
OCR ENTRY LEVEL CERTIFICATE IN PHYSICAL EDUCATION (3980)

Key Features

- The specification offers a worthwhile alternative course to GCSE Physical Education as an option for some candidates
- It has been designed to be co-teachable with the OCR GCSE Physical Education (1970), Physical Education: Games (1971) and Physical Education: Games (Short Course) (1071) specifications
- The aims, assessment objectives and subject content have been selected from the GCSE Physical Education specification so that it is possible for students to transfer during the course from Entry Level Certificate to GCSE or vice versa
- It is entirely coursework based
- The focus of the course is the performer and performance and candidates are expected spend all of their time learning, applying and practising the skills and techniques of their chosen activities
- It provides the flexibility of offering off-site practical activities to those Centres and candidates who wish to follow them
- It offers a range of activities which can be adapted to cater for candidates with special educational needs. Some activities have been deliberately included to provide additional optional activities for candidates with special physical impairments.
- It has only two assessment objectives which focus on the performance of the candidate and his/her ability to analyse performance
- It has assessment criteria which are easy to apply

Support and In-Service Training for Teachers

- A full programme of In-Service Training meetings (details from Training and Customer Services, telephone: 01223 552950)
- Coursework assessment guidance materials (available from OCR Publications, telephone: 0870 870 6622, fax: 0870 870 6621)
- A dedicated subject-specific telephone number (01223 553215)
- A Report on the Examination, compiled by the Principal Moderator, after each summer examination session
- Individual feedback to each Centre on the moderation of practical activities.

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(3980)

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SECTION A: SPECIFICATION SUMMARY

The specification offers candidates an opportunity to foster enjoyment of physical activity and to enable candidates to develop an understanding of effective and safe physical performance.

First certification will be in Summer 2003.

SCHEME OF ASSESSMENT

Component	Name	Weighting
1	Practical Activities	100%

PRACTICAL ACTIVITY REQUIREMENTS

The Practical Activity component requires candidates to participate in four activities from at least two of the six activity areas set out in the National Curriculum for Physical Education in England.

The six categories are:

- Games Activities
- Gymnastic Activities
- Dance Activities
- Athletic Activities
- Outdoor and Adventurous Activities
- Swimming Activities

ASSESSMENT OBJECTIVES

In assessing practical activities, the following assessment objectives must be met:

Candidates are required to:

Perform effectively under applied conditions in their selected activities:

- Using tactics or compositional techniques
- Observe the rules and conventions of their activities

This Assessment Objective will account for 30 marks per activity.

Analyse performance:

- To determine its strengths and weaknesses
- To improve its quality and effectiveness

This assessment objective will account for 6 marks for one activity only.

Written, oral or video recorded evidence in support of the marks awarded to candidates must be supplied.

Assessment will be conducted by the Centre and internally standardised by the Centre with external moderation by a visiting OCR Moderator.

More detailed information regarding all the available activities can be found in the separate booklet: *Entry Level Certificate in Physical Education, Coursework Practical Assessment Guidance* booklet.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This Entry Level Certificate in Physical Education specification has been designed to provide a coherent, workable and viable course of study for those pupils at KS4 and above who show an aptitude and an enthusiasm for physical education but for whom GCSE Physical Education would be inappropriate. It has been designed to be co-teachable with the GCSE Physical Education (1970), Physical Education: Games (1971) and the Physical Education: Games (Short Course) (1071) specifications.

The aims, assessment objectives, and subject content have been selected from the GCSE PE specification so that it is possible for pupils to transfer during the course from Entry Level Certificate to GCSE or vice versa.

The aims of the Entry Level Certificate are to enable candidates to build on early experiences at KS1 and KS2 in order to further develop and apply their knowledge, skill and understanding of physical education through participating in a range of practical activities. Candidates are required to select four activities from at least two of the National Curriculum Physical Education Activity Areas in England.

Following teaching and practice, candidates will be required to perform reflectively and effectively under applied conditions, using tactics or compositional techniques as necessary and observe the rules and conventions of the activities. In addition, candidates will be required to analyse performance in order to determine its strengths and weaknesses and to suggest simple ways of improving the quality and effectiveness of the performance. These requirements are very similar to those requirements in the GCSE Physical Education and GCSE Physical Education: Games specifications.

Through their involvement in their chosen activities candidates should be encouraged to develop awareness of the strengths, limitations and opportunities presented in challenging situations. Candidates should also be given opportunities to work in pairs and groups and to develop positive attitudes and understanding towards different cultural groups. Candidates should also be encouraged to decide on roles which best suit them. These might be performer, coach, choreographer, leader, assistant or official. One or more of these should be demonstrated in the practical activities.

The specification provides opportunities for candidates to improve their overall knowledge and performance in their chosen activities and to appreciate the necessity for a sound understanding of the principles, practices and training which underpin improved performance. Candidates should be encouraged to note and record such details as a means of improving performance.

The distinct features of this specification are:

- It offers a worthwhile alternative course to GCSE Physical Education as an option for some candidates.
- It is entirely coursework based.
- The focus of the course is the performer and performance and candidates are expected to spend all their time learning, applying and practising the skills, techniques of their chosen activities.
- It provides the flexibility of offering off-site practical activities to those Centres and candidates who may wish to follow them.
- It offers a range of activities which can be adapted to cater for candidates with special educational needs. Some activities have been deliberately included to provide additional optional activities for candidates with special physical impairments.
- It has only two assessment objectives which focus on the performance of the candidate and his / her ability to analyse performance.
- It has assessment criteria which are easy to apply.

This specification should appeal to Centres which have very different needs. The specification offers a very wide choice of activities which should appeal to Centres with limited physical education facilities. The specification is also designed to cater for pupils with very different intellectual and practical needs.

The certification at the end of the course is a recognition of candidates' ability and achievement in Physical Education. However, some candidates will see it as a stepping stone to a GCSE Physical Education course or a similar vocational course in the future.

The specification will assess achievement at levels 1, 2 and 3 of the National Curriculum.

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses within the National Framework for Qualifications.

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as an Entry Level award as part of the National Qualifications Framework.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR Entry Level Certificate in Physical Education.

1.3 LEVEL OF QUALIFICATION

All Entry Level Certificate specifications are intended to cater for those candidates unlikely to achieve a grade, in the same subject, at GCSE level. The requirements of the three pass grades available (Entry 1, Entry 2 and Entry 3) are broadly equivalent to the requirements for levels 1, 2 and 3 of the National Curriculum and are intended to recognise a level of achievement below that of a grade G at GCSE.

Entry Level Certificate specifications utilise appropriate short term goals and manageable elements and are closely related to the GCSE specification of the same name, in order to provide a stepping stone for possible progression to GCSE or equivalent.

1.4 RECOMMENDED PRIOR LEARNING

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

There is, however, no prior learning required for this qualification.

1.5 PROGRESSION

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses within the National Framework for Qualifications.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

There is some overlap of content with the OCR GCSE in Physical Education, although the assessment requirements will be different.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this Entry Level specification may not also enter for any other Entry Level specification with the certification title Physical Education in the same examination series.

They may, however, enter for any GCSE, GNVQ or NVQ.

1.8 ICT

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

Opportunities exist when teaching this course to enable candidates to use a range of ICT applications when carrying out coursework and coursework tasks. It is expected that Centres will offer candidates appropriate and significant guidance to support the development of their ICT skills.

It is hoped that experiences using ICT in the specification would lead to progression to Key Skills in this area in future.

This section offers guidance on opportunities for using ICT during the course. It is recognised that some candidates will need support to enable them to make full use of ICT.

