

GCSE

Specification

Physical Education and Physical Education (Double Award)

Short Course – for exams June 2010 onwards
and certification June 2010 onwards

Full Course – for exams June 2010 onwards
and certification June 2011 onwards

Double Award – selected units from
June 2010 onwards, remaining units
and certification from June 2011 onwards



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Contents

1	Introduction	3
1.1	Why choose AQA?	3
1.2	Why choose PE?	3
1.3	How do I start using this specification?	4
1.4	How can I find out more?	4
2	Specification at a Glance	5
3	Subject Content	6
3.1	Units 1 and 3: Knowledge and Understanding for the Active Participant (Short Course and Full Course)	6
3.2	Activities available for assessment in Units 2, 4 and 6	14
3.3	Units 2, 4 and 6: The Active Participant	15
3.4	Unit 5: Knowledge and Understanding for the Involved Participant (Double Award)	17
3.5	Unit 6: Practical work (Controlled Assessment – Double Award)	18
3.6	Role requirements and Assessment criteria for Units 2, 4 and 6	18
3.7	Core Skills criteria for Units 2, 4 and 6 for player/performer	20
3.8	Achievement Descriptors	52
4	Scheme of Assessment	76
4.1	Aims and learning outcomes	76
4.2	Assessment Objectives	76
4.3	National criteria	77
4.4	Prior learning	78
4.5	Access to assessment: diversity and inclusion	78
5	Administration	79
5.1	Availability of assessment units and certification	79
5.2	Entries	79
5.3	Private candidates	79
5.4	Access arrangements and special consideration	80
5.5	Language of examinations	80
5.6	Qualification titles	80
5.7	Awarding grades and reporting results	80
5.8	Re-sits and shelf-life of unit results	83

6	Controlled Assessment Administration	84
6.1	Authentication of controlled assessment work	84
6.2	Malpractice	84
6.3	Teacher standardisation	85
6.4	Internal standardisation of marking	85
6.5	Annotation of controlled assessment work	85
6.6	Submitting marks and sample work for moderation	85
6.7	Factors affecting individual candidates	86
6.8	Retaining evidence	86

7	Moderation	87
7.1	Moderation procedures	87
7.2	Consortium arrangements	87
7.3	Post-moderation procedures	88

Appendices		89
A	Grade Descriptions	89
B	Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations	91
C	Overlaps with other Qualifications	92
D	Key Skills	93

1 Introduction

1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24-hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students.

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose PE?

- This specification follows on from the Key Stage 3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in physical activity.
- The content of this GCSE Physical Education specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route to further study in Further Education awards, such as A levels and/or the new Diplomas, and to Higher Education in PE as well as to related career opportunities.
- This exciting specification in Physical Education will be familiar to many centres currently offering GCSE PE. It retains aspects of each of the current AQA specifications whilst providing flexibility for students and teachers by offering choices that can lead to a Short Course, a Full Course Single Award, or a Double Award.
- The style of the question paper in the Full Course has been designed to include a mixture of multiple choice questions, some structured questions, and extended written answer questions set in response to a pre-released scenario. We believe this will be accessible and appealing to all students.
- Students can choose from the following ways to participate: player/performer; organiser, leader/coach, choreographer or official.

1.3 How do I start using this specification?

Already using the existing AQA PE specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**http://www.aqa.org.uk/admin/p_entries.php**).

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

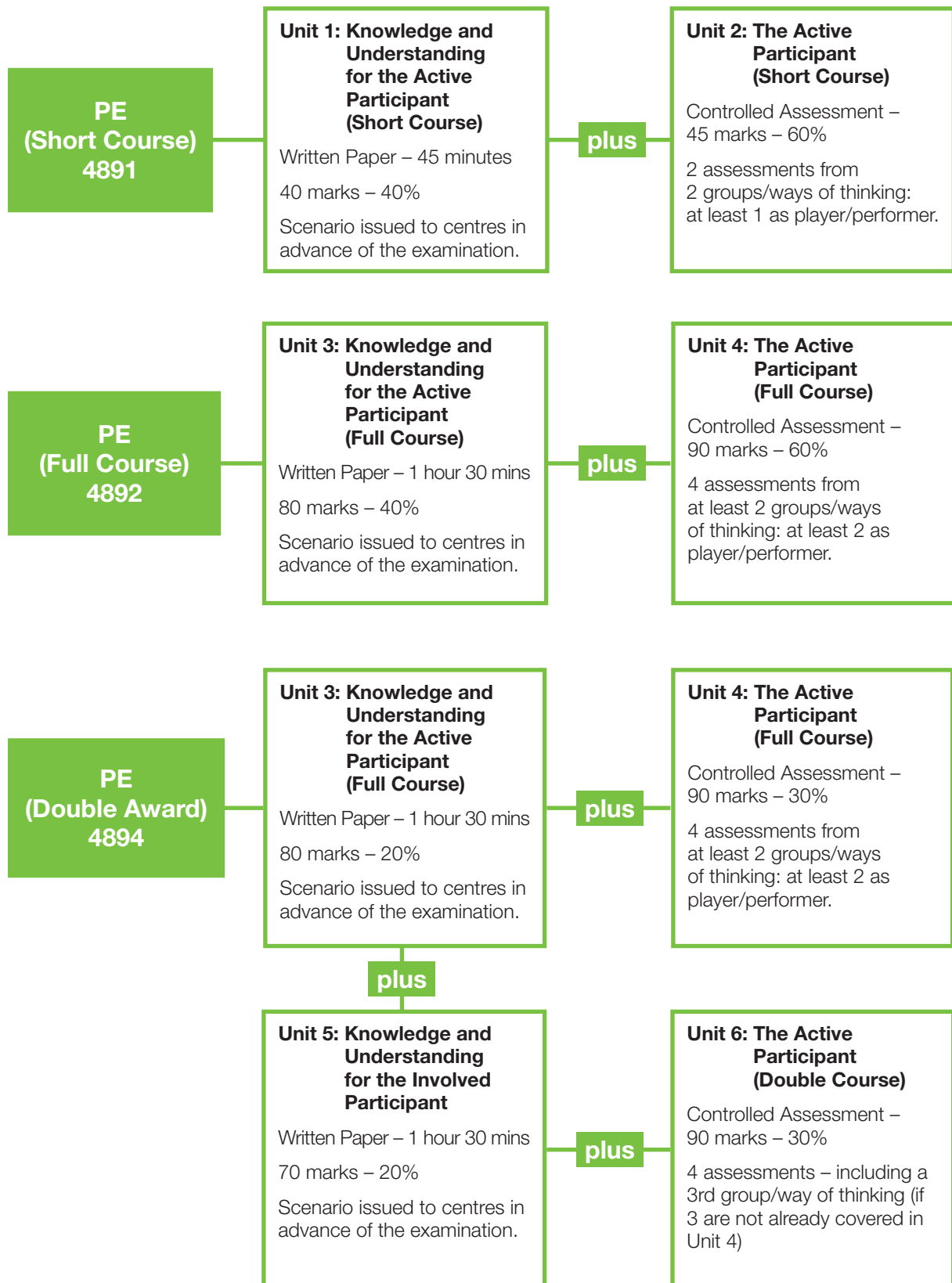
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Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.php>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a Glance



3 Subject Content

3.1 Units 1 and 3: Knowledge and Understanding for the Active Participant Short Course and Full Course

The Active Participant takes as its focus the securing of the knowledge and understanding needed for the candidate to take responsibility for his/her own physical growth and development as part of a personal healthy active lifestyle.

This aspect of the course encourages students to make informed choices about getting involved in healthy physical activities that meet their needs, and develop knowledge and understanding of the roles that the active participant can adopt and what constitutes effective performance in these different roles.

Candidates following the Short Course only should know and understand the content in each sub-section headed **Short Course and Full Course**.

Candidates following the Full Course GCSE should **also** know and understand the content in each sub-section headed **Additional Content for Full Course**.

Short Course and Full Course

3.1.1 The range of physical activities and the different roles that the active participant can choose from

Range of activities

Students should understand that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social well-being. This can be achieved through planning the targeted selection from the following physical activities as part of a balanced healthy lifestyle. Students should understand the reasons for and benefits of choosing different types of activities.

Skill	Type of Activity	Success is...
Outwitting opponents	games activities	overcoming opponents in competition by directly affecting each other's performance
Accurate replication of actions, phrases and sequences	gymnastic activities	the ability to repeat actions, phrases and sequences of movement as perfectly as possible
Exploring and communicating ideas, concepts and emotions	dance activities	how well a performer or choreographer expresses ideas, feelings, concepts and emotions to communicate artistic or choreographic intentions to an audience
Performing at maximum levels in relation to speed, height, distance, strength or accuracy	athletics activities	achieving personal best scores or times, and in competition with others' scores or times
Identifying and solving problems to overcome challenges of an adventurous nature	life saving, personal survival and outdoor and adventurous activities	overcoming challenges effectively and safely
Exercising safely and effectively to improve health and well-being	fitness and health activities	improving feelings of health, fitness and wellbeing

The roles of the active participant

Students should develop knowledge and understanding of the following roles that the active participant can adopt and what constitutes effective performance in these different roles. These should include activities that reflect local, national and international cultures and traditions and the full range of performance. Students should understand the reasons for and benefits of adopting the following roles.

Player/Performer	developing the ability to make effective plans to improve performance
Organiser	bringing together all the main ingredients at the right time, in the right place, in order to maximise promotion, participation and high quality performance
Leader/Coach	an important influence on individuals or groups towards set goals, or on behaviour in sport a specialist in an activity, responsible for preparing a performer in skill acquisition, correct technique, correct physical state or correct mental state
Choreographer	the designer or arranger of a ballet or other staged dance/performance
Official	someone who controls the activity; interprets the rules, laws or regulations of the activity including checking the equipment

Individual Differences

Students will need to understand that people are individuals with different needs according to the following factors.

