

GCSE

Physical Education

Module 3 Understanding the marks
awarded for each example
Component 3 – Practical
Performance
1PE0 20P3

First teaching in 2020

First assessment 2021



**Example 1 – The
assessment of the skills in
isolation for the Amateur
Boxing activity**

**Standard Mark: Level 5 – 10
marks**

Assessing the Skills in Isolation

Level	Marks within the band	Quality
Level 1	1-2	Ineffective
Level 2	3-4	Basic
Level 3	5-6	Competent
Level 4	7-8	Good
Level 5	9-10	Very Good

Assessing the skills in isolation

- If a skill meets the requirements fully and consistently, with the performance being as good as can realistically be expected within the level, then the top mark can be awarded.
- If the skills meet the requirements of the level but barely and/or inconsistently, and the performance is at the weaker end of the level, the bottom mark should be awarded.'
- A link to the full course specification can be found [here](#).

Amateur Boxing – skills in isolation

Candidates will be assessed on the quality demonstrated of their stance (orthodox or southpaw) and guard, footwork, attack and defence in isolated/unopposed practice e.g. working on the bag or speedball

Skills/techniques:

- stance and guard
- footwork.

Attack:

- using straight punches, with either hand, to the target area
- against straight punches to the body target.

Defences:

- against straight punches to the head target.

Amateur Boxing – skills in isolation

Level 5	Mark 9-10	Descriptor
		<p>Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Stance and guard: with bodyweight correctly distributed on the balls of the feet, gloves closed but not clenched. Hands held on the correct power line.</p> <p>Footwork: demonstrates ability to change speed in defence and in attack, using the feet. Maintains body balance at all times.</p> <p>Attack: demonstrates on the bag or speedball how to use feints to outthink and deceive their opponent. Uses hands and feet in phased and powerful combination attacks.</p> <p>Defence: when working on the bag and on the ball can demonstrate anticipation skills using single punch counters and counter attacks using either hand. Maintains good defence at all times.</p>

Example 2 – The
assessment of the
application of skills,
techniques and decision
making in the Swimming
activity

Standard Mark: Level 3 – 13
marks

Assessing the Skills in Isolation

Level	Marks within the band	Quality
Level 1	1-5	Ineffective
Level 2	6-10	Basic
Level 3	11-15	Competent
Level 4	16-20	Good
Level 5	21-25	Very Good

Assessing the application of skills, techniques and decision making in a competitive/formal situation

- Marks should be awarded holistically using a 'best fit' approach
- Performances can display characteristics from more than one level, and where this occurs markers must use their professional judgement to decide which level is most appropriate and taking into account the level at which all of the other traits have been placed, **based on the quality of the performance of these traits.**

Assessing the application of skills, techniques and decision making in a competitive/formal situation

Top of the level – If all requirements are met within the level and the performance will be as good as can realistically be expected within that level

Bottom of the level – If the performance barely meets the requirements of the level. Performances will be the weakest that can be expected within that level

Middle of the level – Performances will have a reasonable match to the descriptors. Some of the characteristics of the level may be fully met and others will be barely met.

Assessing the application of skills in the swimming activity

Candidates will be assessed on the quality of their skills, technique and decision making processes to meet the challenges of a conditioned/formal/competitive situation, for one stroke in **one** of the distances below for their chosen stroke in a race/competitive event:

- Front crawl: 50m, 100m, 200m, 400m, 800m or 1500m
- Back crawl: 50m, 100m or 200m
- Breast stroke: 50m, 100m or 200m
- Butterfly: 50m, 100m or 200m.

Criteria on which performance is to be judged:

- Level of technical efficiency and the use of strategies.
- Pacing.
- Ability to adapt to external factors.
- Decision making.

Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.