ICT Application/ Development	Opportunities for Using ICT During the Course
<p>Finding things out from a variety of sources, selecting and synthesizing the information to meet needs.</p>	<p>In Dance and Exercise Activities candidates could use devices to create sounds and music and provide lighting and other effects to enhance their dance/movement.</p> <p>In Games Activities candidates could use videos of games analysis to develop understanding of patterns of play and individual contributions.</p> <p>In Gymnastic and Athletic Activities candidates could use digital cameras to help to analyse action and techniques.</p> <p>In Swimming and Outdoor Adventurous Activities candidates could use a variety of electronic and digital recording, measuring and timing devices to measure the effectiveness of performance.</p> <p>Candidates could use spreadsheets to analyse and interpret data.</p>
<p>Use to prepare and present classwork and coursework in a variety of formats.</p>	<p>In all activities to record observations when analyzing performances.</p> <p>In Swimming and Athletics activities to record performance data which can be retrieved at a later date and updated in order to show progress.</p>

1.9 CITIZENSHIP

From September 2002 the National Curriculum for England at Key Stage 4 includes a mandatory Programme of Study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

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

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues during the Course
Develop knowledge and understanding of rights and responsibilities.	Candidates could discuss their rights and responsibilities in school, as a sportsperson and in society. Candidates could discuss equal opportunities in sport.
Promote the skills of inquiry and communication of topical political and other issues.	Candidates could discuss environmental issues in certain practical activities as part of the theory content. For example, “the right to roam” and its impact on farmers and their land. Candidates could discuss a variety of topical issues in order to better understand the impact they have on society. These could for example include drugs, alcohol and smoking.
Encourage the skills of participation and responsible action in life of educational establishments and/or community.	Candidates could take part in school and community based activities, show a willingness and commitment to evaluate such activities critically. For example, fair play and sportsmanship. Candidates could show personal and group responsibilities in their attitude to themselves and others.

1.10 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

This specification offers opportunities for candidates to develop an awareness of these issues through the study of relevant areas of the specification content. The specification content is set in the context of a contemporary, changing and multicultural society.

Physical Education provides opportunities to promote:

Spiritual development: through helping candidates gain a sense of achievement and develop positive attitudes towards themselves. This is achieved through the teaching of the coursework.

Moral development: through helping candidates gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges. This is achieved through the teaching of the coursework.

Social development: through helping candidates develop social skills in activities involving cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sport and dance. This is achieved through the teaching of the coursework.

Cultural development: through helping candidates experience and understand the significance of activities from their own cultures, recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries. This is achieved through the teaching of the coursework.

1.11 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, candidates should be taught:

- about hazards, risks and risk control;
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risks.

These can be taught within the coursework.

1.12 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

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

1.13 CODE OF PRACTICE ARRANGEMENTS

This specification will comply in every respect with Code of Practice requirements for Entry Level qualifications.

1.14 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

2 Specification Aims

The specification gives candidates the opportunities to:

- develop and apply their knowledge, skills and understanding of physical education through selected physical activities;
- develop their knowledge and understanding of some of the different factors that affect participation and performance and demonstrate their relationship;
- understand the role of rules and conventions in selected activities;
- promote their understanding of the health benefits and risks associated with taking part in physical activity;
- develop the skills necessary to analyse and improve performance;
- support their personal and social development through adopting different roles in selected activities when working with others.

3 Assessment Objectives

Candidates will be required to demonstrate the following Assessment Objectives in both the content and context of the activities selected.

Candidates are required to:

ASSESSMENT OBJECTIVE 1

Perform effectively under applied conditions in their four selected activities:

- using tactics and compositional techniques
- observing the rules and conventions of their activities.

ASSESSMENT OBJECTIVE 2

Analyse performance in **one** of their selected activities:

- to determine its strengths and weaknesses
- to improve its quality and effectiveness.

The mark for each Assessment Objective is shown in the following table:

Assessment Objectives	Mark
Assessment Objective 1 Assessment in the practical activities. The total to be divided by 4 to give a mark out of 30	30
Assessment Objective 2 Assessment of Analysing Performance in one activity	6
Total	36

4 Scheme Of Assessment

4.1 COMPONENTS

Component	Name	Weighting
1	Practical Activities	100%

4.2 SET PRACTICAL ACTIVITIES

The set practical activities assess candidates' physical performance including an ability to use tactics or compositional techniques and observe the rules and conventions of their activities, and the ability to analyse performance in order to determine its strengths and weaknesses and to improve its quality and effectiveness.

Within the coursework candidates will be assessed according to specific criteria in their ability:

- to demonstrate physical performance in their chosen activities.
- to show an understanding of the skills, techniques, tactics, strategies, basic rules/laws and safety considerations of the activities being taught.
- to show how to make simple observations of what they and their colleagues are trying to do, recognise obvious faults/strengths and suggest a way in which improvements might be achieved.
- to show simple understanding through an oral response of how participation in safe physical activities can promote better health.

Candidates must choose:

Four practical activities from at least two of the six National Curriculum Physical Education Activity Areas in England.

Physical Education Activity Areas

- Games Activities Association Football, Badminton, Basketball, Boccia, Cricket, Eton Fives, Fencing, Goalball, Golf, Handball, Hockey, Judo, Lacrosse, Netball, Racquetball, Rounders, Rugby League, Rugby Union, Softball, Squash, Table Tennis, Tennis, Volleyball, Water Polo.
- Gymnastic Activities Educational Gymnastics, Figure Skating, (Individual), Rhythmic Gymnastics and Trampolining,.
- Dance Activities Educational Dance, Folk Dance, Historical Dance, Social Dance and Theatrical Dance.
- Athletic Activities Cross Country Running, Track and Field Athletics, Weightlifting,
- Outdoor Adventurous Activities Canoeing, Hill Walking and Camping or Hostelling, Horseriding, Orienteering, Pony and Trap Driving, Rock Climbing, Sailing, Skiing, Wind Surfing.
- Swimming Activities Life Saving, Swimming, Personal Survival.

4.3 ASSESSMENT OF PRACTICAL ACTIVITIES

All coursework is marked by the teacher and internally standardised by the Centre. Marks are then submitted to the Moderator, after which visiting moderation takes place. The purpose of moderation is to ensure that the standard for the award of marks in coursework is the same for each Centre, and that each teacher has applied the standards appropriately across the range of candidates within the Centre. It is expected that no candidate will be prevented from participating in the practical activities on the grounds of disability. Further details are given in Sections 5, 6, 7 and 9.

4.4 DIFFERENTIATION

Differentiation in the set practical activities will be by outcome. Candidates should undertake tasks as part of the coursework which enable them to display positive achievement. It is expected that the coursework undertaken by each candidate will have been selected to ensure it reflects their interests and capabilities. It is the Centre's responsibility to determine the degree of support and guidance which is necessary for individual candidates.

4.5 AWARDING OF GRADES

Entry Level Certificates will be awarded to candidates at one of three levels: Entry 1, Entry 2 and Entry 3. The level of grade will be determined as a result of marks achieved in four practical activities according to the assessment criteria for Performance and Analysing Performance.

4.6 GRADE DESCRIPTIONS

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

Entry 1

Candidates show simple understanding of the principles/rules/regulation of an activity. In a safe way they are able to plan and perform simple skills/tactics/routines/equipment for and during an activity session. They understand they need to practise in order to improve performance when working either alone or with others. They are developing their skills by exploring and making up activities and by expressing themselves imaginatively. They are able to make simple judgements on performance and, with guidance, are able to describe what is happening and suggest means of improvement. They are able to participate in sustained energetic activity and show a simple understanding of what is happening to their bodies when they are exercising.

Candidates at this level are working towards the end of Key Stage 2 description.

Entry 2

Candidates understand some of the basic principles/rules/regulations for the activity. They are able to plan simple tactics/strategies/routines in response to different environments. They are able to plan short sequences and compositions with a view to achieving a definite end result. They are able to practise, adapt, improve and repeat longer and increasingly complex sequences of movement, and measure and compare results of their own performance. They show an awareness of the importance of taking into account different levels of skill and understanding in order to work safely alone and with others. They make judgements of performances and suggest ways in which improvements may be achieved. They are able to sustain energetic activity over appropriate periods of time and show an understanding of what is happening to their bodies when they are exercising.

Candidates at this level have achieved the end of Key Stage 2 description and are working towards the end of Key Stage 3 description.

