



A LEVEL PHYSICAL EDUCATION: BRIDGING ACTIVITY

<https://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>

Sporting Commentary

The non examined assessment (NEA) requires you to complete a commentary sheet on your practical video. You will be using the videos below to complete a commentary sheet as practice. (3hrs)

Football: [FA Community Shield 2022-23 - YouTube](#)

Netball: [Australia v New Zealand | NWC2019 - YouTube](#)

Gymnastics: [Katelyn Ohashi – Floor - YouTube](#) + [Katelyn Ohashi - Beam - YouTube](#)

Tennis: [Wimbledon 2019 Final - YouTube](#)

Task-

Please select one sport from each of the bullet points below:

- The first 30 minutes of either the football or the netball match, focusing on one sportsperson.
- The first 15 minutes of the tennis match (focusing on one player) or both the gymnastics routines.

Watch a chosen Youtube Video on the above sports for the set amount of time uninterrupted. Highlight one of the competitors involved in the game and clearly state this on your working document. Rewatch the set time again and pause whenever is needed, adding to your commentary as you go.

Using the grids below, you must identify each time the performer uses a skill. This is clearly stated by identifying the time on the video that you see the skill/tactic, identifying the area of assessment (1,2,3), naming the skills/tactic, and giving some context to the skill in the 'Brief comment' section. Please be clear as to which level skill you are seeing and put it in the appropriate box.

Tactics are extensive! Using football as an example, anytime a player moves out of their position, they are consciously making a tactical decision to support play, create a press, engage in a counterattack, or make space available. These are all tactical decisions and fall under area of assessment 3.

Please use a word document to complete this section of work. Use the example below as a template to create your commentary document.

Football

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Outfield player.</p> <p>Receiving the ball – control using both feet and thigh.</p> <p>Passing (dominant foot) – short and long – along the floor, lofted, chip and driven.</p> <p>Dribbling – close control, use of inside and outside of dominant foot.</p> <p>Shooting – short and long range with dominant foot, half volley.</p> <p>Heading on goal.</p>	<p>Outfield player.</p> <p>Receiving the ball using chest and head to control the ball.</p> <p>Passing – (short and long/ driven) use of inside and outside of dominant and non-dominant foot.</p> <p>Dribbling – use of inside and outside of non-dominant foot.</p> <p>Shooting – volley.</p> <p>Use of inside and outside of dominant foot to add spin/ swerve/dip.</p> <p>Short and long range with non-dominant foot.</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Defensive skills	<p>Tackling – block, lunge, slide.</p> <p>Heading – distance and height.</p> <p>Clearance – height and distance.</p>	<p>Tackling – jockeying, channelling a player.</p> <p>Clearance – ability to find teammate higher up the pitch.</p> <p>Heading – finding team mate with header.</p>
Area of assessment 3 – Tactics and strategies	<p>Individual positional skills (attack and defensive) - eg tracking back, supporting runs.</p> <p>Pass/dribble/shoot/tackle/jockey decision making.</p> <p>Role in formation.</p>	<p>Positioning and effectiveness at set plays.</p> <p>Making themselves available for the ball.</p> <p>Ability to play in two or more formations.</p>

Netball

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Passing – chest, bounce, shoulder, javelin, pivot.</p> <p>Receiving stationary and on the move – stopping, landing, footwork.</p> <p>Shooting (if appropriate) close range and stepping forward.</p>	<p>Passing – accurately over increased distance and often on the move.</p> <p>Receiving – whilst in the run and jumping – stopping, landing, footwork.</p> <p>Shooting (if appropriate) – long range, stepping back.</p>
Area of assessment 2 – Defensive skills	<p>Footwork.</p> <p>Marking a stationary player – blocking the pass/shot.</p> <p>Intercepting from standing.</p> <p>Rebounding (if appropriate).</p>	<p>Intercepting – whilst on the move.</p> <p>Rebounding (if appropriate).</p>
Area of assessment 3 – Tactics and strategies	<p>When to run, pass, level of successful passes.</p> <p>Pass/shoot decision making.</p> <p>Creating and finding space.</p> <p>Individual positional skills (attack and defence).</p>	<p>Positioning and effectiveness in set plays.</p> <p>Making themselves available for the ball.</p>

Gymnastics – AA1 is the same as AA2, however this is for a different piece of equipment

