

Team Activity List 2017-2019 GCSE P.E.

Association football

Students cannot be assessed in five-a-side football or futsal.

Outfield

- 1 **Passing/receiving** – either foot.
- 2 **Dribbling/moving with the ball** – both feet.
- 3 **Shooting** – either foot.
- 4 **Heading.**
- 5 **Tackling, jockeying, closing down and marking.**

Goalkeeper

- 1 **Receiving and distributing** – either foot/hand.
- 2 **Kicking** – from hand and dead ball.
- 3 **Shot stopping.**
- 4 **Taking ball at opponent's feet.**
- 5 **Taking crosses and punching.**

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (11 versus 11) association football match.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive association football match (11 versus 11), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Badminton

Students can be assessed in singles format or in doubles format. They cannot be assessed in both

badminton singles and in badminton doubles.

- 1 **Service** – high, low, flick (forehand or backhand).
- 2 **Overhead** – clear, drop (forehand and backhand where appropriate).
- 3 **Underarm** – clear, drive, drop (forehand and backhand where appropriate).
- 4 **Net play.**
- 5 **Smash.**

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of badminton.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of badminton (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Basketball

- 1 Dribbling – using both hands, change of pace and direction.
- 2 Passing – chest, javelin, bounce, overhead, use of the fake.
- 3 Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.
- 4 Shooting – lay-up, set shot, jump shot, free shot, use of the fake.
- 5 Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (5 versus 5) basketball match.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive basketball match (5 versus 5), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Cricket

- 1 **Batting (defensive)** – front and back foot.
- 2 **Batting (attacking)** – front and back foot (drive, pull, hook, cut, sweep).
- 3 **Bowling** – medium pace or fast pace or spin (line, length, variation).
- 4 **Catching in the field** (from close, from distance) or catching as wicket keeper (standing up, standing back).
- 5 **Throwing and ground fielding in the field** (from close, from distance) or **stumping and recovery work as a wicket keeper**.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (11 versus 11) cricket match.

Students can choose to be a fielder or wicket keeper for skills 4 and 5 to suit their preferred position.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive cricket match (11 versus 11), demonstrating the skills

appropriate to their chosen positions. Performers must choose **two** of the following roles for the purposes of assessment:

- bat
- bowl
- field/wicket keep.

The standard of the game should be appropriately challenging for the performer.

Dance

Dance can be assessed as a solo performance, a duet performance or a group performance. Students can only be assessed in dance once.

1 Travel, locomotion, stepping and pathways.

2 Balance and stillness.

3 Rotation, turning and weight transference.

4 Jumps and elevations.

5 Gestures and motifs.

The style of dance chosen for assessment must enable the student to display each of the core skills/techniques specified, and must enable the student to be assessed against the dance descriptors below.

If the style of dance does not meet these criteria, then a student cannot be assessed in that style.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive practices. Progressive practices may start with moves in isolation but should aim to link moves together. Assessment must not be based on fully competitive competition/performance.

Part 2 – Full context (15 marks)

Students should perform a full routine in a competition/performance. This can be in a solo performance, a duet performance or a group performance and should last at least two minutes. The level of performance should suitably challenge the performer.

Handball

Outfield	Goalkeeper
1 Passing – shoulder, cross body, side wrist, bounce, underhand, drop, feint (stationary and on the move).	1 Positioning and narrowing the angle, anticipating.
2 Receiving – making a target (signalling), one/two handed catch – stationary and on the move, intercepting.	2 Catching the ball at a variety of heights.
3 Shooting – shoulder, jump, 6 metre jump/break, fall, drive, low, side, hip, penalty, reverse (left/right hand).	3 Blocking.
4 Moving with the ball – dribbling/dodging.	4 Killing the ball.
5 Jockeying/marketing/blocking.	5 Passing/throwing, directing, starting attacks.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full handball match (7 versus 7).

