by applying relevant knowledge and concepts from your physiological, psychological and socio – cultural studies

If the candidate needs prompting this should be done in the form of prompts which will allow the candidate to express their opinion and knowledge.

E.g.

Describe the strengths of the skills applied in the performance you have observed.
Describe the strengths of the tactics/strategies applied in the performance you have observed.

Describe the strengths of the compositional ideas applied in the performance you have observed.

Describe the strengths of the performer's fitness you have observed.

Describe the weaknesses of the skills applied in the performance you have observed.

Describe the weaknesses of the tactics/strategies applied in the performance you have observed.

Describe the weaknesses of the compositional ideas applied in the performance you have observed.

Describe the weaknesses of the performer's fitness you have observed.

Prioritise the weaknesses you have identified.

Create a viable action plan to improve some of these weaknesses and include detailed coaching points, detailed progressive practices and a timescale.

What physiological knowledge can you apply to the performance you have observed and your action plan.

What psychological knowledge can you apply to the performance you have observed and your action plan.

What socio-cultural knowledge can you apply to the performance you have observed and your action plan.

The following assessment criteria are used for the candidate's oral response:

Band 1 (16-20)

The candidate:

- Accurately describes all the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Accurately describes all the major weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Accurately prioritises the areas of the performance which need improvement.
- Creates a viable action plan which contains all the detailed coaching points, a range of detailed progressive practices together with a timescale.
- Justifies their evaluative comments and their action plan with the appropriate application of a range of relevant physiological, psychological and socio-cultural knowledge and concepts.

Band 2 (11-15)

The candidate:

- Accurately describes most of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Accurately describes most of the major weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Prioritises the areas of the performance which need improvement.
- Creates a viable action plan which contains the detailed coaching points, detailed progressive practices together with a timescale.
- Justifies their evaluative comments and their action plan with the appropriate application of a limited range of relevant physiological, psychological and socio-cultural knowledge and concepts.

Band 3 (6-10)

The candidate with some supplementary prompting:

- Describes some of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Describes some of weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Prioritises most of the areas of the performance which need improvement.
- Creates a viable action plan which contains some detailed coaching points, some detailed progressive practices and a timescale.
- Justifies their evaluative comments and their action plan with some application of relevant physiological, psychological and socio-cultural knowledge and concepts.

Band 4 (0-5)

The candidate with extensive supplementary prompting:

- Identifies a limited number of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Identifies a limited number of the weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance.
- Prioritises inaccurately some of the areas of the performance which need improvement.
- Creates an action plan which contains some limited coaching points, limited progressive practices and a limited timescale.
- Justifies their limited evaluative comments and their limited action plan with the application of limited relevant physiological, psychological and socio-cultural knowledge and concepts.

G454: A2 Assessment Criteria

Coaching / Leading

The candidate is assessed in :

- The performance of a range of basic and advanced skills.
- The selection and application of skills and strategies.
- Physical endeavour and enthusiasm
- The understanding of rules/regulations/conventions.

The assessment should take place in situations where tasks of appropriate pitch and challenge enable candidates to:

- Coach/lead sessions.
- Demonstrate a range of basic and advanced acquired and developed skills in an authentic context.
- Demonstrate competence in organisational skills related to the planning and delivery of sessions.
- Demonstrate physical endeavour and enthusiasm.
- Demonstrate an understanding and appreciation of health and safety procedures.
- Implement risk assessment procedures.
- Demonstrate a knowledge and understanding of the fitness and health aspects of the activity.
- Evaluate sessions delivered and plan for improvement.
- Demonstrate an awareness of Child Protection issues.
- Operate the principle of inclusion in their sessions.

The level of success of their basic and advanced skills together with their strategic awareness will be based on:

- Planning and organisation.
- Delivery, endeavour, enthusiasm.
- Evaluation and reflection

These assessment phases will be used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts. Centres should ensure that when candidates work with children that all child protection procedures are adhered to.

Possession of the British Sports Trust's Advanced Sports leaders Award or a Governing Body Level Three Coaching/Leading qualification would be indicative of attainment at this standard but the assessment criteria must still be met.

Band 1 (33-40)

- An excellent level of basic and advanced coaching/leadership skills are demonstrated.
- A wide range of appropriate strategies is successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates excellent awareness of health and safety issues.
- The candidate demonstrates excellent implementation of risk assessments.
- The candidate demonstrates excellent awareness of child protection issues.
- The candidate demonstrates excellent awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is excellent and indicative of high levels of learning and understanding.
- Excellent organisational skills in planning and delivering sessions are demonstrated.
- The candidate demonstrates excellent knowledge and understanding of the rules, regulations/conventions of the activity.
- There are excellent evaluative/reflective skills in relation to sessions delivered.