Age	Physical maturity, suitability for certain activities prior to maturity The effects of performance at various ages up to and including retirement Understanding what their bodies can and cannot do as they go through periods of development
Disability	How physical, mental, temporary or permanent disability can affect participation and performance in physical activity
Gender	How physique, metabolism and hormones can affect participation and performance in physical activity
Physique	Body typing as Endomorph, Mesomorph and Ectomorph The most suitable body type for a particular sport or playing role/position within that sport Knowledge of the particular sports for each type and the reasons for their suitability
Environment	How weather, pollution, altitude, humidity, and access to facilities and terrain can affect the participant and their performance in physical activity
Risk and challenge	Risk assessment and risk control for themselves and others to participate safely in different environments
Activity levels	The effects and needs of different demands from different activities
Training	How funds and the time available affect the participant and their performance in physical activity

Students should also understand that taking part in physical activity of any sort, for any reason, involves developing physical and mental capacity to respond to the demands of performance.

The demands of performance

Fatigue/Stress

How and when fatigue and stress occur, and the effects on skill level, including the following:

- Personality/emotions
- Tension/anxiety
- Aggression
- Motivation/arousal
- Boredom/teedium
- Feedback/criticism.

Additional content for the Full Course**The demands of performance (continued)****Injury**

- Precautions – how to prevent injury
- Correct techniques and safe practice
- Clothing/equipment
- Rules/codes of conduct

The difference between aerobic and anaerobic exercise

- Aerobic respiration in the presence of oxygen, summarised as:
glucose + oxygen → energy + carbon dioxide + water
- Anaerobic respiration in the absence of oxygen, summarised as:
glucose → energy + lactic acid.
- The function and role of the blood in the transport of oxygen, glucose and waste products, body temperature control and protection, link to aerobic and anaerobic.
- Oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing a mild poison called lactic acid.
- The recovery process from vigorous exercise.

Characteristics and benefits of leisure and recreation

How leisure and recreation contribute to a balanced, healthy lifestyle and as a non-competitive, alternative, option leading to lifetime/lifelong sport.

- Leisure – free time when you can do what you choose, a time to take part in physical activity or in sport.
- Recreation – time to relax, do something active and healthy an active aspect of leisure.
- Physical recreation – playing for intrinsic rather than extrinsic rewards.
- Outdoor recreation – activity associated with challenge in the natural environment.
- Lifetime/lifelong sports – which can be carried on throughout life.

Short Course and Full Course

3.1.2 Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle

Health, fitness and a healthy active lifestyle

Fitness as one aspect of general health.

Differences between health and fitness and how they are related.

The adoption of a healthy active lifestyle, for example:

- jobs involving manual labour
- jobs involving being on feet all day
- an outdoor job
- walking/cycling to work/school
- practical leisure pursuits.

The concept of 'fitness' as the capability of the body to meet the daily demands made upon it with some comfort/without stress.

Fitness capability in terms of the components that serve the body in different degrees, at different times to meet different demands, either separately or in combination, including the following:

- Strength – dynamic, explosive, static
- Speed
- Power
- Cardiovascular endurance/stamina
- Muscular endurance/stamina
- Flexibility/Suppleness
- Agility
- Balance
- Co-ordination
- Reaction time
- Timing

Skeletal and muscular systems need to be understood in the above contexts, where applicable.

Training

Specific exercise or training programmes including advantages and disadvantages, training and practice to improve fitness/skills/techniques, such as:

- Weight training
- Circuit training
- Interval training
- Fartlek training
- Continuous training.

Aspects of training

- Principles of training – including sessions and programmes
- Threshold
- Specificity
- Progression
- Overload (including frequency, intensity and duration)
- Reversibility
- Repetition/sets
- Training zones
- Rest/recovery.

Additional content for the Full Course**Training (continued)**

Aspects of training (continued)

- Environment e.g. altitude, warm weather
- The training year – pre-season, competition, closed season

Diet

- Through a balanced diet the body receives the nourishment it needs to maintain physical health
- Knowledge and understanding is limited to: proteins, carbohydrates, fats, vitamins, minerals, water/fluids, fibre/roughage
- Causes and results on the body of dietary imbalance/deficiency with particular reference to obesity and anorexia
- Special diets for different types and levels of active participation; to include carbohydrate loading and high protein diets.

Short Course and Full Course**3.1.3 Making informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs**

Key influences, including cultural factors, that impact on individuals' sustained involvement in physical activity.

School influences

- National Curriculum requirements
- The Healthy Schools Programme and PSHE.

Additional content for the Full Course**School influences (continued)**

- PESSCL (Specialist Sports Colleges, gifted and talented programme, Step into Sport and the TOP LINK programme, school and club links, swimming and coaching)
- PESSYP (New sporting opportunities, the '5 hour offer', increased coaching opportunities, national networks of school sport, range of sporting activities, Young Ambassadors, National Talent Orientation Camp, The National Sport Week)

Short Course and Full Course

Healthy eating

- Balanced diet for the balance of good health
- Whole School Food Policy
- Standards and requirements for school lunch
- Food choices.

Physical Activity

- Physical Activity Policy
- Structured two hours physical activity
- The range of extra-curricular activities.

Extra-curricular opportunities and provision

- Attitudes of staff (both positive and negative) and experience of staff influencing the range and type of provision made
- The extent and quality of facilities available – challenges where facilities are limited and the range of opportunities for well-resourced schools
- Outside visits to other sporting providers, specialist facilities and specific activity providers (such as ice rinks, ten pin bowling or dry ski slopes)
- Links to local sports clubs/providers for a range of activities and different types of provision such as health clubs, golf clubs etc.
- Providing a range of extra-curricular activities/representative teams, clubs and societies which can extend beyond the traditional sporting models to include other leisure and recreational opportunities.

Additional content for the Full Course

Emotional health and wellbeing

- Vulnerable individuals and groups
- Bullying policies
- Behaviour and rewards policies
- Confidential pastoral support systems.

Cultural and Social factors

Leisure Time

- Opportunities available – reasons for increased leisure time, e.g. greater unemployment, shorter working week, technological advances including more labour-saving devices. Growth in the leisure industry (public and private sector) to provide for this greater need.
- Providers and users – local authority provision specifically targeting particular ‘user groups’ and making concessions and allowances for them.

Fairness and personal and social responsibility

- Concepts of etiquette and fairness – examples of where this is expected to take place within different sports
- The link with rules – adherence to the rules and spirit of the game, including responding positively to the officials in charge (teachers/coaches, etc.) affecting safety.

Social groupings

- Peers – positive and negative effects of peer pressure on participation
- Family – positive and negative effects of family pressure on participation
- Gender – positive and negative effects of gender on participation in sport including wider sporting opportunities and involvement in management and officials’ roles
- Ethnicity – awareness and appreciation of their own and other cultures in relation to physical activities.

Short Course and Full Course**Opportunities and pathways available for becoming or remaining involved in physical activities**

Roles – provision, choice and pathway opportunities

- The different roles that schools may encourage candidates to adopt, eg performer, leader/coach, organiser, choreographer or official
- Being involved in increasingly complex and challenging tasks and activity and following career and volunteering pathways; pursuing roles in sport through volunteering.

Accredited courses and qualifications

- Examination-based courses, accreditation, sports performance awards, proficiency testing and awards.

Cross-curricular possibilities

- Cross-curricular work, e.g. health awareness, social education issues.

Additional content for the Full Course

Vocational opportunities

- Sports performer – differences between professional and amateur, open sport and the ways in which 'loopholes' are found for amateur performers
- Careers such as PE teacher, coach, trainer, physiotherapist, sports management.

Short Course and Full Course**International and other factors**

The media

- The Press
- Television
- The Internet
- Radio
- How the media helps to give an understanding of performance and participation.
- Different types of output eg informative, educational (e.g. coaching series or documentaries), instructive and entertainment
- Director's/writer's influence on what might be seen or said.

Sponsorship

- Range and scope and the effects of sponsorship
- Advantages and disadvantages to the sponsor, the performer and the sport/activity
- Ease of obtaining sponsorship at various levels and at different profile levels of sport. Examples of acceptable and unacceptable types of sponsorship.

Competitions

- Types of competitions used in all levels of sport, including knock-out, ladders and combination events which involve qualifying criteria.

Additional content for the Full Course

Competitions (continued)

- Different levels including examples of specific competitions and competition formats.

International sport and events

- Advantages and disadvantages of hosting major international sporting competitions or events such as the Olympic Games and other high profile events.

The link with role models

- The importance of role models in setting participation trends or shaping attitudes and the effects of this on growth/declining popularity.

Health, safety and the well-being of others

- Play safe, and health and safety legislation and guidance
- Correct technique when performing a skill
- Use of appropriate footwear and clothing to prevent injury
- Carrying, lifting and lowering – guidance on correct techniques.

Rules relating to sport and equipment

- The link to safety – students should understand the roles that rules play in making sure that taking part is as safe as possible.

Science and ICT

- For planning improvement and involvement in physical activity
- Performance analysis software and hardware
- ICT to record and analyse performance; to track involvement and improvement; linking with other curriculum areas
- Interactive tools and devices – including games consoles
- Technological innovations eg the video official, 'Cyclops' at Wimbledon, 'Hawkeye' at cricket matches.

3.2 Activities available for assessment in Units 2, 4 and 6

At the start of the course, centres must advise AQA (pe@aqa.org.uk) of their intention to enter candidates so that a moderator can be allocated to the centre.

Candidates may choose to be assessed in their preferred roles from any of the activities listed below. For your convenience, criteria have been included in Section 3.7 for many of the activities listed below. For any of these activities that have not been outlined in Section 3.7, or for adapted or alternative activities, please contact the AQA Subject team for advice on modifying existing criteria.