Entry 3

Candidates are able to appreciate the necessity for rules and regulations of an activity. They are able to devise and adapt strategies for appropriate activities. They are also able to plan longer sequences or compositions and are able to envisage the finished product. They have increased their range of skills and adapt and refine performance according to changing circumstances. They show an understanding of the functional and aesthetic qualities in their performance of specific skills although they may sometimes need support in achieving these consistently across activities. They are able to make observations and suggest ways of improving the quality and degree of difficulty of performance. They are able to prepare for and recover from particular activities.

Candidates at this level are working towards or have achieved the end of Key Stage 3 description.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

5.1 OVERVIEW

Candidates will study four activities from the range of activities outlined in this specification and which meet the requirements for the award of an Entry Level Certificate.

More detailed information regarding the course requirements can be found in the *Entry Level Certificate in Physical Education Coursework Practical Assessment Guidance* booklet.

It is anticipated that the practical activities may be co-taught with pupils following the GCSE Physical Education (1970), Physical Education: Games (1971) and Physical Education: Games (Short Course) (1071) specifications. However, it should be recognised that in line with the National Curriculum, material may be selected from earlier key stages where this is necessary to enable candidates to progress and demonstrate achievement.

As part of the course content candidates will be taught to:

- Develop and apply a range of basic skills and techniques of their chosen activities,
- Select and apply the skills, tactics and team skills of their chosen activities.

These will be assessed as part of Assessment Objective 1 using the Assessment of Performance Criteria in subsection 7.5.1.

Candidates will also be taught how to:

- Evaluate and improve their own performance by identifying weaknesses and suggesting how these weaknesses may be corrected and modified to ensure improvement in performance.

This will be assessed as part of Assessment Objective 2 using the Analysing Performance Criteria in subsections 7.5.2 and 7.5.3.

In addition candidates will be expected to:

- Adopt various roles, as well as performer/participant, within the activity,
- Observe and implement the rules and conventions, and the safety requirements of the activity.

The content of what is to be taught for activities is set out in more detail in Section 5.2, Practical Activities in which examples are given.

It is also anticipated that the factors which affect performance, health, safety and training will be taught within the sessions devoted to teaching the practical activities and in sufficient detail for candidates to have a clear understanding of both a health promoting exercise programme and an understanding of skilled movement and how improvements to performance might be achieved through training and exercise.

5.2 PRACTICAL ACTIVITIES

5.2.1 General Requirements

The following general requirements apply to the teaching of Physical Education across all Key Stages.

- 1 To promote physical activity and healthy lifestyles, pupils should be taught:
 - to be physically active;
 - to adopt the best possible posture and the appropriate use of the body;
 - to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance;
 - the increasing need for personal hygiene in relation to vigorous physical activity.
- 2 To develop positive attitudes, pupils should be taught:
 - to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators;
 - how to cope with success and limitations in performance;
 - to try hard to consolidate their performance;
 - to be mindful of others and the environment.
- 3 To ensure safe practice, pupils should be taught:
 - to respond readily to instructions;
 - to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competitions;
 - about the safety risks and wearing inappropriate clothing, footwear and jewellery and why particular clothing, footwear and protection are worn for different activities
 - how to lift, carry, place and use equipment safely;
 - to warm up for and recover from exercise.

Candidates' performance in each of their chosen practical activities is assessed using the Assessment of Performance Criteria which can be found in subsection 7.5.1.

The following sets out in broad terms what needs to be taught in each of the activity areas. In addition, one example of an activity has been provided from each activity area to show in more detail what needs to be taught for that activity.

5.2.2 Specific Requirements

GAMES ACTIVITIES

Candidates should be taught in games:

- to develop and apply the basic skills and techniques in specific games with a view to improving consistency and control;
- to select and apply simple tactics and strategies in the game, to improve effectiveness of play in changing situations;
- to understand the value of fitness in the game and how to achieve improved levels of fitness and health through planned activities;
- to decide on the roles they take in the game and how to be involved in them;
- to appreciate the role of rules and conventions and scoring systems specific to different games.

Example: Association Football

Candidates should be taught to:

Develop and apply the following basic skills and techniques

Passing	In different ways
Controlling the ball	In a variety of ways
Dribbling the ball	Considering change of pace and direction, feinting
Heading	In attack and defence
Shooting	Considering power and accuracy
Tackling	To including jockeying and intercepting

Select and apply the following skills, tactics and team skills

Principles of Play	Application of simple principles
Systems of play	Simple formations
Set plays	Throw-ins, corners, free kicks, starts, re-starts.
Other tactics	Support, overlapping

Evaluate and improve performance

This can be achieved through:

- Understanding the need for a warm up before and a cool down after an activity.
- Applying different training and practice procedures in order to improve fitness and skill for specific roles in the game.
- Making and taking decisions which lead to more efficient and effective performance.
- Recognising and describing how the game is organised and played.
- Recognising and explaining the contribution that they and other individuals make to the activity. Know the roles and responsibilities of each player and be able to recognise how they are being carried out.
- Appreciating the safety requirements in order to minimise the risk of injury.

Appreciate the roles in the game

Candidates should be able:

- To adopt a variety of roles in the game as well as player. These roles will involve sound planning. These might well include:

Referee and assistant referee: to enforce rules and regulations.

Captain: to select teams and make tactical decisions before and during a game.

Leader: to organise practices to improve play and lead others through a short practice session.

Coach: to assist in planning training practices, tactics and strategies.

Appreciate the rules of the game and safety regulations

Candidates should understand:

- The role of rules and conventions in the game; (prevent cheating, encourage fair play, maintain safety and prevent injury).
- The importance of appropriate behaviour on and off the pitch.

Candidates will be expected to demonstrate some of the above skills in a practical game situation.

GYMNASTIC ACTIVITIES

Candidates should be taught:

- to develop and apply the basic skills and techniques in specific gymnastic forms with some precision and accuracy;
- to select and compose simple sequences to set criteria in specific gymnastic activities and then develop the quality of the sequences using more difficult compositional concepts and principles;
- to understand the value of fitness in gymnastics and how to achieve improved levels of fitness and health through planned activities;
- to decide on the roles they take in gymnastics activities and how to be involved with them;
- to appreciate the role of rules and conventions in the activity

Example: Rhythmic Gymnastics

Candidates should be taught to:

Develop and apply the following basic body movement skills

Steps	Different types.
Jumps/Leaps	One or two feet take-off and landing.
Pivots	On different parts of the body.
Balances	On different parts of the body.
Waves	Movements through the body.
Bends	Back or side bend of body whilst on feet, knees or stomach or on one spot or one knee.
Rolls and Splits	Different types.

Apparatus skills

Hoops	Skipping, swinging, throwing, trapping
Ropes	Skipping, swinging, throwing, rolling, rotating.
Ball	Bouncing, swinging, throwing, rolling.
Ribbon	Shaking, swinging, throwing, spiralling.

Select and apply the following skills

For Rhythmic Gymnastics sequence work, any body movement skills can be combined with an apparatus skill, thus allowing infinite possibilities and room for creativity both within each skill and within linking movements and sequence construction.

Candidates should perform and show an understanding of:

- Two sequences which combine movement skills with apparatus skills.
- Movements which they have planned and created themselves.
- Creating movements which require co-ordination and control, and should be performed with confidence, poise and elegance. Movements should show lightness of footwork, extension of ankles and feet, jumps and leaps which show elevation and extension.
- Simple planning process to make sure that suitable body and apparatus skills are linked together and that the linked movements from one to another are logical and smooth.
- Sequences which show a variety of elements and continuity in linking and performance. The sequence should interpret the rhythm and quality of the music, which should be non-vocal and the performance should last between 2 and 3 minutes long.

Evaluate and improve performance

This can be achieved through:

- Understanding the need for a warm up before and a cool down after an activity.
- Applying different training and practice procedures in order to improve fitness and skill for specific roles in the activity.
- Making and taking decisions which lead to more efficient and effective performance.
- Recognising and describing how the activity is organised and performed.
- Recognising and explaining the contribution that they and other individuals make to the activity. Know the roles and responsibilities of each participant and be able to recognise how they are being carried out.
- Appreciating the safety requirements in order to minimise the risk of injury.

