

Advanced Subsidiary GCE Physical Education (6PE02 1V/1E)
Advanced GCE Physical Education (6PE04 1V/1E)
 (Off-site) Witness Statement (OSA1)

| | |
|--|-------------------------------|
| | Examination year: 2015 |
| Centre name: Pearson High | Centre number: 99999 |
| Candidate name: A N Other | Candidate number: 0001 |
| Role (tick the appropriate role) 2.1 Perf. <input checked="" type="checkbox"/> Lead. <input type="checkbox"/> Off. <input type="checkbox"/> 4.3 Perf. <input type="checkbox"/> Lead. <input type="checkbox"/> Off. <input type="checkbox"/> | Activity: Climbing |

| | Assessors Comments |
|----------------------|---|
| Technical | <p>Jane successfully applies all the techniques required, usually demonstrating the 'perfect model' of a very wide range of skills. Jane has developed a full range of techniques enabling her to independently lead climbs. Jane has an excellent skill repertoire enabling her to tackle unfamiliar crags, select a route using a guide book, lead it, build a belay and have a good understanding of the environment and topography.</p> <p>Jane operates completely independently on indoor walls.</p> <p>Jane has expensive climbing experience on a number of Lakeland crags and Yorkshire outcrops and her skills and abilities are in excess of what is required for a top band mark.</p> |
| Tactical | <p>Jane is an effective tactician and is able to visualise a route or series of moves, applying appropriate techniques in order to advance a climb, for example a heel hook. As a lead climber Jane is able to apply tactical approaches by varying techniques as necessary when placing protection in the rock. Jane takes account of environmental factors such as weather when choosing routes to climb and communicates effectively with climbing partners using recognised terms and calls. She has extensive indoor climbing experience and leads up to French 6C indoors.</p> |
| Physiological | <p>Jane's fitness for purpose is very good. She has excellent core strength and upper body strength. In addition to climbing regularly Jane trains at Bankside Gym where she has a bespoke programme designed by her club instructor.</p> <p>Test scores are invariably in the 'excellent' category and she has a noticeably good power to weight ratio which is ideal for climbing.</p> |
| Psychological | <p>Jane understands the importance of self control and maximising performance through visualisation and relaxation techniques. Visualisation is essential to successfully completing hard sequences on demanding climbs and I have observed her with eyes closed undertaking mental rehearsal at the start of a climb or modifying heart rates before undertaking a tough route. Climbing is frequently stressful – Jane seeks to overcome this by being a very competent autonomous climber who recognises her own abilities, whilst understanding the need for further improvement as she attempts even more demanding climbs from a technical point of view.</p> |

| | |
|--|--|
| Name of assessor: | Qualification and Role within organisation/club |
| I confirm that I have read the Edexcel assessment criteria for AS / A2 PE | Assessor's signature |
| Pre-moderation centre mark: | /15 (AS) /20 (A2) |

Guidance for completing the (off-site) Witness Statement

- These notes should be read in conjunction with the Pearson GCE Physical Education Specification and Internal Assessment Guide (IAG) document
- In order to provide clarity and consistency for off-site activities, it is good practice that an OSA1 form be completed for all those activities that are not possible to be seen at a live moderation event (if required) and supplements the compulsory evidence required in the specification
- The form should be completed by a NGB coach or instructor (or equivalent) who is deemed competent by the centre to make such assessments
- This form can also be used by teacher assessor to provide evidence for activities seen on site, at the centre
- The assessor should complete the personal details relating to the centre, candidate and assessor and countersign the form to confirm that the relevant assessment criteria has been read and understood by the person completing the arrangements
- The **technical** section should comment on the ability of the candidate to complete the skills and techniques appropriate to the mark band and indicate the level of performance that the candidate is capable of performing at. This section may refer to NGB levels of assessment and be linked to personal achievement and successes in competition or, for high marks, to more demanding techniques and skills relevant to the activity
- The **tactical** section should comment on the ability of the candidate to successfully recognise options in the application of tactics, the quality and dexterity of decision making to take account of personal and team strengths and weaknesses (and that of the opposition) or, for example, of planning ahead to take account of weather or playing conditions. This section may refer to NGB principles of play and be linked to personal achievement and successes in competition or, for high marks, to more intricate or demanding tactical awareness relevant to the activity
- The **physiological** section will make reference to levels of fitness appropriate to the expectations of role, position and standard of performance. Outcomes of fitness test scores, quality of training programmes to underpin fitness levels in the appropriate components of fitness and a comment on levels of 'fitness for purpose / level' of performance would all be relevant here
- The **psychological** section would address the candidate's awareness of the key psychological factors which may underpin performance and the ways in which the candidate may or may not seek to address such factors in enhancing performance. Reference to motivation, confidence and a range of relevant techniques (such as visualisation) may well be appropriate here
- In assessing **Leaders** reference to the nature of the work undertaken and the level of performers that the leader is working with should be made. Technical skills might refer to application of knowledge and understanding, health and safety, communication, and organisational skills; whilst tactical competencies may include group management and the nature of feedback. For physiological and psychological areas please see the notes above for the performer role. Reference to any formal NGB training and qualifications should be made where relevant
- In assessing **officials** reference to the nature of the work undertaken and the level of performance that the official is working in should be made. Technical skills might refer to application of the rules of the game or activity, health and safety, communication, signalling and use of whistle and timekeeping skills. Tactical competencies may include working with other officials, report writing, use of technology and pre-officiating protocols. For physiological and psychological areas please see the notes above for the performer role. Reference to any formal NGB training and qualifications should be made where relevant
- **NB – please see the exemplar on climbing for further guidance**