Group 1 – Outwitting opponents as in Game Activities	
American Football or rugby association football or futsal or 5 a side badminton basketball baseball or rounders or softball cricket or stoolball gaelic football handball hockey – field or ice or roller or indoor hurling or camogie lacrosse netball or korfball polo rugby football – league or union or American football	squash or racquetball table tennis tennis volleyball water polo fencing boxing judo or ju jitsu karate or kickboxing or tae kwon do
Group 2 – Accurate replication of actions, phrases and sequences as in Gymnastic Activities	
artistic gymnastics compositional gymnastics rhythmic gymnastics trampoline tumbling cheerleading	ballroom dancing diving skateboarding synchronised swimming artistic rollerskating
Group 3 – Exploring and communicating ideas, concepts and emotions as in Dance Activities	
folk/country dance historical dance ice dance modern educational dance	social dance street dance theatrical dance
Group 4 – Performing at maximum levels in relation to speed, height, distance, strength or accuracy as in Athletic Activities	
athletics cross country running or fell running competitive swimming track cycling speed skating olympic weightlifting	archery boccia bowls golf ten pin bowling

Group 5 – Identifying and solving problems to overcome challenges of an adventurous nature , as in Life saving, personal survival in swimming and Outdoor and Adventurous Activities	
canoeing or kayaking climbing cycling or mountain biking horse riding life saving mountain activities	orienteeing personal survival rowing or sculling sailing skiing or snowboarding surfing or windsurfing
Group 6 – Exercising safely and effectively to improve health and well-being , as in fitness and health activities	
aerobics or step aerobics aqua aerobics or aqua fit circuit training pilates indoor rowing	Speed Agility Quickness training tai chi yoga weight training

3.3 Units 2, 4 and 6: The Active Participant

Practical work (Controlled Assessment)

Nature of the practical controlled assessment component

Introduction

Students can choose to participate as player/performer, organiser, leader/coach, choreographer or official.

For the Short Course (Unit 2) – 2 assessments, of which at least 1 must be as player/performer. The activities must be from different groups/ways of thinking.

For the Full Course (Unit 4) – 4 assessments of which at least 2 assessments must be as player/performer, and they must include activities from at least 2 groups/ways of thinking.

For the Double Award (Unit 6) – 4 assessments. Candidates can choose to participate as player/performer, organiser, leader/coach, choreographer or official, but they must include an activity from a 3rd group/way of thinking if 3 have not already been covered in Unit 4.

Candidates cannot be assessed twice for the same skills, i.e. in the same role and in the same activity, even if it is for a different unit.

Safety procedures

All centres and candidates must be fully aware of the recommended safety procedures as laid down by the governing body for that sporting activity and as recommended by the Association for Physical Education (afPE, formerly known as BAALPE).

The assessment of **all** activities is divided into **two Key Processes**.

Achievement in each of the two areas is assessed using a scale of 1–10 marks.

Levels of control for teacher supervision

Students' work is to be completed under informal supervision, that is, under a sufficient level of supervision to ensure that the contribution of candidates can be recorded accurately and that plagiarism does not take place. Early preparatory work for the development stage and research undertaken to help develop ideas may be completed with a lower level of supervision.

Assessed activities not included in the Specification

AQA recognises the fact that many candidates compete at a high level in activities not included in the Specification. Whilst efforts have been made to include a wide range of activities, it is not possible to outline criteria for every activity candidates may wish to offer for assessment. If a candidate wishes to be assessed for an activity not included in the Specification the centre should contact AQA as soon as possible to discuss the possibility of modifying the existing criteria.

Centres should use the activity specific core skills/ techniques listed in section 3.7 and the achievement descriptors in section 3.8 to aid the assessment of their candidates.

Activities undertaken outside the centre's direct supervision

Centres are required to provide DVD evidence of candidates' performance in activities undertaken outside their direct supervision that clearly shows how the candidate has met the criteria set out in the specification.

Disabled candidates

All candidates following this specification must meet the requirement to offer at least two assessments as player/performer. Centres with concerns or queries are advised to contact AQA if they need guidance about adapted activities or interpretation of the assessment criteria.

Assessment of practical work

All practical work is assessed for Key Processes A and B, and Key Process C is assessed for **one** activity in each practical unit (Units 2, 4 and 6).

For **each** activity, the following two assessments are made.

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Examples of contexts for games activities include:

- Invasion games – 2v1, 3v2, 4v3 etc, in hockey, football, basketball; dribbling or passing versus challenging for the ball; use of grids to build complexity.
- Net/wall games – service selection and return of service developed to playing out the point.
- Striking/fielding games – bowler, backstop and 1st post combination in rounders, developed to get the batsman out.

Assessment criteria for **each** role can be found in section 3.6, and the skills/techniques to be assessed for each sport/activity are listed in section 3.7.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Key Process B – Being creative and making decisions **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, tactics and compositional ideas to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics, strategies and compositional ideas imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during a performance.

Candidates are expected to evaluate and take action to improve performance for **one** activity. So, for **one** of the activities in Units 2, 4 and 6 the following assessment is also made. It will be marked out of ten but this mark will be divided by two for the Short Course.

Key Process C – Evaluating and improving **10 marks**

Candidates are assessed on their ability to analyse performance accurately, to make judgements using relevant technical terms to determine its strengths and weaknesses so as to take action to improve its quality and effectiveness.

This involves demonstrating an understanding of what makes an action/skill/technique/performance appropriate/effective/efficient/successful. Candidates are expected to look at a performance or consider their own, and will be marked on their ability to identify at least one strength and one weakness, which need to be fully explained demonstrating their ability to use appropriate technical terms.

Candidates should be able to analyse and judge the quality and effectiveness of performance and make informed decisions about how to improve the quality and effectiveness of their own or others' performances including:

- the quality of a performance in relation to the range and quality of skills and the range and effectiveness of fitness, tactics, strategies or compositional ideas
- how effectively the body and mind respond to the challenges.
- It also includes identifying what actions are needed for improvement and either communicating these to others or carrying them out in order to improve their own performance.

Improving performance involves taking actions which increase strengths and diminish weaknesses, and requires taking action to tackle the deficiencies appropriately.

Candidates should show knowledge and understanding of the activity and principles of practice/training/techniques to decide on or prioritise the area for improvement and they should demonstrate understanding of the nature/cause/reason for the strength or weakness.

For the purposes of assessment, candidates must perform the activities independently and without guidance from the teacher.

3.4 Unit 5: Knowledge and Understanding for the Involved Participant Double Award

In this unit students will extend and apply their knowledge and understanding of the roles and activities in Unit 3, focusing on the skills needed to be effective in these roles, methods of testing, training and lifestyle choices to assess and improve performance, as well as risk assessment and safe practice.

3.4.1 Skills for Effective Performance

Students should understand the skills and personal qualities that enable people to be effective in different roles.

Administrative and management skills

- Planning and showing initiative and innovation
- Monitoring and evaluation
- Attending to detail
- Commitment to high standards of care
- Organising, arranging, coordinating and supervising events, facilities, personnel and time.

Communication and inter-personal skills

- Use of appropriate terminology/language
- Listening and responding to users
- Reacting and adapting to trends and changing situations
- Teamworking, including cooperation, adaptability and delegation
- Persuading, advising and influencing colleagues and customers
- Non-verbal communication including demonstrations, signals, gestures
- Verbal communication including volume, clarity, intonation, projection
- Control and presence – ability to gain and maintain the individual/group's attention
- Personal qualities.

3.4.2 Testing, Training and Lifestyle Choices to Assess and Improve Performance

Testing

Methods of testing aspects of fitness (see Units 1 and 3, section 3.1.2) to establish current levels and monitor/measure performance.

- Flexibility – sit and reach test
- Cardiovascular endurance – Cooper 12 minute run, multi-stage fitness test
- Strength – hand grip dynamometer

- Agility – Illinois agility test
- Co-ordination – alternate hand ball throw
- Balance – stork stand
- Power/strength – standing broad jump/vertical jump
- Reaction time – ruler drop test.

Training and preparation

- Applying the knowledge and understanding of exercise/training programmes (see Unit 3, section 3.1.2) to improve performance generally, or to improve a particular aspect of performance
- FIT principle (frequency, intensity, time) – applying this principle
- Preparing a performer in skill acquisition, correct technique, correct physical state or correct mental state
- How skills are acquired and developed
- Types of skill – simple definitions of open and closed and appropriate examples
- Types of guidance – visual, verbal and manual
- Types of feedback – intrinsic knowledge of performance and extrinsic knowledge of results
- Types of practice – whole, part, fixed, variable.

Lifestyle Choices

Diet

Applying the knowledge and understanding of a balanced diet (see Unit 3, section 3.1.2) to improve performance when taking part in physical activities.

Activity choices

Reasons for choosing different types of activities:

- Enjoyment
- Company
- Maintain/improve fitness
- Relaxation
- Excitement

Appropriate choice of activity, depending on:

- Age
- Physical maturity
- Fitness levels

3.4.3 Risk Assessment and Safe Practice

In this unit, students will gain a knowledge and understanding of the following, and will need to be able to apply them to specific situations.

- Safe condition of the environment/playing area (indoor and outdoor)

- Lifting, carrying and placing equipment safely
- Correct technique when performing a skill/activity and/or when landing
- Appropriate clothing and footwear (including protective clothing/footwear) for particular activities
- The importance of warming up/down to prevent injury
- Awareness of the risks involved in any activity and how to minimise them
- Awareness of appropriate safety precautions/rules of a governing body (if applicable)
- First aid and emergency arrangements
 - Knowledge of common injuries associated with different activities and actions that should be taken
 - Joint and muscle injuries (sprains and strains, pulled muscles, dislocations) and soft tissue injuries (cuts and bruises)
 - The principles of RICE (rest, ice, compression, elevation)
 - Recognition of upper/lower limb fractures, symptoms of concussion, causes of hypothermia and actions to be taken.