Appreciate the roles in the activity

Candidates should be able:

- To adopt a variety of roles in the activity as well as performer. These roles will involve planning. These might well include:
 - Choreographer* to plan a sequence of movements as part of a group or individual performance.
 - Adjudicator* to assess performances and make comparisons.
 - Leader* to take responsibility for leading a short practice or warm up practices to improve play and lead others through a short practice session, or organising a short rhythmic gymnastic programme with various individual contributions.

Appreciate the rules of the activity and safety regulations

Candidates should understand:

- The role of rules and conventions in the activity; (prevent cheating, encourage fair play, maintain safety and prevent injury).
- The importance of appropriate behaviour before, during and after a performance.

Candidates will be expected to demonstrate some of the above skills in a practical activity situation.

DANCE ACTIVITIES

Candidates should be taught in dance:

- to develop and apply basic skills and techniques in performance both accurately and expressively, and involve dances which are increasingly more complex.
- to understand the value of fitness in dance and how to achieve improved levels of fitness and health through planned activities.
- to decide on the roles they take in dance and how to be involved in them.
- to appreciate the role of rules and conventions as they apply to dance.

Example: Educational Dance

Candidates should be taught to:

Develop and apply the following basic skills in the performance

The Principles	Posture/placement, alignment, co-ordination, balance, control and mobility.
The body	The use of different parts of the body in isolation and combination.
Dynamics	Speed, energy, continuity, rhythm.
Spatial	Shaping and projecting the body.
Dance combination	Exploring a range of dance ideas, styles and accompaniment.
Dance appreciation	Appreciating the meaning and significance of different types of dance.

Select and apply the following skill and compositional ideas

Plan, compose and take part in a dance performance which lasts between 2 and 3 minutes long.	Short dances with clear beginning, middle and end, expressing feelings, moods and ideas, as well as creating simple characters and narratives in response to different stimuli. Dances may incorporate work from other cultures and other parts of the curriculum. The dance should incorporate the skills listed above
Take part in a short group dance performance which has been composed and developed by the group. The dance should last no longer than 3 minutes.	The dance can draw its theme from any cultural origins and should show selection and improvisation of movement content.
Analyse and interpret different forms of dance.	Describe different dance forms from times and cultures, analyse and interpret different dances and their basic differences.

Evaluate and improve performance

This can be achieved through;

- Understanding the need for a warm up before and a cool down after an activity.
- Applying different training and practice procedures in order to improve fitness and skill for specific roles in dance.
- Making and taking decisions which lead to more efficient and effective performance.
- Recognising and describing how the dance is organised and performed.
- Recognising and explaining the contribution that they and other individuals make to the dance. Know the roles and responsibilities of each participant and be able to recognise how they are being carried out.
- Appreciating the safety requirements in order to minimise the risk of injury.

Appreciate the roles in the activity

Candidates should be able:

- To adopt a variety of roles in the activity as well as performer. These roles will involve planning. These might well include:
 - Choreographer* to plan a sequence of movements as part of a group or individual performance.
 - Adjudicator* to assess performances and make comparisons.
 - Leader* to take responsibility for leading a short practice or warm up practices to improve play and lead others through a short practice session, or organising a short dance programme with various individual contributions.

Appreciate the rules of the activity and safety regulations

Candidates should understand:

- The role of rules and conventions in the activity; (prevent cheating, encourage fair play, maintain safety and prevent injury).
- The importance of appropriate behaviour before, during and after a performance.

Candidate will be expected to perform a dance or dances displaying some of the qualities outlined above.

ATHLETIC ACTIVITIES

Candidates should be taught:

- to develop and refine basic skills and techniques in specific events with increasing control and technical proficiency;
- to know the rules and requirements of competition for specific events and use appropriate tactics and strategies to meet the needs of specific situations;
- to understand the value of fitness in athletics and how to achieve improved levels of fitness and health through planned activities;
- to decide on the roles to take in the activity and how to be involved in them;
- to appreciate the role of rules and conventions and scoring systems specific to different athletics events.

Example: Track and Field Athletics

Candidates should be taught to:

Develop and apply the following basic skills and techniques

In at least one event from each of the groupings (for example, one from Sprints, plus one from Distance etc.). 3 events in total.

Running Events:

Sprints 100m, 200m, relays Fast running action from sprint start.

Distance 800m, 1500m Even pace and style.

Hurdling 80m Correct hurdle and stride action.

Jumping Events:

Long Jump, High Jump, Triple Jump Speed of approach, height on take off, flight, correct landing.

Throwing Events:

Shot, Discus, Javelin Correct grip and throwing action.

Select and apply the following skills, tactics and team skills

Candidates should perform in three events and show an understanding of:

- How to prepare well, both mentally and physically, before each of the events and work at an optimal level.
- How to employ any tactics (if appropriate) during the event.
- A measure of competence throughout each event. Times, distances and heights will show a competent measure of performance.
- How to adapt their technique or tactics to achieve a better performance result.
- How to evaluate the quality of their own and others' performance in simple terms and consider ways to improve performance.

Evaluate and improve performance

This can be achieved through;

- Understanding the need for a warm up before and a cool down after an activity.
- Applying different training and practice procedures in order to improve fitness and skill for specific roles in athletics.
- Making and taking decisions which lead to more efficient and effective performance.
- Recognising and describing how athletics events are organised and performed.
- Recognising and explaining the contribution that they and other individuals make to athletics. Know the roles and responsibilities of each participant and be able to recognise how they are being carried out.
- Appreciating the safety requirements in order to minimise the risk of injury.

Appreciate the roles in the activity

Candidates should be able:

- To adopt a variety of roles in the activity as well as performer. These roles will involve planning. These might well include:
 - Referee or track/field judge* to enforce rules and regulations.
 - Captain* to select teams and make tactical decisions before and during competition.
 - Official/recorder/timekeeper* to measure and/or record performance.
 - Leader* to take responsibility for leading a short practice or warm up session to improve performance, or organising a short athletics programme with various individual contributions.
 - Assistant* to assist in a variety of ways to ensure the smooth running of an athletics competition; for example, raking the jumping pits.

Appreciate the rules of the activity and safety regulations

Candidates should understand:

- The role of rules and conventions in the activity; (prevent cheating, encourage fair play, maintain safety and prevent injury).
- The importance of appropriate behaviour before, during and after a competition or event.

Candidate will be expected to perform in their chosen athletic events and demonstrate some of the qualities outlined above.

OUTDOOR AND ADVENTUROUS ACTIVITIES

Candidates should be taught:

- to use an increasing range of basic skills and techniques safely and accurately in large scale physical challenges or demanding journeys in different environments and use appropriate equipment safely;
- to plan and use an increasing range of ideas and strategies to solve problems and meet challenges in different environments with others;
- to understand the relationship between physical preparation and safety and how to improve levels of fitness and health through planned activities;
- to decide on the roles to take in the activity and how to be involved in them;
- to appreciate the role of rules and conventions of the activity.

Example: Canoeing / Kayaking

Candidates should be taught to:

Develop and apply the following basic skills and techniques

- Capsize drill.
- Launching a canoe/kayak.
- Getting in and out of a canoe/kayak in shallow and deep water.
- Forward and backward paddling.
- Emergency stop.
- Turning left and right, stationary and on the move.
- Low brace turn.
- Sculling for support.
- Draw stroke, stationary and on the move.
- Bow rudder turn.
- Sculling draw.
- Re-entry after capsize, with assistance if required.

Equipment checking and use

- Fitting out a canoe/kayak/safety check/packing a canoe/kayak.
- Portage and carrying.
- Storage and tying on.
- Personal equipment/emergency first aid etc.