Band 2 (25-32)

- A high level of basic and advanced coaching/leadership skills are demonstrated.
- A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a good understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates a high level of awareness of health and safety issues.

- The candidate demonstrates a very good implementation of risk assessments.
- The candidate demonstrates very good awareness of child protection issues.
- The candidate demonstrates very good awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is very good and indicative of good levels of learning and understanding.
- Very good organisational skills in planning and delivering sessions are demonstrated.
- The candidate demonstrates very good knowledge and understanding of the rules, regulations/conventions of the activity.
- There are very good evaluative/reflective skills in relation to sessions delivered.

Band 3 (17-24)

- An sound level of basic and advanced coaching/leadership skills are demonstrated.
- A range of appropriate strategies is successfully and consistently used by the candidate demonstrating an sound understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates a sound awareness of health and safety issues.
- The candidate demonstrates sound implementation of risk assessments.
- The candidate demonstrates sound awareness of child protection issues.
- The candidate demonstrates sound awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is sound and indicative of sound levels of learning and understanding.
- Sound organisational skills in planning and delivering sessions are demonstrated.
- The candidate demonstrates sound knowledge and understanding of the rules, regulations/conventions of the activity.
- There are sound evaluative/reflective skills in relation to sessions delivered.

Band 4 (9-16)

- A limited level of basic and advanced coaching/leadership skills are demonstrated.
- Some appropriate strategies are successfully and consistently used by the candidate demonstrating a limited understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates limited awareness of health and safety issues.
- The candidate demonstrates limited implementation of risk assessments.
- The candidate demonstrates limited awareness of child protection issues.
- The candidate demonstrates limited awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is limited, inconsistent and indicative of limited learning and understanding.
- Limited organisational skills in planning and delivering sessions are demonstrated.
- The candidate demonstrates limited knowledge and understanding of the rules, regulations/conventions of the activity.
- There are limited evaluative/reflective skills in relation to sessions delivered.

Band 5 (0-8)

- A poor level of basic and advanced coaching/leadership skills are demonstrated.
- Appropriate strategies are rarely used by the candidate demonstrating a poor understanding of the perceptual aspects of coaching/leading.
- The candidate demonstrates poor awareness of health and safety issues.
- The candidate demonstrates poor implementation of risk assessments.
- The candidate demonstrates poor awareness of child protection issues.
- The candidate demonstrates poor awareness of the fitness and health benefits of the activity.
- The overall performance in the coaching/leading is poor, inconsistent and indicative of limited levels of learning and understanding.
- Poor organisational skills in planning and delivering sessions are demonstrated.
- The candidate demonstrates little knowledge and understanding of the rules, regulations/conventions of the activity.

- There are poor evaluative/reflective skills in relation to sessions delivered.

DRAFT

G454: A2 Assessment Criteria

Officiating

The candidate is assessed in:

- The performance of a range of basic and advanced skills.
- The selection and application of skills and strategies.
- Physical endeavour and enthusiasm
- The understanding of rules/regulations/conventions.

The assessment should take place in situations where tasks of appropriate pitch and challenge enable candidates to:

- Officiate sessions.
- Demonstrate a range of basic and advanced acquired and developed skills in an authentic context.
- Demonstrate competence in decision making skills related to the application of the rules/ regulations / conventions of the activity.
- Demonstrate physical endeavour and enthusiasm.
- Demonstrate an understanding and appreciation of health and safety procedures.
- Implement risk assessment procedures.
- Demonstrate a knowledge and understanding of the fitness and health aspects of the activity.
- Evaluate sessions officiated and plan for improvement.
- Demonstrate an awareness of Child Protection issues.

The level of success of their basic and advanced skills together with their strategic awareness will be based on:

- Decision making
- Consistency
- Managing participants
- Interaction with participants

- Team work with other officials (where appropriate)
- Evaluation and reflection

These assessment phases will be used in conjunction with the following assessment criteria for the tasks of appropriate pitch and challenge in authentic contexts. Centres should ensure that when candidates work with children that all child protection procedures are adhered to.

Possession of Governing Body Level Three Officiating qualification (or equivalent) would be indicative of attainment at this standard but the assessment criteria must still be met.

