

Filming your own moderation help sheet

Due to COVID there are some sports we are unable to do and film for students. Sometimes, it is more beneficial for participants to film themselves playing at a higher level than school, as occasionally this can aid their grade. Please follow the following steps in order to meet the moderation filming guidelines:

1. Film the participant introducing themselves. Example: 'Hi I am Joe Bloggs, my candidate number is 6161. I will be wearing number 10'. (If they don't know their student number, we can let them know).
2. Participants will need to wear a number or a bright colour so they are visible in the footage
3. Participants need to be filmed doing skills and games. Please see criteria's attached below for each sport.

Badminton

<p>Candidates will be assessed on the quality demonstrated for any four of the following shots using appropriate skills and techniques:</p> <ul style="list-style-type: none"> • Serves – low and short, high and deep, flick, drive • Clear shot – forehand and backhand; attacking and defending; overhead, underarm • Drop shot – fast, slow • Drives shot – forehand, backhand; cross court and down-the-line • Smash • Block shot – drop, straight, angled • Net shots – forehand, backhand • Lift • Round-the-head clear <p>Candidates will be assessed on their grips and implementation for different shots, and their stance, court position, 'ready position' and court movement.</p>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> • Appropriate choice of shot in relation to situation. • Application of skills/techniques in tactics: movement pressure, deception, serving, attack/defensive formations in doubles (if offering as a team activity) • Appropriate shot selection with length, height, speed and angle • Taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), playing conditions (such as the temperature and humidity) and their impact on the shuttle and the speed of the court • Contribution to set play/moves • Demonstrating communication and influence on team performance if offering as a doubles activity • Applying the strategy in open play and set play. • Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies
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Dance

<p>Candidates will be assessed on the quality demonstrated for any four of the following skills:</p> <ul style="list-style-type: none"> • Travel/locomotion/stepping/pathways • Balance/stillness • Rotation/turning/weight transference • Jumps/elevations • Gestures and motifs <p>The following should be considered when performing the above skills in isolation:</p> <p>Technical and expressive skills including posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection</p>	<p>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:</p> <ul style="list-style-type: none"> • Travel/locomotion/stepping/pathways • Balance/stillness • Rotation/turning/weight transference • Jumps/elevations • Gestures • Motif <p>The following should be considered when performing the above skills during a dance performance in a conditioned/formal/competitive situation:</p> <p>Body action which develops from simple to more complex coordination of isolated body parts and phases of movement, involving the whole body</p> <p>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</p> <p>Technical and expressive skills including posture/placement, alignment, flow of energy, coordination, balance, strength, control, mobility, focus and projection.</p> <ul style="list-style-type: none"> • Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies
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Roller Hockey

Candidates will be assessed on any **four** of the following skills when performed in isolation or unopposed practice:

Outfield:

- skating: forwards, backwards, crossovers, transitions from forwards to backwards, backwards to forwards, acceleration, stopping
- dribbling/puck handling: side to side, back to front, toe drag, Figure 8, one hand, curling, backwards
- passing: sweep pass (using both forehand and backhand), snap pass (using both forehand and backhand) and flip pass
- receiving the puck: weight and timing, from in front, right side, left side, behind
- beating an opponent: on the forehand side; on the backhand side; face off
- shooting: wrist shot, snap shot, slap shot, shovel
- defensive play: stick poke check, use of shadowing

OR

Goal tender (if player's chosen position):

- shot stopping: blocker save, catcher save, stick save, body save
- blocking and reacting from and to butterfly position
- use and speed of hand/eye coordination when tracking the puck and clearing it

Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:

Outfield:

- position-specific techniques: knows position/role and where and how to move, shot/pass selection, use of decoy – 'deke' – to evade defender or goal tender
- restarts (face-offs in the attacking or defensive zones)
- contribution to open play (keeping possession, regaining possession, exploiting breakaway situations, support in defence and attack (if one player takes a 2 minute penalty))
- contribution to set play/moves ('pulling the goalie', team set for face-off)
- demonstrating communication and influence on team performance - when a penalty is given for or against
- applying the team strategy in open play and set play - stretch pass or break out, fore-checking, pinching, from a line change
- decision making – use of rolling substitutions
- ability to adapt to the environment and changing circumstances (loss of a player)

- movement: ready position to movement to the puck, lateral and forwards/backwards movement (shuffle step, T-push).

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

OR

Goal tending (if player's chosen position):

- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- contribution to set play/moves
- decision making
- ability to adapt to the environment and changing circumstances (loss of a player)
- adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.

Netball

Candidates will be assessed on any **four** of the skills listed below when performed in isolation or unopposed practice.