Select and apply the following skills, tactics and team skills

Candidates should perform in an activity situation and show an understanding of:

- Planning and carrying out a supervised journey in water conditions which are appropriate for the ability of the candidates. The journey can be carried out in calm or gently moving inland water conditions and should last for 2 or 3 hours. The candidates should be familiar with the type of water conditions to be experienced and all safety considerations and measures should be in place before the journey begins.
- Planning route sheets, menus and equipment list in preparation for the journey.
- Navigate as a member of the group of between 4 and 6, observing the Water Safety Code and all safe practices at all time.
- Paddle safely and sensibly, using a range of paddling skills, where necessary, to keep the group together.
- Packing all essential equipment including food, spare clothing, water proofs in the canoe / kayak for the day's journey.
- Checking the canoe/kayak and all safety and weather/water conditions before starting the journey.

Evaluate and improve performance

This can be achieved through:

- Understanding the need for a warm up before and a cool down after an activity.
- Applying different training and practice procedures in order to improve fitness and skill for specific roles whilst canoeing/kayaking.
- Making and taking decisions which lead to more efficient and effective performance.
- Recognising and describing how canoeing/kayaking events are organised and performed.
- Recognising and explaining the contribution that they and other individuals make to canoeing / kayaking. Know the roles and responsibilities of each participant and be able to recognise how they are being carried out.
- Appreciating the safety requirements in order to minimise the risk of injury.

Appreciate the roles in the activity

Candidates should be able:

- To adopt a variety of roles in the activity as well as performer. These roles will involve planning. These might well include:
 - Group leader* to select group members, to make decisions before and during a journey and to enforce rules and regulations.
 - Captain* to select groups and make tactical/safety decisions before and during a journey.
 - Leader* to take responsibility for leading a short practice or warm up session to improve performance.
 - Assistant* to assist in a variety of ways to ensure the smooth running of a canoeing / kayaking journey.

Appreciate the rules of the activity and safety regulations

Candidates should understand:

- The role of rules and conventions in the activity; (prevent cheating, encourage fair play, maintain safety and prevent injury).
- The importance of appropriate behaviour before, during and after a competition or event.

Candidates will be assessed in terms of their ability to plan, undertake and evaluate a canoeing / kayaking journey along a river/canal/inland lake.

SWIMMING ACTIVITIES

Candidates should be taught:

- to develop confidence in water and how to use basic skills and techniques in specific events or water based activities with increasing control and technical efficiency;
- to select and apply simple tactics and strategies in the activity to improve effectiveness of performance. To swim a distance of at least 25 metres using two recognisable methods of propulsion.
- to understand the value of fitness in swimming and how to achieve improved levels of fitness and health through planned activities.
- to decide on the roles they take in the activity and how to be involved in them.
- to appreciate the role of rules and conventions and scoring systems specific to the swimming activity.

Example: Swimming

Candidates should be taught to:

Develop and apply the following basic skills and techniques

Swimming Skills

Breast Stroke
Front Crawl
Back Stroke
Butterfly
Diving, turning, finishing

Life Support and Rescue Skills

A simple land based rescue
A simple water based rescue
Life support skills.

Each of the swimming strokes will emphasise:

Body position

Propulsion (leg action and arm action)

Breathing

Select and apply the following skills, tactics and team skills

Candidates should perform in an activity situation and show an understanding of:

- Efficient methods of starting in a swimming event in order to move into the swimming style smoothly.
- The application of basic knowledge of swimming techniques in order to achieve improve efficiency in their chosen swimming strokes. This will include body position, methods of propulsion, with minimum drag, and breathing technique.
- Efficient methods of turning to enable swimmer to move into the swimming stroke smoothly and quickly.
- Use of different training methods and practices to improve power and efficiency in the water.
- How to evaluate the quality of their own and others' individual skills and techniques and prioritise actions which lead to improvement.

Evaluate and improve performance

This can be achieved through:

- Understanding the need for a warm up before and a cool down after swimming.
- Applying different training and practice procedures in order to improve fitness and skill for specific roles whilst swimming.
- Making and taking decisions which lead to more efficient and effective performance.
- Recognising and describing how swimming events are organised and performed.
- Recognising and explaining the contribution that they and other individuals make to swimming. Know the roles and responsibilities of each participant and be able to recognise how they are being carried out.
- Appreciating the safety requirements in order to minimise the risk of injury.

Appreciate the roles in the activity

Candidates should be able:

- To adopt a variety of roles in the activity as well as performer. These roles will involve planning. These might well include:

Group leader to select group members, to make decisions before and during a competition and to enforce rules and regulations.

Captain to select teams and make tactical decisions before and during an event or competition.

Time keeper / judge / recorder / official to assist in the organising and running of a swimming competition.

Leader to take responsibility for leading a short practice or warm up session to improve performance.

Assistant to assist in a variety of ways to ensure the smooth running of a competition.

Appreciate the rules of the activity and safety regulations

Candidates should understand:

- The role of rules and conventions in the activity; (prevent cheating, encourage fair play, maintain safety and prevent injury).
- The importance of appropriate behaviour before, during and after a competition or event.
- Basic rules of swimming/safety precautions/regulations.

Candidates will be expected to demonstrate water confidence, safety and the ability to swim distances up to 25 metres using two strokes.

SECTION D: COURSEWORK

6 Notes of Guidance on Practical Activities

6.1 NATURE OF PRACTICAL ACTIVITIES

Practical Activities should form an integral part of the teaching strategy for the specification. Although the practical activities are essentially practical by nature the means by which candidates reach proficiency in their chosen activities will vary from Centre to Centre. Teachers should use a variety of teaching methods as a means of making the coursework both interesting and worthwhile. The encouragement of candidates to use ICT skills where appropriate to stimulate interest and insight cannot be under estimated.

Through the teaching of the practical activities teachers should ensure that candidates are taught:

- to have a clear understanding of the nature of their chosen activities; whether a game, a performance or a challenge;
- the skills necessary to participate safely in the activities and can develop and apply these skills in increasing challenging situations;
- to select and apply appropriate skills, tactics/ideas and team skills to further enhance performance;
- the importance of planning in preparation for any activity. This will involve both warm up and equipment organisation;
- to identify any weaknesses in performance and methods of practice and training which may well improve performance;
- to appreciate the different roles, as well as performer, which are important to achieve success in the activity;
- the rules and conventions of the activity, and why they are important.

All the above points will be taught as part of the teaching of the practical activities. As part of the teaching strategy teachers should break the teaching down into a series of tasks which encourage candidates to focus on specific aspects of the activity. For example, in Basketball the task might be to do with catching and passing. Candidates could be asked a number of pertinent questions related to these skills and how they are applied in the game. Other questions might also involve the same skills but relate to the rules and tactics in the game. Other questions could relate to their observations in connection with the analysis of performance. Candidates might then, as part of the lesson or for homework, try to write the answers to the questions. Candidates should be encouraged to keep a file on their activities to assess their progress over the two year period.

6.2 TEACHER SUPERVISION OF PRACTICAL ACTIVITIES

OCR does not expect candidates to undertake practical activities without guidance and continuing supervision from teachers. The very nature of some of the practical activities which Centres may offer to candidates demands the closest supervision and safety arrangements. The degree of teacher guidance of candidates' work will vary according to the kinds of work being undertaken and the ability of the candidates. It is recognized that many candidates will need significant help to achieve the assessment objectives. It is considered appropriate that teachers should offer help and guidance as appropriate. This support and guidance can be taken into account when assessing candidates' work, as can be seen in the assessment criteria. However, it is essential that, when assessing candidates, marks are only awarded for their contribution.

When structuring the coursework tasks Centres should take into account the diversity of candidates at entry level to ensure the quality and appropriateness of the work set. Candidates may for example, need to have their work structured into smaller sections or areas to ensure the task remains motivating and challenging. As is exemplified in both the detailed guidance and the exemplar tasks, a range of differing approaches and responses to the task is acceptable.

6.3 AUTHENTICATION

In most cases coursework should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some work, by its very nature may be undertaken outside the Centre. However, as with all examination work, the teacher must be able to verify that the work submitted for assessment is the candidate's own work.

