

Assessment Criteria for Table Cricket GCSE Physical Education (5PE02/5PE04)

Skills, knowledge and understanding

Skills are required to be demonstrated initially in structured plays to enable students to achieve initial success for the assessment criteria.

Bowling:

- Positioning of launcher
- Ball placement and alignment
- Aiming process
- Control of action
- Adaptability in initiating the action – nose, cap, mouth, arm etc.
- Variation in ball delivery.
- Understanding of the swing ball and demonstration of it's swing

Fielding:

- Understanding the layout of the fielders around table
- Difference from leg and off sides set up
- Short fielders limit close to bat
- Rotation implications for fielders
- Role of the active fielders and rules
- How do the fielders relate to the tactics?
- How can the fielder restrict the batters scoring?

Batting:

- Chair / standing position
- Body alignment for the batting arm
- Best action for the individual batters abilities
- Following the ball's path towards them
- Thinking about a direction for hitting
- Observing the fielding arrangements/changes
- Remaining calm and controlled whilst waiting and during the batting action.

Tactics

- These should be demonstrated in relation to the areas above
- Pupils also need to discuss these aspects so an understanding is demonstrated

Rules of the Game

- Aspects of the rules should be assessed in relation to the three skills
- Likewise an understanding of the umpiring process – with refereeing signals- need to be demonstrated

2.1.1: Player/participant	
0	<p>Overall profile indicates a very variable and limited level of individual involvement in the game context and other aspects so participation is inappropriate for assessment with dignity.</p>
1-2	<p>Overall profile indicates only a basic response in the involvement in the game context and activities due to factors of; awareness, behavior, perception, cognitive and movement aspects.</p> <p>Lacks an understanding of the basic bowling procedure and the role in the game to be an effective threat. Performs it as a one dimensional task activity requiring support.</p> <p>Unable to use controlled batting skills in the competitive game context so it is both difficult in both defense and attack to counter the consistent bowler.</p> <p>Has a limited ability to be to be a full participant in the fielding process due to general awareness and ball perception challenges. Requires ongoing directions.</p> <p>Has a very limited awareness and focus upon the game and their understanding of the rules and tactics is underdeveloped and ongoing support and direction is required.</p>
3-4	<p>Overall profile indicates only a moderate level of independent performance in all areas of the game with some behavioral/perceptual or movement aspects as factors.</p> <p>Bowling skills are only of a moderate level for the competitive situation due to possible profile factors - awareness, behavior – and thus don't vary in their pattern.</p> <p>Can perform a batting action with some confidence although it is limited to a single patterned action which when linked to other challenges –perception –limits their score.</p> <p>Can demonstrate the use of simple fielding placing's and focus upon the task. Does not always demonstrate consistent anticipation or interceptions with the moving ball.</p> <p>Has a basic influence on the game as their level of awareness and knowledge of rules and tactics limits their individual contributions in this area. Usually relies upon support</p>
5-6	<p>Overall profile indicates a sound and effective performer who still may still be improving and who at times may rely upon peer's cues for their confidence.</p> <p>Bowling skills are of a sound level. Whilst accurate they don't always take into account the nature of the batters action or field placing's. Swing bowling is a challenge.</p> <p>Demonstrates a focused, sound batting technique but can not always understand and predict the consequences of the bowling or fielding variations to score consistently.</p> <p>Able to be an effective fielder in the different positions including the active fielder – although interception ability can vary. Can rely upon others for strategy guidance.</p> <p>Has a sound influence on the game via their awareness of tactics and rules, can apply them in their approach to the game as a team member, sometimes however they may need peer support.</p>

7-8	<p>Overall profile indicates a good level of skill and consistent performance in the key areas of the game.</p> <p>Very good standard of ball delivery can demonstrate variation in delivery and include fielding considerations to limit batters scores. Can utilize the swing ball consistently.</p> <p>Able to bat and score to a good consistent standard by ball monitoring, controlling their action and observations of the fielders. Demonstrates an attacking philosophy.</p> <p>Good standard of fielding, including consistent interception with either the stationary or active fielder to limit batters opportunities. Also assists their team members.</p> <p>Demonstrates a good understanding of the rules and tactics used in the game. Applies to advantage in a cooperative manner for the team. Can umpire a practice sessions quite well.</p>
9-10	<p>Overall profile indicates an outstanding performance level across all the aspects of the game.</p> <p>Excellent controlled bowling so it is varied and can focus upon to the batter's weaker aspects with the set field in mind. Is a master of the swing ball delivery both ways?</p> <p>Able to bat to a very high standard using body/bat alignment, observation and patience so scoring is achieved in different areas irrespective of the variation in ball delivery.</p> <p>High standard of fielding demonstrated, being able to position a full table of fielders, execute sliding fielder skills and direct the team so the batting opposition is outwitted.</p> <p>Demonstrates an excellent understanding of the rules and tactics used in the game. Can play as a captain and direct to the teams advantage. Can umpire with confidence in competitions.</p>

Please refer to the Controlled Assessment Guide for examples of assessment criteria and the detail of information that is required.