- passing (shoulder, chest, bounce, two handed over-head)
- handling (ball control)
- catching (one handed, two handed, static, on the move)
- footwork (landing, pivot, running pass)
- evasion (holding space, dodging)
- shooting where appropriate to position (one/two handed, forward/backward step shot)
- defending stages (1: player-to-player; 2: defending the pass; 3: denying space)

Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:

- contribution to open play (holding space, back up on the circle edge) in attack and defence
- contribution to set play/moves, (back line passes, centre passes, throw-in) in attack and defence
- decision making (making correct decision to use appropriate techniques)
- contribution to strategy and tactics
- demonstrating communication and influence on team performance
- applying the team strategy in open play and set play
- ability to adapt to the environment and changing circumstances (weather, loss of a player)
- adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Rugby Union

Candidates will be assessed on any **four** of the following skills when performed in isolation/unopposed practice:

- passing (lateral, spin)
- offloading (before/after contact)
- tackling (front, side)
- rucking (ball presentation/clear out)
- catching (high ball)
- mauling (ball presentation/binding)
- line-out work (as per position: binding, jumping, throwing)
- kicking (goal kicking, punt, grubber)
- running with the ball (evasion – side step or swerve)
- scrum (as per position: binding, drive, hook).

Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:

- handling (offloads)
- catching (from pass, high ball)
- tackling (side, smother)
- evading (side step, swerve, hand off)
- intercepting
- contributing to open play (ruck, maul, tackling – attack and defence)
- contributing to set play/moves (penalties, restarts, scissors, scrum, line out – attack and defence)
- demonstrating communication and influence on team performance
- contributing to strategy and tactics
- applying the team strategy in open play and set play
- decision making
- ability to adapt to the environment
- adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.

Athletics- Field Events

Candidates will be assessed on the skills listed below when performed in isolation or unopposed practice, for **one** of the following field events:

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

- High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus.

Jump: high, pole, long or triple.

- run-up
- take-off
- flight
- landing.

OR

Throw: shot putt, javelin, hammer or discus.

- initial stance
- grip
- preparation
- movement
- release
- recovery.

Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes in 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 field event
- adjust run-ups, take-offs and/or throwing technique to maximise performance based on feedback and past experience
- take account of external factors, e.g. weather, crowd, deciding entry points, starting heights/lengths, techniques
- adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Athletics- Track Events

<p>Candidates will be assessed on the skills listed below when performed in isolation/unopposed practice, for one of the track events below.</p> <p>The one track event can be selected from:</p> <ul style="list-style-type: none"> • Track sprints: 100 m, 200 m, 300 m (girls), 400 m (boys) • Track middle distance: 800 m, 1500 m • Track long distance: 3000 m, 1500 m steeplechase • Track hurdles: 80 m (girls), 100 m (boys), 300 m (girls), 400 m (boys) <p>OR</p> <ul style="list-style-type: none"> • Cross-country running: this should take place on varied terrain – not on a track. UK Athletics stipulate that the maximum cross-country distance for GCSE-age students (U17) is 6500 m. The distances are approximately 5000 m – 6000 m for boys and 3500 m – 4000 m for girls. <p>Skills/techniques:</p> <ul style="list-style-type: none"> • starts • posture • pacing • leg and arm action • coordination of legs and arms • stride pattern. <p>Additional skills/techniques, if being assessed in cross country:</p> <ul style="list-style-type: none"> • climbing and descending hills • running on different surfaces • negotiating tight turns. 	<p>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. This must include competing against suitably challenging opponents in a school, club, or higher competitive event.</p> <p>Candidates should consider and apply the following:</p> <ul style="list-style-type: none"> • select the most appropriate techniques and tactics relevant for their track event or cross-country 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.
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Skiing

<p>Candidates will be assessed on any four of the skills listed below when performed in isolation or unopposed practice. Skills should progress so that they are being performed at a suitable speed on an appropriate gradient, according to the level of ability.</p> <ul style="list-style-type: none"> • handling of skis (carrying, putting on and taking off) • standing after a fall • side step up/herring bone • traversing • side slipping • straight running (schussing) • stopping (plough, skid/parallel) • control of rate of descent (ploughing, carving, short radius, amplitude) • control direction (plough steering, plough parallel, linked parallel, carved and skidded arcs), as well as other specific traits (see levels). 	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation. This includes using the skills/techniques (listed in the left-hand column) in either a slalom (1:15 gates depending on level), downhill, ski cross or slopestyle. To qualify as a 'competitive situation', there must be external factors that candidates must deal with: this might be other competitors, but it might simply be the environment.</p> <ul style="list-style-type: none"> • management of the course • managing speed • managing direction • adapting to changing conditions • adapting to changing terrain • adapting to competitors • route selection appropriate to level • use of appropriate physical attributes to benefit the performance (coordination, dynamic balance) • focus and self-control to the demands of the conditioned/formal/competitive situation • ability to adapt to external factors • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies
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Swimming