Band 1 (33-40)

- An excellent level of basic and advanced officiating skills are demonstrated which are appropriate to the level of competition.
- A wide range of appropriate strategies is successfully and consistently used by the candidate demonstrating an excellent understanding of the perceptual aspects of officiating indicated by an awareness of the demands being placed upon the participants and of their expectations of the official(s).
- The candidate demonstrates excellent awareness of health and safety issues.
- The candidate demonstrates excellent implementation of risk assessments.
- The candidate demonstrates excellent awareness of child protection issues.
- The candidate demonstrates excellent awareness of the fitness and health benefits of the activity.
- The overall performance in the officiating is excellent and indicative of high levels of learning and understanding.
- Excellent organisational skills in the preparation to officiate activity sessions are demonstrated.
- The candidate demonstrates excellent knowledge, understanding and consistent application of the rules, regulations/conventions of the activity.
- There are excellent evaluative and reflective skills in relation to sessions officiated.

Band 2 (25-32)

- An high level of basic and advanced officiating skills are demonstrated which are appropriate to the level of competition.
- A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a good understanding of the perceptual aspects of officiating indicated by an awareness of the demands being placed upon the participants and of their expectations of the official(s).
- The candidate demonstrates a high level of awareness of health and safety issues.
- The candidate demonstrates a very good implementation of risk assessments.
- The candidate demonstrates very good awareness of child protection issues.
- The candidate demonstrates very good awareness of the fitness and health benefits of the activity.
- The overall performance in the officiating is very good and indicative of good levels of learning and understanding.
- Very good organisational skills in the preparation to officiate activity sessions are demonstrated.
- The candidate demonstrates very good knowledge, understanding and consistent application of the rules, regulations/conventions of the activity.
- There are very good evaluative and reflective skills in relation to sessions officiated.

Band 3 (17-24)

- A sound level of basic and advanced officiating skills are demonstrated which are appropriate to the level of competition.
- A range of appropriate strategies is successfully and consistently used by the candidate demonstrating a sound understanding of the perceptual aspects of officiating indicated by an awareness of the demands being placed upon the participants and of their expectations of the official(s).
- The candidate demonstrates sound awareness of health and safety issues.
- The candidate demonstrates sound implementation of risk assessments.
- The candidate demonstrates sound awareness of child protection issues.

- The candidate demonstrates sound awareness of the fitness and health benefits of the activity.
- The overall performance in the officiating is sound and indicative of sound levels of learning and understanding.
- Sound organisational skills in the preparation to officiate activity sessions are demonstrated.
- The candidate demonstrates sound knowledge, understanding and consistent application of the rules, regulations/conventions of the activity.
- There are sound evaluative and reflective skills in relation to sessions officiated.

Band 4 (9-16)

- A limited level of basic and advanced officiating skills are demonstrated which are appropriate to the level of competition.
- Some appropriate strategies are successfully used by the candidate demonstrating a limited understanding of the perceptual aspects of officiating indicated by an awareness of the demands being placed upon the participants and of their expectations of the official(s).
- The candidate demonstrates limited awareness of health and safety issues.
- The candidate demonstrates limited implementation of risk assessments.
- The candidate demonstrates limited awareness of child protection issues.
- The candidate demonstrates limited awareness of the fitness and health benefits of the activity.
- The overall performance in the officiating is limited and indicative of limited levels of learning and understanding.
- Limited organisational skills in the preparation to officiate activity sessions are demonstrated.
- The candidate demonstrates limited knowledge, understanding and inconsistent application of the rules, regulations/conventions of the activity.
- There are limited evaluative and reflective skills in relation to sessions officiated.

Band 5 (0-8)

- A poor level of basic and advanced officiating skills are demonstrated which are appropriate to the level of competition.
- Appropriate strategies are rarely used by the candidate demonstrating a poor understanding of the perceptual aspects of officiating indicated by an

awareness of the demands being placed upon the participants and of their expectations of the official(s).

- The candidate demonstrates poor awareness of health and safety issues.
- The candidate demonstrates poor implementation of risk assessments.
- The candidate demonstrates poor awareness of child protection issues.
- The candidate demonstrates poor awareness of the fitness and health benefits of the activity.
- The overall performance in the officiating is poor and indicative of limited levels of learning and understanding.
- Poor organisational skills in the preparation to officiate activity sessions are demonstrated.
- The candidate demonstrates little knowledge, understanding and inconsistent application of the rules, regulations/conventions of the activity.
- There are poor evaluative and reflective skills in relation to sessions officiated.