3.5 Unit 6: Practical work (controlled assessment) Double Award

Unit 6 of the Double Award requires 4 assessments. Candidates can choose to participate as player/performer, organiser, leader/coach, choreographer or official, but must include a third group/way of thinking if 3 have not already been covered in Unit 4. All practical work is assessed for Key Processes A and B, and Key Process C is assessed for one activity in the Unit.

Candidates cannot be assessed twice for the same skills during the Double Award course, i.e. in the same role and in the same activity. Candidates can use the same role but it must be in a different activity.

Centres should use the activity specific core skills/techniques listed in section 3.7 and the achievement descriptors in section 3.8 to aid the assessment of their candidates.

3.6 Role requirements and Assessment criteria for Units 2, 4 and 6

The organiser

Candidates should know and understand that the main task of an organiser is to bring together all the main ingredients at the right time, in the right place, in order to maximise promotion, participation and high quality performance in physical activity.

This involves competence in managing and organising available facilities, time and personnel.

Being an organiser involves acquiring:

Knowledge and understanding of:

- risk assessment and safe practice
- the demands of players/performers, coaches and choreographers
- sport performance, awards and qualifications
- appropriate terminology/technical language.

Administrative and management skills of organising by:

- organising, arranging, co-ordinating and supervising, of events, of facilities, of personnel and of time
- planning and showing initiative and innovation
- monitoring and evaluating operations
- attending to detail
- commitment to high standards of care and service.

Communication and inter-personal skills:

- listening and responding to users
- reacting and adapting to change
- working in a team including co-operation, adaptability and delegation
- persuading, advising and influencing colleagues
- maintaining safe activity
- dealing with first aid and emergency situations
- selecting/planning/preparing/organising and assisting/delivering/running/leading a sport/activity event or competition
- developing and demonstrating higher organisational skills in school and in the community.

Key Process A

The **organiser** will be assessed on their ability to plan an event including written evidence of planning, outlining playing/performing area(s) and equipment required, times of competition, rules and judges/officials for the competition.

Key Process B

They will put their planning into action and be assessed on their effectiveness at handling the process together with their ability to set up and run the competition/event, including timekeeping, collecting and collating scores and producing the final result.

The leader/coach

Candidates should know and understand that leadership/coaching involves undertaking practical tasks and gaining experience of:

- developing basic communication skills for sport
- maintaining safe activity
- dealing with first aid and emergency situations
- working with others e.g. assisting a coach
- leading a fitness session
- selecting/planning/preparing/organising and assisting/delivering/running/leading a simple sport activity session, an event or competition
- adapting a sport activity
- developing and demonstrating higher leadership skills in school and in the community.

Being a leader/coach involves acquiring knowledge and understanding of a group:

- their similarities and their differences both psychological/physiological, and how they relate to each other
- the way children develop
- the effects of ageing and disabilities
- the ways people learn and how they are motivated.

Knowledge, understanding and skills of coaching by:

- planning and preparation of sessions – the content/tasks
- preparing the right environment
- keeping activities safe
- adapting activities/changing the rules.

Communication Skills:

- listening and responding to people in the group
- authoritarian/diplomatic
- keeping language understandable.

Key Process A

The leader/coach will be assessed on their ability to warm up a group of students and observe, analyse and suggest improvements to an individual based on assessing the individual performer on their skills and suggesting ways to improve/develop the core skills.

Key Process B

They will be assessed on their ability to observe, analyse and suggest improvements to an individual based on assessing the individual performer on their skills and techniques and lead/coach player(s) in the full performance/activity situation.

The Choreographer

Candidates need to know and understand that the functions of a choreographer include:

- assessing levels or standards of performance

- determining the needs of the dancers to make them better, i.e. achieve a higher standard
- planning for progression/improvement
- developing strengths
- eliminating weaknesses.

You will learn that the functions of a choreographer, includes:

- using music
- understanding stage space and management, and the use of set design, costume and lighting.

Being a choreographer involves acquiring knowledge and understanding of:

- keeping up to date with dance styles, their interpretations and their application
- keeping up to date with composition
- appropriate terminology/technical language.

Observational/analytical skills, by being able to:

- visualise individual and/or group performance
- visualise the complete dance
- match current performance to benchmark standards or 'models'.

Communication skills, being able to communicate to:

- dancers verbally, i.e. through use of the voice
- dancers non-verbally, i.e. through use of gestures and signals.

Organisational/management skills

- being able to apply control and foster discipline
- being able to make accurate decisions with consistency
- risk assessment
- session and programme planning for individuals and/or groups.

Techniques of choreography:

- use of practices
- applying modified activities
- production.

Key Process A

The choreographer will be assessed on their ability to choreograph the core skills/techniques.

Key Process B

They will be assessed on their ability to choreograph the performers in the full performance/activity situation.

The Official

Candidates need to know and understand the role of the following types of officials:

- Referee/umpire
an 'on-field' active role in a contest. The primary function of the referee, or the umpire, is to

ensure that the players perform within the rules of the activity. The referee/umpire has the sole responsibility to decide when an infringement occurs, will decide and apportion blame and enforce the appropriate penalty. The referee/umpire has to act in an unbiased capacity and therefore must be appointed from a neutral 'environment'. You need to learn that there are different types of officials with roles determined.

- Judge
an active role, usually operating from outside the actual playing/performing area, to determine the accurate application of the rules and/or to make decisions about standards of performance, rewarding success and penalising errors usually through the issue of a score. A judge can operate independently or as part of a team which may, or may not, include a lead/chief judge.

Being an official involves acquiring knowledge and understanding by:

- keeping up to date with rule changes, their interpretations and their application as determined by the sport's governing body
- keeping up to date with competitor tactics
- appropriate terminology/technical language.

Observational skills, by being able to:

- identify infringements
- assess severity of infringements
- match current performance to benchmark standards or 'models'.

Communication skills, by being able to communicate to players:

- verbally, e.g. through use of the voice
- non-verbally, e.g. through use of gestures and signals and/or through the use of a whistle and flags.

Decision-making/Application skills, by being able to:

- apply control and foster discipline
- assess the severity of infringements
- apply appropriate advantage or penalties
- make accurate decisions with consistency
- deal with pressure and conflict.

General Physical Fitness

- achieving a higher level of cardio-vascular stamina
- achieving a higher level of muscular stamina.

Key Process A

The official/judge will be assessed on their ability to explain the rules to a player/performer and officiate/judge the core skills/techniques in small sided games/structured practices/authentic context including set plays and dead ball situations.

Key Process B

Candidates will be assessed on their ability to officiate/judge performances in the full performance/activity situation. They will be assessed on their control and presence, understanding of the rules/composition, judging/officiating, communication skills and consistency/effectiveness of identifying rule infringements.

3.7 Core Skills for Units 2, 4 and 6 for player/performer

Group 1 – Outwitting opponents as in Game Activities

Invasion games

Centres using the *teaching games for understanding* model will promote tactics/principles first and introduce skills later whereas those using the *traditional* model will teach skills first and tactics/principles later – for these reasons Key Processes A and B can be taught in any order or simultaneously.

The principles of play for the different types of games that candidates should demonstrate knowledge and understanding of include:

Invasion games

offensive – keeping possession –
positioning, controlling, sending, receiving
making progression
penetration
defensive – pressure on the ball –
positioning
delay and challenge
depth
covering
dispossess attackers – intercepting

American football (cannot be used as a separate activity to rugby)

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Running play e.g. holding and protecting the ball, running with the ball, changing pace and direction – swerve and side-step, playing the ball, handing off, bumping off
 2. Passing play – hand off, forward pass
 3. Receiving e.g. two-handed catch – stationary and on the move, catching the high ball, falling on the ball, picking the ball up on the move, intercepting
 4. Tackling e.g. front, rear, side, smother
 5. Kicking e.g. punt, field goal

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Association football

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Outfield

1. Dribbling/moving with the ball e.g. using both feet, control of the ball, different speeds
2. Passing/shooting/throw-ins e.g. chip, driven pass, half-volley, lofted volley, crossing (both feet), placement and power
3. Receiving e.g. chest/feet/knee
4. Heading e.g. defence and attack
5. Tackling/jockeying/closing down/intercepting/ marking

Goalkeeper

1. Distributing/passing e.g. kicking, throwing, goal kicks
2. Shot stopping e.g. high and low, long and short distance
3. Taking crosses e.g. ground and air/punching
4. Taking the ball at opponent's feet
5. Positioning and narrowing the angle

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Basketball

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Dribbling e.g. using both hands, change of pace and direction, dodging
 2. Passing e.g. chest, javelin, bounce, overhead
 3. Receiving/intercepting e.g. 1 and 2 handed, stationary and on the move, differing speeds and heights, rebounding
 4. Shooting e.g. lay-up, set shot, jump shot, free shot

5. Footwork and marking e.g. stopping, pivoting, getting free, tracking

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Gaelic football

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Outfield

1. Moving with the ball/running e.g. soloing, toe to hand, dribbling, change of pace
2. Passing/kicking e.g. passing foot, hand and fist; kicking – punt, drop, free kick
3. Shooting e.g. long, short, 45s
4. Receiving e.g. catching low on chest and overhead, pick up
5. Tackling/intercepting e.g. challenging, blocking

Goalkeeping

1. Distributing/passing e.g. kicking, throwing, goal kicks
2. Shot stopping e.g. high and low, long and short distance
3. Taking crosses e.g. ground and air/punching
4. Taking the ball at opponent's feet
5. Positioning and narrowing the angle