<p>Stroke:</p> <p>Performance of one of the following strokes: front crawl, back crawl, breast stroke or butterfly.</p> <p>All strokes to include starts, turns and finishes, and to cover appropriate distances to ensure full range of skills is demonstrated.</p> <p>Skills/techniques:</p> <p>Start, entry, movement under water, body position, breathing control, arm action and leg kick, coordination of arms and legs, pace of swim, turn, finish.</p>	<p>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:</p> <ul style="list-style-type: none"> • Front crawl: 50 m, 100 m, 200 m, 400 m, 800 m or 1500 m • Back crawl: 50 m, 100 m or 200 m • Breast stroke: 50 m, 100 m or 200 m • Butterfly: 50 m, 100 m or 200 m. <p>Criteria on which performance is to be judged:</p> <ul style="list-style-type: none"> • 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.
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Cricket

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
<p>Candidates will be assessed in any two of the following three positions: batting, bowling, or fielding/wicket keeping when performed in isolation/unopposed practice:</p> <ul style="list-style-type: none"> • Batting – grip, stance, footwork, and back lift; defensive shots off front and back foot; drives (off, on, cover), cuts and glances (square, late, leg); pull, hook and sweep, reverse sweep; calling, backing up, running between wickets • Bowling – grip, run-up, delivery, follow-through; line and length; variation in pace/flight for spin bowling; variations in pace and line and length for fast/medium bowling; field placing • Fielding – stopping and returning; catching close to/away from batsman; throwing to wicket keeper or at the stumps; chasing and returning • Wicket keeping – positioning (in relation to pitch and type of bowler), stance, receiving ball from bowling/fielding, catches, stumping and run-outs 	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes in any two of the following three positions (batting, bowling, fielding/wicket keeping) to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> • contribution to open play • demonstrating communication and influence on team performance • applying the team strategy in open play and set play • ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies

Football

<p>Candidates will be assessed on any four of the skills listed below when performed in isolation or unopposed practice.</p> <p>Outfield:</p> <ul style="list-style-type: none"> • passing (short passes – push pass, instep) • running with the ball (dribbling, feints, step overs) • tackling (block, slide) • turning with the ball – recycling (Cruyff, drag back) • striking the ball (free kicks, shooting – dominant foot) <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> • shot stopping – angles, off line/down line, free kicks • dealing with crosses – high/low • dealing with back passes (keeping possession, long clearances) • kicking (punt, goal kicking) • 1 v. 1, attacker v. keeper – denying space, body position • handling (catching, parry) • distribution (throws, short passes). 	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield:</p> <ul style="list-style-type: none"> • receiving the ball and control (first touch, either/both feet, thigh, chest) • jockeying (shadowing ball/player, channelling) • striking the ball (shooting, clearing, long passes) • throw ins – attack defence (short/long) • restarts – attack/defence (corners, free kicks) • contribution to open play: unit formation, specific role – keeping/regaining possession, support (attack and defence) • contribution to set play/moves, e.g. free-kicks, corners, throw ins (attack and defence) • demonstrating communication and influence on team performance • applying the team strategy in open play and set play • decision making • ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies
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Basketball

<p>Candidates will be assessed on any four of the skills listed below when performed in isolation or unopposed practice.</p> <ul style="list-style-type: none"> • passing and receiving – chest, bounce, javelin, overhead • shooting – lay-up, reverse lay-up with weak hand, set, jump • dribbling – either hand, changes of direction, pace, crossover, spin • rebounding and boxing out • footwork – pivot, stop. 	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> • application in competitive situation: fast break, give and go, 1 v. 1 attack and defence, man to man and zone defence, post play, screens, re-starts like jump ball and out of bounds, motion and zone offence • appropriate technique with accuracy, and optimum trajectory and pace • decision making • taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), or playing circumstances (such as taller opposition) • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies
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Golf

<p>Candidates will be assessed on the quality of their grip, stance, posture and swing using a minimum of one from each of the following groups of club:</p> <ul style="list-style-type: none">• putter• short iron (sand iron through to seven)• long iron (six through to driver). <p>Candidates will be assessed on the use of the correct technique, including the appropriateness of their grip, stance, posture and swing, to benefit performance (including strength, endurance, speed, agility, flexibility, coordination).</p> <p>Golf shots should be played on a variety of golf holes, such as par 3, 4 and 5, but not in a full competitive game.</p>	<p>The evidence for the assessment of this activity is as follows:</p> <p>That the candidates show a minimum of playing 4 holes and a maximum of 9 holes.</p> <p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none">• Appropriate choice of club and shot.• Management of the course.• Responses to the environment and competition.• Playing to par/handicap.• Use of correct technique to benefit performance (strength, endurance, speed, agility, flexibility, coordination).• Taking into account external factors (weather, ground, contours of land)• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies
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