6.4 TASK SHEETS

An exemplar task sheet is provided in the Coursework Practical Assessment Guidance Booklet for Centres to copy for their own use. However, Centres are free to devise their own sheet if they wish. The task sheets can be used by candidates to provide written evidence of their responses to the tasks and/or verbal and other responses by candidates. They should be seen as support for candidates in learning the essential parts of the practical activities.

6.5 EXAMPLE OF AN ACTIVITY TASK

The following example is given as a way of encouraging candidates to work as part of a team/group planning tactics/strategies/practices/ideas with a view to identifying weaknesses and improving performance.

Activity: Basketball

Group Size: 8-10

Aim: To play a small sided practice game in half a court, show good ball retention skills and court movement in attack. Defending team to show a man to man defensive system.

Planning

Candidates could:

- Consider roles; performer, referee, observer, and how they are going to adopt these roles to improve performance through playing and observing/recording.
- Consider how roles might change and how long each playing period might last.
- Consider different tactics in defense and attack.
- Consider what to look for in the game in order to assess the success of one team against the other.
- Identify specific skills which they might look for and list them.

Execution

Candidate could:

- Carry out the task playing, observing, recording, referee etc in the game.
- Record different roles in the activity.
- Observe the game, identifying team and individual weaknesses.
- Suggest ways in which weaknesses might be improved.
- Practice improving certain skills.

Conclusion

Candidates could:

- Describe verbally how the team or individuals have played/performed.
- Talk about the outcome to others in the group.

The above format can be applied to any activity. Teachers will clearly have to assess the capabilities of a group before adopting such a method. In many instances teachers will need to devise their own teaching strategies to achieve the outcomes which should be apparent from the above activity task.

6.6 DIFFERENTIATION AND MARKING OF COURSEWORK

Marking should be positive, rewarding achievement rather than penalising failure. It is the **quality** of the candidate's work and not its **quantity** which is assessed.

The marking criteria which indicate in general terms what candidates should be able to demonstrate are common to all practical activities (see Section 7.5). Candidates' coursework is assessed in terms of their ability to perform effectively under applied conditions in their four chosen activities using tactics or compositional techniques and observing the rules and conventions of the activities. They are also assessed in terms of their ability to analyse performance in one of their chosen activities in such a way that they can determine strengths and weaknesses and as a result of practice and training show how the quality and effectiveness of performance can be improved. Differentiation in the practical activities is by outcome.

6.7 EXAMPLE OF APPLIED CONDITIONS IN AN ACTIVITY

Candidates are required, as part of their assessment, to perform effectively under applied conditions. The following are examples of tasks which could be used for this purpose in any invasion game. Further examples of applied conditions for different activities are available in the OCR Entry Level Certificate in Physical Education Practical Coursework Guidance Booklet.

Example: Games Activity Basketball Task 1

Purpose:

Selecting and applying basic skills, tactics, strategies and team skills in a game situation.

1. To demonstrate in attack the ability to control the ball, pass and move into space, whilst trying to retain possession within the group and supporting play.
2. To demonstrate in defence a particular type of team defence.
3. To observe the essential rules in the game.

Rules: 3 v 3, (1 referee).

The game can be played as a full court game or as half court game.

In a half court game attackers start in possession and try to make six passes without losing possession after which time they attempt to score. If the defending team wins possession the game stops and is restarted with the attacking team once again in possession at the half way line. After six attempts the roles of both teams change. The team scoring the most baskets in six attempts is judged to be the winner.

In a full court game the game is played under normal rules in a full size game.

Extensions and variations:

Vary the number of passes and/or type of pass

Score with particular hand or particular way.

Nominate a particular player to score.

Vary the number of players on either team.

Example: Games Activity Basketball Task 2**Purpose:****Selecting and applying skills, tactics, strategies and team skills in a game situation.**

1. To demonstrate successful and effective attacking strategies including selection and application of skills related to keeping possession and scoring.
2. To demonstrate appropriate defensive strategies.
3. To observe the essential rules in the game.

Rules: 3 v 3, 4 v 4 or 5 v 5 (1 referee).

The game is played on half a basketball court under normal basketball rules.

The game lasts for 3 to 4 minutes during which time the attacking team must score as many baskets as possible.

The game starts with the attacking team in possession at the half way line.

After each basket, infringement or interception the ball is handed back to the attacking team at the half way line.

Points:

1 point for a basket from outside a marked area.

2 points for scoring in a particular way or from a particular position.

-1 point for losing possession.

Extensions and variations:

Must attempt to score after 4 passes.

Two nominated players to defend particular area.

Nominate the type of basket to be scores.

Bonus point if a team manages to score inside a particular area in a set time.

Bonus point for scoring within a set number of passes.

6.8 ANALYSING PERFORMANCE TASK

Candidates will be required to analyse performance in one of their chosen activities. This will take the form of an observational task in which candidates will be asked to respond to questions by the teacher. The purpose of analysing performance is to ensure that candidates can identify strengths and weaknesses in performance and suggest ways in which it might be improved. To achieve this they will be required to apply the skills of analysis in a practical situation.

The task should be either an analysis of a colleague/partner in their chosen activity or a self analysis of performance in a chosen activity.

The lay out and instructions for the analysing performance task are:

Candidates' analysing performance task forms should be retained by the teacher in support of the marks awarded to candidates for analysing performance and be available to be seen at the time of the Centre moderation.

6.8.1 Examples of Oral Questions

Analysis of a colleague/partner in a chosen activity. Candidates are to be assessed in an oral questioning by their teacher on their ability to analyse performance in one of their chosen activities. This oral questioning can take place at any convenient time during the course when the activity has been taught. Candidates are free to choose to carry out either a self analysis of performance or an analysing performance task. Marks are awarded using the Analysing Performance criteria.

Examples of questions which might be asked by teachers.

1. Can you describe in very simple terms what your partner/colleague is trying to achieve in this (identified) aspect of the game/activity?
2. What skill(s) is he /she using in this situation?
3. Can you suggest any obvious weaknesses in how your partner/colleagues performs? Describe what these are?
4. Why do you think he/she has this weakness? What is causing it?
5. What do you suggest he/she might do to improve his/her weakness (skill or technique)?
6. In what ways might you be able to help him/her to improve their performance?
7. Can you suggest any practice/training methods which he/she might use to improve his/her performance?
8. Can you identify any skills (or techniques) which your partner/colleague does really well in their chosen activity?
9. Describe why you think he/she does them well?
10. How do you think your partner/colleague might refine these skills/techniques even further?

SECTION E: ADMINISTRATIVE ARRANGEMENTS

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF PRACTICAL ACTIVITIES

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- Offer candidates advice about how best to approach such tasks.
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism.
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

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

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre, for example, research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

Each of the practical activities offered by candidates should be carried out in accordance with the recommendations in 'Safe Practice in Physical Education' (BAALPE Current Edition).

7.2 MODERATION

Candidates attending moderation are required to show written evidence of their analysing performance task.

7.2.1 Internal Standardisation

Where more than one group of candidates is being taught an activity within a Centre a system of internal standardisation must take place.

Also, in the case of new Centres following the specification, it is recommended that joint local standardisation meetings take place with small groups of candidates in order to ensure that marks awarded are accurate. Centres offering activities such as skiing and horse riding must ensure that a teacher from that Centre is present at the time of assessment to verify the accuracy and authenticity of the marks awarded.

7.2.2 External Moderation

Centres are required to submit provisional entries on provisional entry forms which will be sent out in September. These will need to be completed and returned to OCR by mid-October in the year prior to examination. Provisional entry information is used as a basis for allocating coursework moderators to centres.

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

All Centres are required to complete and submit the final assessment marks of all practical activities by the 31st March in the year of the examination. Centres will be required to submit marks on Centre Order of Merit Sheets and Final Coursework Assessment Form by that date.

A sample of a Centre's candidates will be identified by the Moderator and asked to attend a cluster meeting. The moderation will take place in April or May of the year of the examination.