Swimming – one stroke in one of the distances as listed in the criteria	Level 1 – Ineffective 1-5 marks	Level 2 – Basic 6-10 marks	Level 3 – Competent 11-15 marks	Level 4 – Good 16-20 marks	Level 5 - Very Good 21-25 marks
Skills used during the performance of event – ABCPRS/technical accuracy– start, during, finish/leg/arm action/breathing	Demonstrates an ineffective level of performance of skills, with little precision, control and fluency, as appropriate to the chosen stroke.	Demonstrates a basic level of performance of skills, with little precision, control and fluency, as appropriate to the chosen stroke.	Demonstrates a competent level of performance of skills, with some precision, control and fluency.	Demonstrates a good level of performance of skills, with good precision, control and fluency, as appropriate to the chosen stroke.	Demonstrates a very good level of performance of skills, with very good precision, control and fluency, as appropriate to the chosen stroke.
Quality of execution - body position/leg action/arm action/breathing/timing	Body position and breathing are likely to be poor, e.g. is low in the water and head permanently held high out of the water in the front crawl. The arm pulls and leg kicks are poor.	Body position is a little more streamlined and breathing may be basic for part of the swim, but will deteriorate towards the end of the swim and the full swim may not be completed. The arm pulls and leg kicks are inefficient.	Good body position and efficient breathing and timing, but the style and efficiency may deteriorate towards the end of the swim. The arm pulls and leg kicks are less than mechanically sound.	The stroke is good and efficient in terms of technique, body position, breathing and timing, with the arm pull and leg kick being mechanically sound throughout the swim. Timing, especially in the breast stroke, if offered, is correct.	The stroke is very good and efficient in terms of technique and performance, body position, breathing and timing, with the arm pull and leg kick being mechanically sound throughout the swim. Timing, especially in the breast stroke, if offered, is correct.
Technical efficiency and use of strategies – timing of breathing/pacing	The level of technical efficiency and the use of strategies results in a very inefficient and ineffective stroke technique and will deteriorate towards the end and the swim may not be completed.	The level of technical efficiency and use of basic strategies result in inability to maintain technique throughout the swim.	The level of technical efficiency and the use of basic strategies enable the student to maintain a competent technique for part of the swim but fatigue is evident towards the end of the swim.	The level of technical efficiency and the use of advanced strategies will enable the student to maintain their technique through most of the swim	The level of technical efficiency and the use of advanced strategies, enables the student to maintain a very good technique throughout the swim.
Decision making – eg knows when to turn during back stroke eg no of strokes from flags/how far to travel underwater after start &/or turn/use of racing starts	Does not offer a racing start and finishes are slow and inefficient	Racing starts made but at a basic level and finishes may break some competition rules, e.g. breast stroke.	Racing starts are likely to lack speed and efficiency.	Racing starts and finishes are efficient with a good underwater action at the start and turn.	Legal and very efficient starts, turns and finishes are demonstrated consistently well.
Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies	Turns are slow with ineffective technique and possibly illegal turns, e.g. in breast stroke and no tumble turns offered.	Turns are quick and show a good drive from the side but tumble turns, if offered are at a very modest level. Finishes may break some competition rules eg breast stroke	Demonstrates legal starts, turns and finishes and throwaway turns are fast and legal. Tumble turns may be shown and will be good, but lack speed and efficiency.	Tumble turns are shown as appropriate and are legal and efficient with some finesse.	Tumble turns are shown as appropriate and are always fast, legal and efficient.

**Example 3 – The
assessment of the skills in
isolation in the dance activity**

**Standard Mark: Level 5 – 10
marks**

Dance – skills in isolation

Candidates will be assessed on the quality demonstrated for any **four** of the following skills:

- Travel/locomotion/stepping/pathways
- Balance/stillness
- Rotation/turning/weight transference
- Jumps/elevations
- Gestures and motifs

The following should be considered when performing the above skills in isolation:

Technical and expressive skills including posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection

Dance – skills in isolation

Level 5	Mark 9-10	Descriptor
		<p>Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, in relation to the following.</p> <ul style="list-style-type: none">• Travel/locomotion/stepping/pathways• Balance/stillness• Rotation/turning/weight transference• Jumps/elevations• Gestures and motifs <p>Demonstrates very good levels of the following, where relevant:</p> <ul style="list-style-type: none">• posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection• wholly accurate execution of all aspects of actions, dynamics and spatial content.• projects self with very good confidence and is focused throughout.

Example 3 – The
assessment of the
application of skills,
techniques and decision
making in the dance activity

Standard Mark: Level 5 – 23
marks

Assessing the application of skills in Dance

Candidates should demonstrate their ability to develop and apply appropriate skills, techniques and original ideas with refinement, precision, control and fluency to perform in **either** a solo, duet or group dance of between 2–3 minutes. Where candidates choose to perform in a group dance, there can be a maximum of five performers in the group. The following skills and techniques should be used as appropriate:

- Travel/locomotion/stepping/pathways
- Balance/stillness
- Rotation/turning/weight transference
- Jumps/elevations
- Gestures
- Motif

The following should be considered when performing the above skills during a dance performance in a conditioned/formal/competitive situation:

Body action which develops from simple to more complex coordination of isolated body parts and phases of movement involving the whole body

Awareness of dynamics, use of rhythm and timing, use of personal and general space, through orientation and shaping of the body in space and size, level, direction and pathway

Technical and expressive skills including posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection.

Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessing the application of skills in the dance activity

Dance	Level 1 -Ineffective 1-5 marks	Level 2 – Basic 6-10 marks	Level 3 – Competent 11-15 marks	Level 4 – Good 16-20 marks	Level 5 - Very Good 21-25 marks
Control of movements and skills	Demonstrates an ineffective level of control of movements and skills in relation to:posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection	Demonstrates basic level of control of movements and skills in relation to: posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection.	Demonstrates competent level of control of movements and skills in relation to: posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection.	Demonstrates good level of control of movements and a variety of skills, some advanced, in relation to: posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection.	Demonstrates very good level of control of movements and a variety of skills, most advanced, in relation to: posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus, projection.
Accuracy of actions, dynamics and spatial content	Ineffective accuracy of actions, dynamics and spatial content, with inconsistent timing.	Basic accuracy of actions, dynamics and spatial content, with inconsistent timing.	Demonstrates accuracy in nearly all aspects of actions, dynamics and spatial content, showing consistent timing.	Demonstrates accuracy in all aspects of actions, dynamics and spatial content, showing consistent timing.	Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality.
Projection of self within the performance – focus and confidence - expression	Lacks confidence and concentration in performance, showing little communication of mood and meaning.	Projects self with some confidence but focus tends to be inward.	Projects self with confidence but focus lacks consistency.	Projects self with confidence and is focused throughout the dance. Link is evident between the student's own physical ability and the art of successful expression	Projects self with excellent confidence and is focused throughout. A close link is evident between the student's own physical ability and the art of successful expression
Ability to demonstrate rhythmic awareness	Able to link together simple movements but with inconsistent fluency.	Able to link body actions and movement phrases with some fluidity.	Demonstrates clarity of expression through intended body action, showing competent fluency of movement and rhythmic awareness.	Rhythmic patterns show good fluency, continuity and logical progression.	Rhythmic patterns show very good fluency, continuity and logical progression.

Assessing the application of skills in the dance activity

Dance	Level 1 - Ineffective 1-5 marks	Level 2 – Basic 6-10 marks	Level 3 – Competent 11-15 marks	Level 4 – Good 16-20 marks	Level 5 - Very Good 21-25 marks
Development of a motif	There is limited evidence of motif development.	Motif is developed showing some basic methods in a structured form, e.g. contrast and repetition are evident - the sequence shows a beginning, middle and end	The motif is developed using a variety of methods, enabling the dance to be performed with clarity and interest.	The motif is developed using a variety of more challenging methods and devices, enabling the dance to be performed with clarity and interest.	The motif is developed using a variety of advanced methods and devices, enabling the dance to be performed with very good clarity and interest.
Communication of a theme	Explores a basic theme through some relevant movement content, but with a literal/obvious outcome.	Conveys a basic theme using relevant movement content but sometimes lacks clarity and is not sustained throughout the dance.	The theme is communicated throughout the dance.	The theme is communicated with sensitivity throughout the dance.	The theme is communicated with sensitivity and commitment throughout the dance, resulting in a completely engaging experience for the audience.
Choice of accompaniment	Interpretation of the accompaniment is incidental or choice of accompaniment shows little relevance to theme.	The choice of accompaniment is clear but does not always reflect the theme fully.	The choice of accompaniment is clear and adds to the overall impact of the choreographic intent.	The choice of accompaniment is well matched and gives opportunities to support the structure and content of the dance, enhancing the overall impact of the choreographic intent.	The choice of accompaniment is sophisticated and mature, entirely supporting and complementing the structure and content of the dance, enhancing the overall impact of the choreographic intent.
Group relationships (if applicable)	If relevant, group relationships are coincidental and there is limited sensitivity to other dancers.	If relevant, group relationships are evident and there is some, but limited, sensitivity to other dancers.	If relevant, group relationships are planned for, with sensitivity to other dancers, which may not always be sustained.	If relevant, group relationships are appropriate and well planned, with sensitivity to other dancers throughout.	If relevant, group relationships are sophisticated, showing very good sensitivity to other dancers throughout.

**Example 4 – The
assessment of the skills in
isolation in the athletics
activity**

**Standard Mark: Level 5 – 10
marks**

Athletics – skills in isolation

Candidates will be assessed on the skills listed below when performed in isolation/unopposed practice, for **one** of the track events below.