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt

their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Handball

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Outfield

1. Passing e.g. shoulder, cross body, side wrist, bounce, underhand, drop, feint (stationary and on the move)
2. Receiving e.g. one/two handed catch – stationary and on the move, intercepting
3. Shooting e.g. shoulder, jump, 6 metre jump/break, fall, drive, low, side, hip, penalty, reverse (both hands)
4. Moving with the ball
5. Jockeying/marking

Goalkeeping

1. Blocking
2. Catching the ball at a variety of heights
3. Killing the ball
4. Passing/throwing
5. Positioning and narrowing the angles

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Hockey (cannot be used as a separate activity to ice or roller hockey)

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Outfield

1. Dribbling/moving with the ball e.g. open and reverse stick, change of pace, dodging
2. Passing e.g. push, hit, slap
3. Shooting e.g. flick, push, hit, slap, placement and power
4. Receiving e.g. stationary, on the move, open and reverse stick
5. Marking/intercepting/tackling/jockeying e.g. open and reverse stick tackles, jab tackle

Goalkeeper

1. Distributing/passing e.g. kicking
2. Shot stopping e.g. use of pads/feet, stick, shots from open play and short corners
3. Taking crosses
4. Taking the ball from an attacking player e.g. diving, spreading body in front of attacker
5. Positioning and narrowing the angle

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Ice hockey or roller hockey (cannot be used as a separate activity to hockey)

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in

increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Outfield

1. Dribbling/skating e.g. skating with and without the puck, changing pace and direction, skating at the opposition, beating an opponent, screening
2. Passing e.g. stationary and moving passes, use of barriers for passing
3. Receiving e.g. stopping the puck from the front, side and rear, taking the puck on the move, intercepting
4. Shooting e.g. slap-shot, first time shot, wrist shot, backhand shot
5. Tackling, checking and jockeying

Goalkeeping

1. Positioning
2. Use of pads and stick
3. Catching e.g. in flight, parrying and killing the puck
4. Taking the ball from an attacking player e.g. diving, spreading body in front of attacker
5. Narrowing the angle

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Hurling or camogie

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques

- develop the consistency with which they use and perform skills with precision, control and fluency.

1. Passing/striking
2. Dribbling and dodging
3. Catching e.g. one-handed, stopping on the ground and in the air, lifting – moving and stationary ball
4. Challenging attackers
5. Closing down and blocking on ground and in air

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Korfball (cannot be used as a separate activity to netball)

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Passing e.g. one- and two-handed, chest, bounce, shoulder, overhead, underarm
 2. Receiving e.g. one-/two-handed catch – stationary and on the move, signalling
 3. Shooting e.g. standing, moving, rebounding
 4. Footwork e.g. landing on one/two feet, pivoting, dodging
 5. Marking/intercepting

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own

performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Lacrosse

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Outfield

1. Running with the ball e.g. cradling the stick, dodging
2. Passing e.g. over arm, underarm, reverse stick from both sides
3. Receiving e.g. catching on both sides, stationary and moving, picking up a stationary ball, picking up a ball moving away
4. Shooting e.g. underarm, over arm, high and low and reverse stick
5. Tackling/intercepting/marking

Goalkeeping

1. Distributing
2. Saving e.g. use of pads, stick and hands in stopping the ball at different heights
3. Positioning
4. Spread of body in front of attackers
5. Narrowing the angle

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Netball (cannot be used as a separate activity to korfbal)

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Passing e.g. one-/two-handed, chest, bounce, shoulder, overhead, underarm
 2. Receiving e.g. one-/two-handed catch – stationary and on the move, signalling
 3. Shooting e.g. standing, moving, rebounding
 4. Footwork e.g. landing on one/two feet, pivoting, dodging
 5. Marking/intercepting/blocking

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Polo

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

1. Horsemanship – use of the hands, legs and seat.
2. Control of the pony at different speeds – walk and trot, canter and gallop including the use of oval, figure eights, stops, turns and roll-back.
3. Offside Mallet shots – fore, back, neck, cut, tail, belly.
4. Nearside Mallet shots – fore, back, neck, cut, tail, belly.
5. Mallet hooking and ride-off – closing down and blocking on ground and in air

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Rugby league (cannot be used as a separate activity to rugby union)

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Ball handling e.g. holding and protecting the ball, running with the ball, changing pace and direction – swerve and side-step, playing the ball, handing off, bumping off, touching down
 2. Passing e.g. swing pass, loop pass, spin pass, one-handed pass, dummy pass
 3. Receiving e.g. one-/two-handed catch – stationary and on the move, catching the high ball, falling on the ball, picking the ball up on the move, intercepting
 4. Tackling e.g. front, rear, side, smother
 5. Kicking e.g. punt, place, grubber, drop, cross kick, up and under

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses

of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Rugby union (cannot be used as a separate activity to rugby league)

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Ball handling and protection e.g. rucks, mauls, holding and protecting the ball, running with the ball, changing pace and direction – side-step and swerve, handing off, touching down
 2. Passing e.g. swing pass, screen pass, loop pass, spin pass, one-handed pass, reverse pass, off the ground pass, dummy pass
 3. Receiving e.g. one-/two-handed catch – stationary and on the move, catching the high ball (mark), falling on the ball, picking up the ball on the move, intercepting
 4. Tackling e.g. front, rear, side, smother, falling and recovering
 5. Kicking e.g. punt, place, grubber, drop kick, cross kick, up and under

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Waterpolo

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Swimming – with and without the ball e.g. front crawl, head-up front crawl, back crawl, treading water, turning an opponent, carrying the ball, turning with the ball, changing direction, rotating
 2. Passing e.g. throwing – either hand, dry pass, wet pass, push pass, backhand pass, layout pass, back pass, scoop pass
 3. Receiving e.g. collecting the ball, catching with either hand
 4. Shooting e.g. facing goal (straight shot, lob shot, sling shot), back to goal (backhand shot, sling shot, layout shot, hook shot), swimming shots (push shot, lift-back shot), deflection shot (bat deflection, tip deflection)
 5. Tackling/marking/intercepting e.g. grab tackle, underarm/overarm tackle, backhand block, lunge block

Goalkeeping

1. Distributing/passing
2. Shot stopping
3. Positioning
4. Maintaining the angle
5. Action after a save

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Net/wall games

Centres using the *teaching games for understanding* model will promote tactics/principles first and introduce skills later whereas those using the *traditional* model will teach skills first and tactics/principles later – for these reasons Key Processes A and B can be taught in any order or simultaneously.

The principles of play for the different types of games that candidates should demonstrate knowledge and understanding of include:

Net/wall games	Sending Receiving Intercepting Covering Positioning
Variations –	Spin Slice Pace Height Direction Speed

Badminton

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Service e.g. grip, high, low, flick (forehand or backhand)
 2. Overhead e.g. clear, drop, smash (forehand and backhand where appropriate)
 3. Underarm e.g. clear, net drop (forehand and backhand where appropriate)
 4. Drives e.g. forehand and backhand
 5. Footwork e.g. movement around the court, change of pace and direction, when hitting the shuttle, lunging

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Racquetball (cannot be used as a separate activity to squash)

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Service e.g. grip, drive and lob
 2. Drives e.g. forehand and backhand with or without spin
 3. Drop shots and lobs e.g. from front, rear and middle of court (forehand and backhand)
 4. Volley and half-volley e.g. from front, rear and middle of court (forehand and backhand where appropriate)
 5. Footwork e.g. movement around the court, change of pace and direction, when hitting the ball, lunging

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Squash (cannot be used as a separate activity to racquetball)

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as

semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Service e.g. grip, drive and lob
 2. Drives and boasts e.g. forehand and backhand
 3. Drop shots and lobs e.g. from front, rear and middle of court – forehand and backhand
 4. Volley e.g. from front, rear and middle of court – forehand and backhand where appropriate
 5. Footwork e.g. movement around the court, change of pace and direction, when hitting the ball, lunging

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Table tennis

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Service e.g. forehand and backhand (with and without spin as appropriate)
 2. Drives e.g. forehand and backhand (with and without spin as appropriate)
 3. Push e.g. forehand and backhand (with and without spin as appropriate)
 4. Half-volley and smash e.g. forehand and backhand (with and without spin as appropriate)
 5. Footwork e.g. movement around the table

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Tennis

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Service e.g. grip for forehand, backhand and body – with and without spin as appropriate
 2. Drives e.g. forehand and backhand, straight and cross court – with and without spin as appropriate
 3. Volleys e.g. half volley, forehand and backhand, smash – with and without spin as appropriate
 4. Drop-shot and lobs e.g. forehand, backhand, volleyed, half-volleyed and from ground strokes – with and without spin as appropriate
 5. Footwork e.g. movement around the court, change of pace and direction, when hitting the ball, lunging

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Volleyball

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Service e.g. underarm and over arm
 2. Dig e.g. on returns or from team mates – one/two arm
 3. Volley e.g. straight, sideways, overhead
 4. Smash/spike or block
 5. Footwork e.g. movement around the court and in relation to team mates

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Striking/fielding games

Centres using the *teaching games for understanding* model will promote tactics/principles first and introduce skills later whereas those using the *traditional* model will teach skills first and tactics/principles later – for these reasons Key Processes A and B can be taught in any order or simultaneously.