At the moderation at least two activities will be moderated. The choice of which activities to moderate will be determined by the moderator.

Video recorded evidence or documentary evidence must be provided for candidates who have taken part in off-site assessed activities. This evidence must be available to the moderator at the moderation.

Candidates should be aware that moderation is part of the examination process and that they should prepare themselves adequately.

Each Centre is required to standardise assessment across different activities which have been taught by different members of staff to ensure that all candidates are fairly assessed. Usually the Head of Department will be responsible for ensuring that all assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment.

Evidence of every area of assessment must be made available to the Moderator at the time of moderation.

7.3 INTERNAL ASSESSMENT OF PRACTICAL ACTIVITIES

Teachers should mark each practical activity during its progression. It is recommended that there should be at least three periodic assessments of each activity for both assessment objectives during the course. Teachers may wish to retain copies of any written, graphic or recorded evidence of candidates' achievement in support of marks awarded. This should be made available to the moderator at the moderation.

The Criteria for the assessment of performance in each practical activity shows three levels of marks from 0 to 30, with 10 marks for each level. Teachers, when considering awarding marks for a group of candidates, should first of all place all the candidates in rank order in terms of their effective performance under applied conditions and then award a mark based on their professional judgement of how well that performance meets the criteria descriptors at a particular level. A candidate who meets all the descriptors at a particular level is likely to be awarded a mark at the top of the mark range for that level, whereas another candidate who fails to meet all the descriptors at a certain level is likely to receive a mark at the lower range of marks for that level. Marks for analysing performance are marked out of 6 over three levels. Candidates are given a subjective mark for their ability to give an oral response to the teacher's questions. Examples of the type of questions are given in Analysing Performance, Examples of Oral Questions, see subsection 6.8.1.

7.4 MINIMUM PRACTICAL ACTIVITY REQUIREMENTS

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

7.5 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

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

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

Centres are advised to video record a sample of candidates' practical performances in each of the activities offered by the Centre. This will ensure that in the event of a candidate injury/illness a record of their level of performance exists.

Remote Centres and Centres with a small entry may be asked to provide video recorded evidence of candidates' performances. In such cases OCR will provide guidance on what form the video evidence should take.

7.5.1 Assessment of Performance Criteria

Level	Description	Mark
1	<p>A candidate will be able to demonstrate:</p> <ul style="list-style-type: none"> • a limited ability to perform the basic skills and techniques which are fundamental to the activity. The skills are likely to be interrupted and will require some guidance. • a limited ability to plan simple tactics and strategies and organize equipment before and during the activity with guidance. • a simple understanding of the need to practice and train for fitness and be able to participate in activities which require sustained effort. • a recognition of the roles they take in the activity, albeit at a limited level. • a recognition of the need for rules and conventions in the activity but not always able to implement them. 	0-10
2	<p>A candidate will be able to demonstrate:</p> <ul style="list-style-type: none"> • an ability to perform the basic skills/techniques of the activity. The skills will show some imagination and some increasingly complex sequences of movement. • an ability to plan simple tactics/strategies/procedures before and during the activity in an effort to outwit opponents or overcome challenges, and be able to organise equipment safely. • an understanding of the need for practice/training and be able to participate in activities which require more sustained effort. • a recognition of the roles they and others take in the activity. • an understanding of the need for rules and conventions in the activity and an ability to implement them. 	11-20
3	<p>A candidate will be able to demonstrate:</p> <ul style="list-style-type: none"> • an ability to perform an increasing range of basic skills with the ability to adapt them and refine them to improve performance. • an ability to plan basic tactics/strategies/procedures before and during an activity in order to outwit opponents or overcome challenges. They are able to plan longer sequences or compositions and are able to envisage the finished product, and plan safety arrangements and equipment well. • an ability to evaluate their own training and fitness needs, recognize their strengths and weaknesses and be able to prioritise methods of improvement. • a recognition of the roles they take and play and those of others. • a clear understanding of the need for rules and conventions in the activity and an ability to implement them. 	21-30

7.5.2 ASSESSMENT OF ANALYSING PERFORMANCE

In order to enable candidates to carry out the task of analysing performance teachers will ensure that candidates are taught the necessary skills. Through the teaching of the practical activities they should identify performances which are skilful and those which are not. They should recognise weaknesses in performance and be able to suggest ways in which they might be improved using appropriate training or practice methods.

Candidates' ability to analyse performance is assessed according to set criteria.

For the purpose of assessment candidates will be required to analyse performance in order:

- to determine strengths and weaknesses in the performance;
- to suggest ways in which the quality and effectiveness of the performance might be improved.

Candidates are required to demonstrate their ability to analyse performance within the content and context of their chosen activity.

Candidates are required to give an oral response to teachers' questions in order to assess their ability to analyse performance in their chosen activity. Examples of the type of question which might be asked are found in subsection 6.8.1. In addition candidates will provide written evidence in support of their analysis of performance in the form of an analysing performance task, details of which are found in Section 6.8.

Candidates' ability to analyse performance in terms of oral questioning is assessed against the Analysing Performance Criteria. Teachers are required to assess each pupil individually in terms of their oral responses to questions.

7.5.3 ANALYSING PERFORMANCE CRITERIA

Level	Description	Marks
1	A candidate will be able: <ul style="list-style-type: none">• to describe in very simple terms what a colleague is trying to do but finds it difficult to explain how the skills/techniques might be improved without guidance;• to describe in very simple terms some of the benefits of exercise and how participation can improve general health.	0-2
2	A candidate will be able: <ul style="list-style-type: none">• to describe in simple terms what he/she or a colleague are trying to do, identify some obvious faults and with guidance suggest ways in which the performance might be improved;• to describe in simple terms some of the benefits of exercise and how participation can improve general health.	3-4
3	A candidate will be able: <ul style="list-style-type: none">• to observe some strengths and weaknesses in his/her own and others' performance by comparing performances. He/she will be able to offer simple solutions to improve skills/techniques/procedures through training and practice;• to describe clearly the obvious benefits of exercise and training and suggest how participation can improve general health.	5-6

8 Reading List

The following list of suggested titles is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the book for the specification. The list details the texts available at the time of the preparation of the specification (May 2000). The possibility exists that more up to date texts which have been prepared for the revised specifications may become available.

Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

Beashel P. and Taylor J. **Sport Examined** (Macmillan Education Ltd. 1996)
ISBN 0333354354

Beashel P. and Taylor J. **The World of Sport Examined**
(Thomas Nelson & Sons Ltd. 1997) ISBN 0174387199

Bizley K. **Examining Physical Education** (Heinemann 1996) ISBN 0435506536

Eshuys J., Guest V. and Lawrence J. **Fundamentals of Health and Physical Education**
(1990) ISBN 043513005

Fountain S. and Gee L. **PE to 16** (Oxford University Press 1996) ISBN 0199133808

Gallagher R., Fountain S. and Gee L. **Physical Education through diagrams**
(Oxford University Press 1997) ISBN 0199133999

Galligan F., White D. and Singleton E. **GCSE PE for OCR: Student Book** (Heinemann
2001) ISBN: 0435506293

Galligan F., White D. and Singleton E. **GCSE PE for OCR: Teacher Resource File**
(Heinemann 2001) ISBN: 0435506307

Hawkey R. **Sports Science** (Hodder and Stoughton 1991) ISBN 0340525231

Hodgson B. **Sport and Physical Education, A complete guide to GCSE**
(Hodder and Stoughton 1998) ISBN 034070490X

Neate D. **PE Essentials** (Feltham Press 1996) ISBN 095207432X

9 Arrangements for Candidates with Special Needs

9.1 GENERAL ARRANGEMENTS

Arrangements for Candidates with Special Needs for Entry Level specifications are based on the principle that the Centre is best able to assess the needs of the candidate and the appropriateness of the arrangement required. Arrangements for candidates with special needs should not advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should not be assumed that any arrangements made at Entry Level Certificate level will automatically be available at GCSE or GCE Level.