The **one** track event can be selected from:

- **Track sprints:** 100m, 200m, 300m (girls), 400m (boys)
- **Track middle distance:** 800m, 1500m, 3000m, 1500m steeplechase
- **Track hurdles:** 80m (girls), 100m (boys), 300m (girls), 400m (boys).

Skills/technique:

- starts
- posture
- pacing
- leg and arm action
- coordination of legs and arms
- stride pattern.

Athletics – skills in isolation

Level 5	Mark 9-10	Descriptor
		<p>Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, as appropriate to the chosen track event:</p> <ul style="list-style-type: none">• Starts: fast reactions and pushes both feet at the start, keeping low and gradually rising.• Sprints – posture: very good knee lift appropriate to the event. Powerful leg-drive apparent, very good technique on the bend as appropriate.

Example 4 – The
assessment of the
application of skills,
techniques and decision
making in the athletics
activity

Standard Mark: Level 5 – 23
marks

Assessing the application of skills in Athletics

Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes for one event to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations.

Candidates should consider and apply the following:

- select the most appropriate techniques and tactics relevant for their track event
- adapt chosen techniques to maximise performance based on feedback and past experience
- take account of external factors: e.g. weather, crowd, competitors in race
- apply pace judgement
- adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Assessing the application of skills in the athletics activity

Athletics – Track Events – times and distances will not be considered as part of the assessment criteria	Level 1 - Ineffective 1-5 marks	Level 2 – Basic 6-10 marks	Level 3 – Competent 11-15 marks	Level 4 – Good 16-20 marks	Level 5 - Very Good 21-25 marks
Skills and techniques used during the performance of the track events – ABCPRS/technical accuracy – start, during, finish/leg – arm action - obtaining drive using power/speed etc	Skills and techniques performed ineffectively with inaccurate timing and inconsistent application and multiple errors, with misjudgements	Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.	Skills and techniques used competently with some accurate timing and consistency of application, but with errors.	Good skills and techniques, with mainly accurate timing and consistency of application, but with errors and misjudgements.	Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.
Adapt chosen techniques to maximise performance based on feedback and past experience- eg able to adjust/use of appropriate starting positions/use of blocks/use of pace judgement/when to accelerate/finishing technique – to gain advantage – should use more advanced techniques to access higher level marks eg standing start up to crouch start in the sprints (Not essential to use blocks in the sprinting events)	Consistently ineffective impact on the preparation for performance, unable to meet a range of simple scenarios	Inconsistent and ineffective impact on the preparation for performance, unable to meet a range of simple scenarios	Some impact on the preparation for performance, able to meet a range of simple scenarios	Good but inconsistent impact on the preparation for performance, able to meet a range of simple scenarios	Very good and consistent impact on the preparation for performance, able to meet a range of simple scenarios

Assessing the application of skills in the athletics activity

Athletics – Track Events – times and distances will not be considered as part of the assessment criteria	Level 1 -Ineffective 1-5 marks	Level 2 – Basic 6-10 marks	Level 3 – Competent 11-15 marks	Level 4 – Good 16-20 marks	Level 5 - Very Good 21-25 marks
Taking into account external factors, such as weather, crowd, competitors in race – ability to deploy appropriate tactics pre- race tactics/where to run/when to lead or follow/when to accelerate to finish – use of simple v complex skills to gain advantage	Consistently ineffective, including the inability to adapt, improvise and deploy appropriate tactics.	Inconsistent and ineffective, including the inability to adapt, improvise and deploy appropriate tactics.	Some impact, including the ability to adapt, improvise and deploy appropriate tactics, but with many errors.	Good but inconsistent, including the ability to adapt, improvise and deploy appropriate tactics, with minor errors.	Very good and consistent impact, including the ability to adapt, improvise and deploy appropriate tactics, with few errors.
Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies – to gain advantage (eg lane selection/overtaking etc)/understanding & application of officials' commands & signals eg at the start of the race	Consistently ineffective	Inconsistent and ineffective	Some ability	Good but inconsistent	Very good and consistent
Ability to influence performance through own motivation eg uses determination, aggression to gain advantage/preparation before the event – leading up to a well-balanced, relaxed and controlled performance.	Limited ability to influence the performance and motivation of self.	Basic influence on the performance and motivation of self.	Sometimes able to influence the performance and motivation of self.	Often able to effectively influence the performance and motivation of self, but with minor misjudgements.	Consistently able to effectively influence the performance and motivation of self.

Next Steps

- You have now completed Module 3 – Understanding the marks given for each example.
- Module 4 event – In the next module you will have the chance to have a ‘live’ interaction with one of our experienced trainers and run through another example.

Your Subject Advisor

Penny Lewis

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