The principles of play for the different types of games that candidates should demonstrate knowledge and understanding of include:

Striking/Fielding	Sending
	Receiving
	Intercepting
	Covering
	Positioning
Variations –	Retrieving
	Stopping
	Catching
	Field placement
	Bowler
	Bowling

Baseball or softball (baseball, rounders and softball cannot be used as separate activities)

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Batting e.g. use of power, placement, running to bases, bunting
 2. Pitching e.g. variations of pace, spin, height
 3. Throwing and catching e.g. close, distance, using power and accuracy
 4. Fielding e.g. use of glove, ball stopping techniques, moving and running to field
 5. Catcher e.g. signalling to pitcher, coping with deliveries

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Rounders (baseball, rounders and softball cannot be used as separate activities)

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

1. Batting e.g. use of power, placement, running to bases
2. Bowling/pitching e.g. variations of pace, spin, height
3. Throwing and catching e.g. close, distance, using power and accuracy
4. Fielding e.g. close, moving and running to field, ball stopping techniques
5. Backstop/catcher/base e.g. coping with deliveries, stumping

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Cricket (cannot be used as a separate activity to stoolball)

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Either batting or bowling

Batting

1. Stance e.g. grip, back lift, footwork, balance
2. Attacking shots e.g. front foot and back foot
3. Defensive shots e.g. front foot and back foot
4. Running between wickets e.g. speed, turning, agility
5. Batting to mixed bowling e.g. use of feet, use of crease

Bowling

1. Run-up e.g. length and speed
2. Type of bowling e.g. seam, swing or spin
3. Delivery e.g. basic action, over or round the wicket, follow through

4. Length e.g. Yorker, good length, bouncer
5. Line e.g. direction depending on type of bowler

and fielding or wicket-keeping

Fielding

1. Close catching e.g. slip catches
2. Outfield catching
3. Short throwing e.g. underarm and over arm, accuracy and direction
4. Long throwing e.g. over arm, distance, accuracy and direction
5. Ground fielding e.g. intercepting, stopping, gathering, long barrier, short barrier

Wicket-keeping

1. Stance and footwork e.g. effective, balanced, weight on balls of feet
2. Catching e.g. preventing byes and leg byes, taking catches off bat and gathering deliveries from bowler
3. Recovering from the field e.g. moving up for returns during run making
4. Stumping e.g. from bowler, returns from fielders
5. Standing up/back e.g. from spin bowlers and fast bowlers

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Stoolball (cannot be used as a separate activity to cricket)

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Batting

1. Stance
2. Attacking shots
3. Defensive shots
4. Running between wickets e.g. speed, turning, agility
5. Batting to mixed bowling

and fielding or bowling or wicket-keeping

Bowling

1. Use of height
2. Use of spin
3. Use of disguise
4. Delivery e.g. basic action and follow through
5. Variation – depending on batter

Fielding

1. Close catching e.g. slip catches
2. Midfield/outfield catching
3. Short throwing e.g. underarm and over arm, accuracy and direction
4. Long throwing e.g. over arm, distance, accuracy and direction
5. Ground fielding e.g. intercepting, stopping, gathering, long barrier, short barrier

Wicket-keeping

1. Stance and footwork e.g. effective, balanced, weight on balls of feet
2. Catching e.g. preventing byes, taking catches off bat and gathering deliveries from bowler
3. Recovering from the field e.g. moving up for returns during run making
4. Run-outs – returns from fielders
5. Standing up/back e.g. from spin bowlers and fast bowlers

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations.

Combat activities

Boxing

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

1. Jabs
2. Hooks (left/right)
3. Uppercut
4. Straight (left/right)
5. Ring work/evasion skills

Key Process B – Being creative and making decisions in all game activities 10 marks

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the match/activity.

Fencing

Key Process A – Developing skills for all game activities 10 marks

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in /authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. On guard
 2. Stepping/moving backwards and forwards
 3. Lunge
 4. Parry
 5. Riposte

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the match/activity.

Judo (cannot be used as a separate activity to ju jitsu)**Key Process A – Developing skills for all game activities** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

1. Break-falling techniques (ukemi-waza) – backward/forward/to either side
2. Throwing techniques (Nage-waza)/Defence posture (Jigotai) – appropriate to throwing techniques
3. Counter techniques (Kaeshi-wazwa) – appropriate to throwing techniques
4. Combination techniques ((renraku-waza)
5. Holding techniques (osaekomi-waza)

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the match/activity.

Ju jitsu (cannot be used as a separate activity to judo)**Key Process A – Developing skills for all game activities** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Punches/kicks punches left and right – stepping punch (Oi zuki)/reverse punch (Gyaku zuki)/kicks front/side/scissor
2. Breaking and breakfalling techniques – breaking front strangles/back strangles and breakfalling side/front/back/rolling
3. Throwing techniques – Hip throw (and cross over arm lock)/leg throw with lock/one point shoulder throw
4. Counter techniques – defence/from ground strangles/against kicks to the head/escapes from hair grab
5. Defensive blocks – in Kata form/inside forearm/ outside forearm/rising block/downward block

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the match/activity.

Karate (karate, kickboxing and tae kwon do cannot be used as separate activities)**Key Process A – Developing skills for all game activities** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Basic technique (Kihon)
 2. Stances (Dachii)/Blocks (Uke)
 3. Punches (Tsuki)/Strikes (Uchi)/Kicks (Keri)
 4. Set forms (Kata)
 5. Sparring (Kumite)

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the activity.

Tae Kwon Do (karate, kickboxing and tae kwon do cannot be used as separate activities)

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Stances (Makki)
 2. Blocks (Jirugi)
 3. Punches (Chigi)/Strikes (Chagi)/Kicks (Cheruegi)
 4. Set forms (Poraee)
 5. Sparring (Kyuruki)

Key Process B – Being creative and making decisions in all game activities **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and

apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the activity.

Group 2 – Accurate replication of actions, phrases and sequences as in Gymnastic Activities

Artistic gymnastics

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should demonstrate their ability to perform three short sequences to demonstrate the full range of skills listed below

Jumps – tuck/pike/straddle/hollowback/straight/180°

1. Jumps – tuck/pike/straddle/hollowback/straight/180° turn.
2. Turns – cartwheel/flic flac/forward or backward walkovers.
3. Rolls – backwards/forwards/sideways/others.
4. Balances – handstand/headstand/others.
5. Springs – handspring/headspring. Twists/round off

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to apply and adapt a wide range of skills and techniques through the effective selection and application of compositional ideas in their routines/sequences.

Candidates should be able to:

- perform compositional ideas imaginatively to make the routine more effective and demanding
- respond effectively and imaginatively to changing circumstances as they arise during a gymnastic competition.

Candidates should refine a series of agilities into a floor work sequence that includes variety, contrast and control. The candidate should show precision, accuracy and control when performing their sequence.

A candidate should perform:

A floor work sequence (60–90 seconds) and **two** of the following vaults, performed with a reuter board over a box, which may be in a cross or long position:

- Straddle
- Handspring (long arm)
- Side/flank
- Through vault

The vault should be assessed in terms of:

Approach, take off, pre-flight, strike, post-flight, landing, correct body position.

Compositional gymnastics

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should demonstrate their ability to perform **three** short sequences to demonstrate the full range of skills listed below:

1. Travelling/Stillness/balance
2. Weight transference/symmetry/asymmetry/body shape
3. Rotation
4. Flight
5. Inversion

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to apply and adapt a wide range of skills and techniques through the effective selection and application of compositional ideas in their routines/sequences.

Candidates should be able to:

- select and use compositional ideas imaginatively to make the routine more complex and demanding

- respond effectively and imaginatively to changing circumstances as they arise during a gymnastics routine.

Candidates should refine a series of gymnastic actions into sequences working alone or with others to produce sequences that include variety, contrast and repetition, using both the floor and apparatus. The candidate should show precision, accuracy and advanced compositional concepts and principles when composing their sequence.

The tasks may be selected by either staff or candidate(s) to extend the themes undertaken at Key Stages 3 and 4. Examples of suitable themes would be Rocking and Rolling, or if working in pairs, Balance and Counterbalance.

A candidate should perform:

A floor work sequence (60–90 seconds)

An apparatus work sequence (60–90 seconds)

The candidate should show a good choice of apparatus in interpreting the theme/task. Music may be used for either/both sequences. One of the sequences should be performed with a partner, or in a three or four if required.

Rhythmic gymnastics

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should demonstrate their ability to perform **three** short sequences to demonstrate the full range of skills listed below:

1. Balances
2. Pivots/Rolls
3. Splits
4. Hops/leaps/skips
5. Body waves/bends/circles/swings/turns

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to perform a wide range of skills and techniques through the effective interpretation of compositional ideas in their routines/sequences.

Candidates should be able to:

- perform compositional ideas imaginatively to make the routine more expressive and meaningful
- respond effectively and imaginatively to changing circumstances as they arise during a gymnastics routine.

Candidates should refine a series of rhythmic gymnastic actions into sequences that include variety, contrast and control. The candidate should show precision, accuracy and control when performing their sequence.

Two sequences (of 60–90 seconds) should be performed each set to music and using a different piece of apparatus from ball, hoop, ribbon, rope or club.

Trampolining

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should show their ability to perform:

1. **Jumps:**
Straight Tuck/Pike/Straddle/Half Twist
*½ twist into or out of a move
2. **Landing/drops:**
Seat/*Front/*Back
3. **Combination drops:**
*Seat drop to front drop/*Front drop to seat drop
*Front drop to back drop/*Back drop to front drop
4. **Twists:**
*Full twist/*½ twist to seat drop to feet
*Seat drop ½ twist to feet/*Front drop ½ twist to feet
*½ twist to front drop to feet *Back drop ½ twist to feet *½ twist to back drop to feet/*Seat drop ½ twist to seat drop (swivel hips) *½ twist to seat drop ½ twist to feet/*Seat drop ½ twist to seat drop ½ twist to feet **Full twist into or out of a move
5. **Twists/Rotations:**
Front drop ½ turn to front (½ turntable)
Seat drop full twist to seat drop (roller)
Hands and knees forward turnover to back to feet
or ****Forward/****backward somersault (optional)

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills

and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to apply and adapt a wide range of skills and techniques through the effective selection and application of compositional ideas in their routines/sequences.