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them;
- instructions regarding the conduct of any In-Course tests may be simplified;
- language support staff may provide linguistic help;
- bilingual dictionaries and word lists may be used.

For information relating to permission to use the following special arrangements, please consult the Handbook for Centres. Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions which the candidate is unable to undertake;
- mechanical and technological aids may be used by candidates who generally use them in their normal work;
- communicators or signers may be used;
- readers and amanuenses may be used.

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the section on "*Special Arrangements for Entry Level Certificate*" (section 6C) in the Handbook for Centres or by contacting OCR.

9.2 Pupils with disabilities

It is expected that no candidate will be prevented from participating in the practical activities on the grounds of disability.

Disabled candidates can be taught and assessed alongside non-disabled candidates, providing this can be done safely, but it would be preferable to assess them alongside candidates with similar disabilities where their performance can be judged in terms of their ability/skill within the context of their impairment. In such a situation disabled candidates should be able to perform the majority of the skills.

In general terms it is important to adopt a flexible approach such that candidates are not disadvantaged or advantaged in the assessment by the obvious restriction of their impairment.

Where candidates with a disability choose an activity which needs adaptation to meet their needs, steps must be taken to ensure that they are not penalised. In such instances, and before beginning to teach the course, Centres must inform OCR indicating the nature of the candidate's disability and suggesting ways in which the activity might be adapted. The matter will then be considered by OCR and the Principal Moderator.

10 Results Enquiries and Appeals

Under certain circumstances a Centre may wish to query the grade awarded to one or more candidates or to submit an appeal against the outcome of such an enquiry.

For procedures relating to enquiries on results and appeals, Centres should consult the Handbook for Centres and the document "*Enquiries about Results and Appeals - Information and Guidance for Centres*" produced by the Joint Council for General Qualifications. Further copies of the most recent edition of this paper can be obtained from OCR, or from the Joint Council for General Qualifications website: www.jcgq.co.uk.

11 Further Information

In support of this specification, OCR will make the following materials and services available to teachers:

- a full programme of In-Service Training meetings (details from Training and Customer Services, telephone: 01223 552950)
- coursework assessment guidance materials (available from OCR Publications, telephone: 0870 870 6622, fax: 0870 870 6621)
- a dedicated subject-specific telephone number (01223 553215)
- a Report on the Examination, compiled by Principal Examiner and Principal Moderator, after each summer examination session
- individual feedback to each Centre on the moderation of practical activities.

If you would like further information about this specification, please contact OCR. The address is given on the back cover of this specification booklet.

COURSEWORK ADMINISTRATION PACK

This Coursework Administration Pack is designed to accompany the OCR Entry Level Certificate in Physical Education specification for teaching from September 2001.

The forms in this pack are for use with the following specification:

- **Physical Education (3980)**

Guidance on the assessment of coursework will be found in Section 6 of the specification.

A master copy of all Entry Level Certificate Administration Packs will be sent to Examinations Officers during 2001.

Centres are permitted to copy materials from this booklet for their own internal use.

Contents:

Compulsory Recording Materials

Coursework Summary Form

Optional Recording Materials – Coursework Enquiries

Candidate Mark Sheet

Centre Order of Merit Mark Sheet

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website www.ocr.org.uk.

Compulsory Recording Materials

Coursework Summary Form: This records the mark for each piece of work across the assessment objectives and the total mark for each candidate entered by the Centre. When the Centre is notified of the address of the Moderator, this form should be forwarded. Centres should keep a copy of the completed form. A print-out from a suitable software package is an acceptable alternative to this form if the same information is given.

Optional Recording Materials – Coursework Enquiries

Centres must have a system for recording periodic assessment of candidates' coursework which is available for inspection at moderation. These materials are forwarded for the convenience of Centres.

Candidate Mark Sheet: Candidates should be assessed regularly over a period of time. The candidate mark sheet may be copied and used to record assessment marks made for single candidates.

Centre Order of Merit Mark Sheet: The Moderator will need to receive marks in rank order for each activity assessed. This form is an example which Centres can photocopy and use to send to the Moderator, a record of candidates' marks.

Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark. It is the responsibility of the Centre to produce a single, valid and reliable order of merit which reflects the attainment of all the candidates.

Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

Visiting Moderation

Moderation is normally by means of cluster groups based on geographical distribution. A sample of a Centre's candidates will be identified and requested to attend a cluster moderation meeting. Candidates should be made aware that moderation is part of the examination process and that they should prepare themselves adequately for the process. Candidates must be accompanied to the cluster moderation meeting by a member of staff responsible for internal standardisation - usually the Head of PE.

Remote Centres, Centres with a small entry or where cluster moderation could be difficult, the Moderator may ask Centres to provide video recorded evidence of candidates' performances in a range of practical activities which will be moderated by post.

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. In addition, any correspondence relating to arrangements for candidates with special needs should be sent to the Moderator.

A report on the outcome of the moderation will be sent to Centres at the time results are issued.

General Coursework Regulations and Procedures

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the *OCR Handbook for Centres*

Coursework enquiries for Physical Education should be sent to OCR at the following address:

Administrative Officer (Food, Health and Hospitality Team)

OCR

Mill Wharf

Mill Street

BIRMINGHAM

B6 4BU

Correspondence should be marked 'Coursework Enquiry'.

INSTRUCTIONS FOR COMPLETION

- Teachers must be thoroughly familiar with the appropriate sections of the specification, the criteria for awarding marks and the General Coursework Regulations.
- List the candidates in an order that will allow ease of transfer of marks to the computer printed mark sheets (MS1) at a later stage.
- Mark the Coursework according to the guidance and criteria given in the specification.
- Carry out internal moderation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
- The Performance marks for four activities from the required activity areas, according to the requirements of the specification, should be entered in the appropriate columns together with the activity code.
- The total Performance marks for four activities should be added together. The total Performance mark should then be divided by 4 to give a maximum mark out of 30. Round up 0.5 marks.
- The Analysing Performance mark for one activity should be entered in the Analysing Performance column (maximum mark 6) together with activity code.
- Add the total Performance mark (maximum 30) to the Analysing Performance mark (maximum 6) to give a **Final Total mark (maximum 36)**.
- Ensure that the addition of marks is independently checked.
- Retain securely the forms pending further instructions from OCR.

EXTERNAL MODERATION

Documents will be sent to you for the purpose of external moderation

ACTIVITY AREAS AND CODES

Games Activities:

Archery	=	Ar
Association Football	=	AF
Badminton	=	Bad
Basketball	=	Bas
Boccia	=	Boc
Cricket	=	Cr
Eton Fives	=	EF
Fencing	=	Fe
Goalball	=	Gb
Golf	=	Go
Handball	=	Ha
Hockey	=	Hoc
Judo	=	Ju
Lacrosse	=	La
Netball	=	Ne
Racketball	=	Ra
Rounders	=	Ro
Rugby League	=	RL
Rugby Union	=	RU
Softball	=	So
Squash	=	Sq
Table Tennis	=	TT
Tennis	=	Te
Volleyball	=	Vo
Water Polo	=	WP

Gymnastics Activities:

Educational Gymnastics	=	Gy
Figure Skating	=	FS
Rhythmic Gymnastics	=	RG
Trampoline	=	Tr

Dance Activities:

Educational Dance	=	ED
Folk Dance	=	FD
Historical Dance	=	HD
Theatrical Dance	=	TD
Social Dance	=	SD

Athletic Activities:

Track and Field Athletics	=	Ath
Cross-Country Running	=	CC
Weightlifting	=	Wt

Outdoor/Adventurous Activities:

Canoeing	=	Ca
Hill Walking, Campcraft or Hostelling	=	Hil
Horse Riding	=	Hor
Orienteering	=	Or
Pony and Trap Driving	=	PTD
Rock Climbing	=	RC
Sailing	=	Sa
Skiing	=	Sk
Windsurfing	=	Wi

Swimming Activities:

Swimming	=	Sw
Life Saving	=	LS
Personal Survival	=	PS