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Apparatus 1	<p>Floor routine – (minimum 10 m x 10 m), handstand $\frac{1}{2}$ turn, one handed cartwheel, back/forward walkovers, round-off, dive roll.</p> <p>Vault – two different vaults – headspring, hand spring, short arm over swing or optional vault of similar tariff.</p> <p>Pommel horse – false scissor, front/rear support swings, stride swings, double leg circles, both directions, front/rear loop.</p> <p>Parallel bars – back off tucked, back uprise, basket swing, kip, layaway to swing, back uprise straddle cut, cast to upper arm, or moves of similar difficulty.</p> <p>High bar – $\frac{3}{4}$ giant, cast handstand, clear hip to handstand, flyaway, swing $\frac{1}{2}$ turn, $\frac{1}{2}$ pirouette, back/front giant.</p> <p>Uneven/asymmetrical bars – movement onto apparatus, $\frac{3}{4}$ giant, cast squat on, flyaway, front hip circle.</p> <p>Beam – movement onto apparatus, cartwheel, split leap, back handspring.</p> <p>Rings – basic swing, flyaway, back uprise to handstand (bent arm), back uprise to handstand (straight arm), shoot to handstand, L-support, handstand.</p> <p>Rhythmic</p> <p>Clubs – circles (small, mill), large swings, tapping/beating, asymmetric movements.</p> <p>Ball – throws, figures of eight, free rolls over the body or the floor, bouncing, circles.</p> <p>Rope – skipping, swings, circles, rotations, figures of eight. Ribbon – swings, circles, snakes, coils, figures of eight and.</p> <p>Hoop – rolling, rotation around the hand or part of the body, swings, curls, figures of eight.</p>	<p>Floor – front somersault, back somersault headspring, fly spring, back flip.</p> <p>Vaults – two different higher tariff vaults, eg handspring with half turn on/off, round off over vault, longarm with full twist.</p> <p>Pommel horse – flair, flair to handstand dismount, or any other movements of similar or higher difficulty.</p> <p>Parallel bars – front uprise, $\frac{1}{2}$ pirouette, back giant, back toss to handstand, or any other movements of similar or higher difficulty.</p> <p>High bar – blind turn, kip stride circle, endo piked, or any other movements of similar or higher difficulty.</p> <p>Uneven/Asymmetrical bars – jager/piked jager, straddle back to handstand, or any other movements of similar or higher difficulty.</p> <p>Beam – back handspring, layout step out, front tuck mount or other movements of similar or higher difficulty.</p> <p>Rings – back uprise to handstand (straight arm), shoot to handstand, L-support, handstand, cross, strength moves, or any other move of similar or higher difficulty.</p> <p>Rhythmic – higher level of difficulty.</p> <p>Clubs – throws and catches.</p> <p>Ball – balancing ball on body part.</p> <p>Rope – throws and catches.</p> <p>Ribbon – throws and catches.</p> <p>Hoop – throws and collection (may use a variety of body parts).</p>

Area of assessment	Core skills	Advanced skills
Area of assessment 2 – Apparatus 2	See above descriptors.	See above descriptors.
Area of assessment 3 – Tactics and strategies	Tariff difficulty, movement placement within routine, composition of routine, interpretation of music (where appropriate).	Tariff difficulty, movement placement within routine, composition of routine, interpretation of music (where appropriate).

Tennis

Area of assessment	Core skills	Advanced skills
Area of assessment 1 – Attacking skills	<p>Service – height of toss, footwork.</p> <p>1st serve – depth, use of topspin, two different variations shown.</p> <p>2nd serve – depth, ability to hit corners.</p> <p>Rally.</p> <p>Forehand – drive (down the line and cross court), net drop shot.</p> <p>Backhand – drive down the line, slice (down the line and cross court), net drop shot.</p> <p>Return of serve.</p>	<p>Service – use of spin.</p> <p>1st serve – higher speed of delivery, ability to hit corners, body serve, slice.</p> <p>2nd serve, higher speed of delivery, use of topspin, slice.</p> <p>Rally.</p> <p>Forehand – drop volley, drive volley, back court drop shot, smash.</p> <p>Backhand – drive down the line, slice (down the line and cross court), volley, smash.</p> <p>Return of serve.</p>
Area of assessment 2 – Defensive skills	<p>Return of service.</p> <p>Forehand – blocked return, drive down the line, topspin drive.</p> <p>Backhand – blocked return, slice return down the line.</p> <p>Rally.</p> <p>Forehand – loop recovery, lob.</p> <p>Backhand – loop recovery, lob.</p>	<p>Return of service.</p> <p>Forehand – slice, cross court returns (drive/topspin/slice).</p> <p>Backhand – topspin, cross court returns (drive/slice).</p> <p>Rally.</p> <p>Forehand – topspin lob , ½ volley.</p> <p>Backhand – ½ volley.</p>
Area of assessment 3 – Tactics and strategies	<p>Variation of service, position on court, moving from attack to defence (and vice versa), baseline play, net play, and variation of shot.</p> <p>Accuracy of 1st serve.</p>	<p>Accuracy and variation of 1st and second serve, attacking opponents second serve, use of serve and volley, chip and charge.</p> <p>Ability to maintain sustained baseline rally, use of feint/ disguise.</p>

- Upload this video onto your pen drive/USB.

You will also be writing a coursework piece on your chosen sport:

To get ahead on this section please watch the video below. This is an extensive piece of coursework that requires a lot of attention.

[A Level PE - NEA Lesson 1 - Introduction - YouTube](#)