Candidates should be able to:

- select and use compositional ideas imaginatively to make the routine more complex and demanding
- respond effectively and imaginatively to changing circumstances as they arise during a Trampolining competition.

Candidates will be assessed on the performance of two **10-bounce** routines, each of which should contain at least four of the advanced skills/agilities marked with an asterisk. Candidates should select skills to show the full range of their ability over the two routines. Examples of routines and further guidance can be found in the Teacher Resource Bank.

Cheerleading

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should demonstrate their ability to perform three short routines to demonstrate the full range of skills listed below

1. Cheer/chant/sideline
2. Stunts/pyramids
3. Jumps
4. Tumbling
5. Dance

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to perform a wide range of skills and techniques through the effective interpretation of compositional ideas in their routines.

Candidates should refine a series of agilities into two routines that include variety, contrast and control. The candidates should show precision, accuracy and control when performing their routines.

Ballroom dancing

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should demonstrate their ability to perform three short routines to demonstrate the steps and movements from their choice of the types of dance listed below

Modern ballroom-standard

1. Waltz
2. Tango
3. Viennese Waltz
4. Slow Foxtrot
5. Quickstep

Latin

1. Cha cha
2. Samba
3. Rumba
4. Paso Doble
5. Jive

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to perform a wide range of skills and techniques through the effective interpretation of compositional ideas in their performances.

Candidates should perform one dance from each of the two sections listed above

Skateboarding

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques

- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should demonstrate their ability to perform the full range of skills listed below

1. Freestyle tricks
2. Aerials
3. Flip tricks
4. Slides and Grinds
5. Lip tricks

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to apply and adapt a wide range of skills and techniques through the effective selection and application of compositional ideas in their runs.

Candidates should refine a series of agilities into three runs that includes variety, contrast and control. The candidate should show precision, accuracy and advanced compositional concepts and principles when composing their runs.

Tumbling

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should demonstrate their ability to perform three short runs to demonstrate the full range of skills listed below

Jumps – tuck/pike/straddle/hollowback/straight/180°

1. Jumps – tuck/pike/straddle/hollowback/straight/180° turn
2. Turns – cartwheel/flic flac/foward or backward walkovers
3. Rolls – backwards/forwards/sideways/others
4. Springs – handspring/headspring. Twists/round off
5. Somersaults – with and without twists.

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to apply and adapt a wide range of skills and techniques through the effective selection and application of compositional ideas in their runs.

Candidates should refine a series of agilities into three runs on a 25-metres long track that includes variety, contrast and control. The candidate should show precision, accuracy and advanced compositional concepts and principles when composing their runs.

A candidate should perform:

A Straight Run (somersaults/saltos); Twisting Run (twists), Final Runs (both somersaults and twists).

Diving**Key Process A – Developing skills in physical activity** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Jumps – Forward tuck/pike – backward tuck/pike
 2. Entries – forward standing open pike
 3. Entries back straight/tuck/pike
 4. Reverse dive or inward dive – straight/tuck/pike
 5. Basic twist/somersault combinations 2 from back dive half twist, back somersault half twist, forward somersault 1 twist, forward 1½ somersaults 1 twist

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to apply and adapt a wide range of skills and techniques through the effective selection of their dives.

Candidates should perform a series of 5 dives selected to show the full range of their ability to include basic dives as well as twists and somersaults that can be performed from the 1 or 3 metre springboard or 5, 7.5 or 10 metre platform.

Synchronised swimming**Key Process A – Developing skills in physical activity** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should demonstrate their ability to perform three short sequences to demonstrate the full range of skills listed below

1. Back layout, tuck position
2. Front layout, front pike
3. Back pike, ballet leg
4. Fishtail, flamingo and bent knee vertical
5. Dolphin arch, surface arch, split walk-over, front

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to perform a wide range of skills and techniques through the effective interpretation of compositional ideas in their routines.

Candidates should refine a series of agilities into two routines that include variety, contrast and control. The candidate should show precision, accuracy and control when performing their routines.

A candidate should perform two from:

A solo routine, duet, trio or group of four

Artistic rollerskating**Key Process A – Developing skills in physical activity** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should demonstrate their ability to perform three short sequences to demonstrate the full range of skills listed below.

Candidates should demonstrate a range of the following:

1. Toe loop, axel loop, backoutside upright spin
2. Lutz loop toe loop, forward outside camel, double toe loop
3. Forward outside upright spin, axel loop double toe loop
4. Forward outside to backoutside upright, jump camel
5. Double toe double toe, foot sequence, backoutside camel

Key Process B – Being creative and making decisions **10 marks**

In gymnastic activities candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to apply and adapt a wide range of skills and techniques through the effective selection and application of compositional ideas in their two routines.

Candidates should perform **one** figures routine and **one** free skating routine in appropriate competition using appropriate music.

Group 3 – Exploring and communicating ideas, concepts and emotions as in Dance Activities

Dance

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should be able to perform **three** short sequences to demonstrate the full range of skills listed below:

1. Technical/expressive-skills/techniques/gestures/motifs
2. Travel/locomotion/stepping/pathways
3. Balance/stillness
4. Rotation/turning/weight transference
5. Jumps/elevations

Key Process B – Being creative and making decisions **10 marks**

In dance activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. They also demonstrate their ability to perform a wide range of skills and techniques through the effective interpretation of compositional ideas in their routines/sequences.

Candidates should be able to:

- perform compositional ideas imaginatively to make the routine more expressive and meaningful
- respond effectively and imaginatively to changing circumstances as they arise during a dance performance.

Candidates should demonstrate their ability to perform appropriate skills, techniques and original ideas with refinement, precision, control and fluency in two dances. They should perform a group dance (2–4 minutes) **and either** a solo **or** duo/trio (2–3 minutes).

Group 4 – Performing at maximum levels in relation to speed, height, distance, strength or accuracy as in Athletic Activities

Athletics

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

In their **three** chosen events, candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency their three chosen events.

The three events should be chosen from at least two of the following groups.

Sprints	Middle distance	Hurdles
100 m	800 m	80 m
200 m	1500 m	100 m
300 m	3000 m	110 m
400 m		300 m
4 x 100 m		400 m
4 x 200 m		Steeplechase
4 x 400 m		

Throws	Jumps
Shot putt	High jump
Discus	Long jump
Javelin	Triple jump
Hammer	Pole vault

Running (sprint and distance)

1. Leg action
2. Arm action
3. Starts, finish and baton changing if appropriate

Jumping

1. Approach/run-up
2. Take off
3. Flight and landing

Throwing

1. Grip/stance/preparation
2. Angle of release and transfer of weight (throwing phase)
3. Follow through and recovery

Key Process B – Being creative and making decisions **10 marks**

In athletic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during their three chosen events in athletics competition.

Cross country running or fell running

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Pace judgement over set period of time
 2. Leg action technique
 3. Arm action technique
 4. Starts and finish
 5. Different terrains

Key Process B – Being creative and making decisions **10 marks**

In athletic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during two different cross country competitions.

Olympic weightlifting (complete 5 exercises with correct technique)

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as structured practices.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates should know, understand and show repetitions, sets and the pyramid system when training for the two Olympic lifts.

Candidates should demonstrate the following with correct and safe technique under low weight conditions:

1. Back squats
2. Split jump squats
3. Half squats
4. Power clean/clean and jerk
5. Power snatch/snatch pull/snatch

Key Process B – Being creative and making decisions **10 marks**

In athletic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during two weightlifting competitions the “clean and jerk” and the “snatch”.

Competitive swimming (across 3 out of 4 strokes)**Key Process A – Developing skills in physical activity** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Skills e.g. floating, treading water, surface dives (feet first and head first)
 2. Starts e.g. diving, backstroke start
 3. Turns
 4. Arm action and leg action
 5. Body position, breathing and timing

Key Process B – Being creative and making decisions **10 marks**

In athletic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during a swimming competition.

Track cycling**Key Process A – Developing skills in physical activity** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Setting off
2. Pace/pedalling
3. Cornering/bends/curves
4. Balance/Control of machine
5. Finishing/slowing/stopping

Key Process B – Being creative and making decisions **10 marks**

In athletic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during two different track cycling competitions.

Speed skating**Key Process A – Developing skills in physical activity** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Start and setting off
2. Use of pace and pace changes
3. Curves, bends, corners
4. Balance
5. Timing of finish and finishing

Key Process B – Being creative and making decisions **10 marks**

In athletic activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the event.

Target games

Archery

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

1. Grip
2. Stance and body alignment
3. Bow control, loading the arrow
4. Pre-draw, anchor, aim, release, follow through
5. Sight setting for distance shooting

Key Process B – Being creative and making decisions in all game activities **10 marks**

In target games activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Boccia

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Sending the ball
2. Providing scoring opportunities – accuracy, direction
3. Control of length/speed
4. Playing to different areas of the court
5. Preventing scoring opportunities – knocking out, blocking

Key Process B – Being creative and making decisions **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Bowls

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Preparation – placement of the mat, grip, stance, delivery movement and follow through
2. Sending the jack and bowls – line and length
3. Control of delivery speed
4. Drawing – to receive, to block
5. Bypassing blocking bowls

Key Process B – Being creative and making decisions **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Golf

Key Process A – Developing skills for all game activities **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
 - develop the consistency with which they use and perform skills with precision, control and fluency.
1. Setting-up e.g. addressing the ball, preparation and stance, body, feet and clubs in relation to the ball; appropriate to shot – open/closed
 2. Swing – e.g. position/use of head, arms, hips, legs, knees
 3. Control of club throughout swing e.g. take-away, stroke, follow through
 4. Strokes e.g. tee shot/drive, approach shot, chip, pitch; out of hazards – rough, bunkers
 5. Putting

Key Process B – Being creative and making decisions in all game activities **10 marks**

In target games activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Ten pin bowling

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Approach – push away, pivot, slide, release, and follow through
2. Rolling style/technique – broken wrist, cranker, finger-tip, roller, spinner or stroker
3. Strikes
4. Spares/splits
5. Reading the lane/changing conditions – angle, release, speed

Key Process B – Being creative and making decisions **10 marks**

In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, and tactics and to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the game.