Part 2 – Full context (15 marks)

Students should perform in a fully competitive handball match (7 versus 7), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Hockey

Students must be assessed in field hockey. They cannot be assessed in ice hockey or roller hockey.

Outfield	Goalkeeper
1 Dribbling/moving with the ball – open and reverse stick, change of pace, dodging.	1 Distributing/passing – kicking.
2 Passing – push, hit, slap.	2 Shot stopping – use of pads/feet, stick, shots from open play and short corners.
3 Shooting – placement and power.	3 Taking crosses.
4 Receiving – stationary, on the move, open and reverse stick.	4 Taking the ball from an attacking player – diving, spreading body in front of attacker.
5 Marking/intercepting/tackling/jockeying – open and reverse stick tackles, jab tackle.	5 Positioning and narrowing the angle.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full hockey match (11 versus 11).

Part 2 – Full context (15 marks)

Students should perform in a fully competitive hockey match (11 versus 11), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Netball

- 1 Passing and receiving (chest pass, shoulder pass, one/two handed passing).
- 2 Dodging – single/double/sprint.
- 3 Marking a player.
- 4 Shooting (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players).
- 5 Footwork and movement – landing on one/two feet, pivoting.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full netball match (7 versus 7).

Students can choose to shoot or rebound or mark a pass/intercept to suit their preferred position.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive netball match (7 versus 7), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Rugby Union

Students can be assessed in either 15-a-side or 7-a-side (rugby sevens). They cannot be assessed in both.

Students being assessed in Rugby Union cannot also be assessed in Rugby League. They cannot be assessed in tap/tag rugby.

- 1 Handling (passing and receiving, long and short, at varying pace, quick, spin, switch and scissors).
- 2 Tackling (front, rear, side, smother).
- 3 Retaining ball in maul.
- 4 Retaining possession on floor/setting ruck.
- 5 Kicking (at least two types from punt/spiral, grubber, drop kick/re start, up and under) or scrummaging (binding, body position, generation of power/hooks, as appropriate to position).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full Rugby Union match

(15 versus 15 or 7 versus 7).

Students can choose to kick or scrum to suit their preferred position.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive Rugby Union match (15 versus 15 or 7 versus 7), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.

Squash

Students can be assessed in singles format or in doubles format. They cannot be assessed in both squash singles and in squash doubles.

- 1 Service – forehand, backhand, variations.
- 2 Drives – forehand and backhand.
- 3 Volleys – forehand and backhand.
- 4 Boasts.
- 5 Lobs/drops.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of squash.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of squash (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Table tennis

Students can be assessed in singles format or in doubles format. They cannot be assessed in both table tennis singles and in table tennis doubles.

- 1 Service – forehand and backhand (with and without spin as appropriate).
- 2 Drives – forehand and backhand (with and without topspin as appropriate).
- 3 Push – forehand and backhand (with and without backspin as appropriate).
- 4 Smash – forehand and backhand (with and without spin as appropriate).
- 5 Lob – forehand and backhand (with and without spin as appropriate).

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of table tennis.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of table tennis (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Tennis

Students can be assessed in singles format or in doubles format. They cannot be assessed in both tennis singles and in tennis doubles.

- 1 Service – power, placement and variation (eg slice).
- 2 Groundstrokes – forehand, backhand and drop shot.
- 3 Volleys – forehand and backhand.
- 4 Smash – to show power and/or placement.
- 5 Lobs – forehand and backhand.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills.

Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of tennis.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of tennis (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Volleyball

- 1 Service – underarm and overarm.
- 2 Dig – one arm/two arm (receiving serve and from team mates).
- 3 Volley – set, straight, sideways, overhead.
- 4 Smash/spike.
- 5 Block – single and double.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in a full (6 versus 6) volleyball match.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive volleyball match (6 versus 6), demonstrating the skills appropriate to their chosen position. The standard of the game should be appropriately challenging for the performer.