Group 5 – Identifying and solving problems to overcome challenges of an adventurous nature,

as in Life saving and personal survival in swimming and Outdoor and Adventurous Activities

Life saving**Key Process A – Developing skills in physical activity** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to perform **three** short routines to demonstrate the full range of skills listed below

1. Entry into water/entries into unknown conditions. Floating – ability to maintain buoyancy & ability to submerge – feet first/head first. Surface dive, from water to depth
2. Strokes/propelling – greater speed/distance to casualty/with casualty
3. Life saving kick/side stroke – stroke efficiency
4. Tows – pace judgment, timing, approaching casualty/turns – manoeuvring a casualty when turning
5. Contact/non-contact tows using rigid/non-rigid aids/conserving energy/breath/heat.

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during the rescues.

Candidates will be assessed on their ability to select and apply from the above list of skills/techniques, when carrying out **two** different rescues.

Candidates will be assessed in relation to the following criteria.

- Better co-ordination of arms and legs
- Easier/more efficient breathing
- More efficient/effective stroke
- Consideration and performance of start/commencing, turning and finishing/completing.

Personal survival**Key Process A – Developing skills in physical activity** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, such as, in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability perform **three** short routines to demonstrate the full range of skills listed below

1. Entry into water – entries into unknown conditions, straddle/ability to submerge – feet first/head first/surface dive, from water to depth
2. Floating – ability to maintain buoyancy with or without aid/treading water
3. Strokes – stamina swimming in clothing maintaining form/propelling and sculling, underwater swimming
4. Turns – maintain momentum/rhythm when turning in distance swim
5. Conserving energy/breath/heat. HELP position, HUDDLE position (with at least 2 others).

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during a procedure.

Candidates will be assessed on their ability to select and apply from the above list of skills/techniques, when carrying out **two** planned survival procedures over a distance designed to test stamina. Candidates will be assessed in relation to the following criteria.

- Better co-ordination of arms and legs
- Easier/more efficient breathing, preventing heat loss
- More efficient/effective swim
- Consideration and performance of start/commencing, turning and finishing/completing.

Canoeing (cannot be used as a separate activity to Kayaking)

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short journeys over at least **two** different types of water environments dependent on the natural surroundings and area available.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Getting into and out of a canoe. Launching/Landing
2. Capsize drill/eskimo roll/self-rescue, recovery
3. Forward/reverse paddling/stopping
4. Sweep/reverse sweep strokes
5. Draw strokes/Support strokes

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during a journey.

Kayaking (cannot be used as a separate activity to canoeing)

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short journeys over at least **two** different types of water environments dependent on the natural surroundings and area available.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Getting into and out of a kayak – launching/landing
2. Capsize drill/self-rescue, recovery

3. Forward/reverse paddling/stopping
4. Sweep/reverse sweep strokes
5. Draw strokes/support strokes

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during a journey.

Climbing

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short challenges over at least **two** different types of environment/climbing walls.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Handling of ropes/equipment – attaching rope to belt/harness
2. Basic knots, belaying, lowering off
3. Movement on surface/rock/wall three points of contact
4. Use of different holds (e.g. foot jam, hand jam,) traversing, abseiling, descending
5. Correct use of climbing calls/communication

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during a climb.

Horse riding

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out/complete **four** short challenges/courses over at least **two** different types of environment/ different lengths of course dependent on the natural surroundings and area available.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Mounting up and setting off/halting/dismounting
2. Walking/trotting/cantering
3. Transitions – increase/decrease in pace
4. Simple turning/cornering
5. Basic jumping/school movements

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise.

Mountain activities

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short challenges over at least **two** different types of environment/terrain.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Navigation skills – map/compass skills, map and magnetic bearings/producing and following route stages, grid references, bearings, time estimates
2. Equipment – checking, packing, carrying

3. Pathways/routes – well trodden/used, undefined paths
4. Walking and/or climbing skills – pacing. Ascending and descending skills – rope work/knots/belays
5. Safety procedures, search, evacuation, basic first aid

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during an expedition.

Orienteering

Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short challenges over at least **two** different types of environment/terrain.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Compass/map skills – orientation, bearings,
2. Rough/fine navigation, stationary/on the move, understanding contours.
3. Use of features – live/point
4. Sense of scale, estimating distances
5. Pacing, terrain running, control of running speed, maintenance of rhythm

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during an orienteering competition.

Sailing

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short journeys over at least **two** different water conditions.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Steering a course – reaching/running/tacking
2. Stopping rope work/knots
3. Going about
4. Gybing
5. Reefing

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise while sailing.

Skiing (cannot be used as a separate activity to snowboarding)

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short challenges over at least **two** different levels of runs.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability demonstrate

1. Basic stance/getting up after a fall
2. Side stepping/side slipping
3. Snow plough turns/stem turns/carved turns
4. Traversing
5. Parallel turns/stop-skid to a halt

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise while skiing.

Snowboarding (cannot be used as a separate activity to skiing)

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short challenges over at least **two** different levels of runs.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Basic stance/getting up after a fall
2. Toe slip/heel slip/side slip
3. Straight descent/heel edge and toe edge turns/heel edge stop
4. Toe traverse/heel traverse
5. Carved turns/linking carved turns/carve to stop

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise while snowboarding.

Surfing (cannot be used as a separate activity to Windsurfing)

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short journeys over at least **two** different wave conditions.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Preparing board/paddling technique/launching and finishing
2. Surfing prone/surfing
3. Selecting and catching a wave
4. Balance/maintaining position on board
5. Recovering after a wipe-out.

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise while surfing.

Windsurfing (cannot be used as a separate activity to Surfing)

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out **four** short journeys over at least **two** different types of water environments dependent on the natural surroundings and area available.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Rigging the board and using harness and foot strap
2. Starting – water start, beach start, up hauling
3. Steering – close haul, reaching, running, tacking, gibing, planing
4. Self rescue from capsized
5. Landing

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during a journey.

Cycling or mountain biking

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out/complete **four** short challenges/courses over at least **two** different types of terrain/environment/different lengths of course dependent on the natural surroundings and area available.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Setting off
2. Use of gears/pace/peddalling
3. Cornering
4. Balance/control of machine
5. Braking/stopping

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise while cycling/mountain biking.

Rowing or sculling

Key Process A – Developing skills in physical activity **10 marks**

Candidates will be assessed on their ability to carry out/complete **four** short challenges/courses over at least **two** different types of water environment/different lengths of course dependent on the natural surroundings and area available.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Getting into and out of a boat
2. Capsize drill/self rescue
3. Sculling strokes
4. Rowing on stroke side/rowing on bow side
5. Paddling with square blades

Key Process B – Being creative and making decisions **10 marks**

In adventure activities, candidates increasingly show their ability to understand how to perform well and improve the effectiveness of performance by developing the skills and techniques required as well as developing their physical and mental capacity to respond to the demands of a challenging situation.

Candidates should be able to:

- select and use tactics and strategies imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise while rowing/sculling.

Group 6 – Exercising safely and effectively to improve health and wellbeing, as in fitness and health activities

Aerobics or step aerobics

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to select and combine skills and abilities to perform three short sequences (30-60 seconds) of movement to meet the requirements of the five categories. The candidate may select the combinations of categories for each sequence, but within the three sequences all five categories must be demonstrated.

Candidates will be assessed on their ability to demonstrate

1. Floor – march, step touch, grapevine
2. Step – basic, tap up, over, A step, diagonal, turn step, straddle
3. Step – lunges, forward facing lunge, side-facing lunge, tap change
4. Manoeuvres – knee lifts, leg lifts, hamstring curl, V step
5. Combinations – x-step, repeater, double repeater, L step, round the world

Key Process B – Being creative and making decisions **10 marks**

In this activity, candidates should demonstrate their ability to perform exercises/skills to develop and improve their own fitness and health. This is assessed according to its consistency and effectiveness in the sustained activity.

Candidates should be able to:

- perform exercises/skills/activities imaginatively to make the session/routine more complex and demanding.

Candidates should demonstrate their ability to perform a range of skills/techniques during classes/sessions demonstrating their ability to sustain their effort for the full duration appropriately, efficiently and effectively and with the ability to maintain consistency and quality of performance.

Aqua fit or aqua aerobics

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to select and combine skills and agilities to perform three short sequences (30–60 seconds) of movement to meet the requirements of the five categories. The candidate may select the combinations of categories for each sequence, but within the three sequences all five categories must be demonstrated.

Candidates will be assessed on their ability to demonstrate

1. Sculling
2. Travel
3. Relays
4. Flotation aids
5. Resistance aids

Key Process B – Being creative and making decisions **10 marks**

In this activity, candidates should demonstrate their ability to perform exercises/skills to develop and improve their own fitness and health. This is assessed according to its consistency and effectiveness in the sustained activity.

Candidates should be able to:

- perform exercises/skills/activities imaginatively to make the session/routine more complex and demanding.

Candidates should demonstrate their ability to perform a range of skills/techniques during classes/sessions demonstrating their ability to sustain their effort for the full duration appropriately, efficiently and effectively and with the ability to maintain consistency and quality of performance.

Weight training

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Curls – arm – normal/concentric/hammer – reverse and alternate and/or leg curls
2. Press – bench/overhead/press behind neck/military press/chest flys/shoulder fly
3. Lunges and calf raises/leg raises/dumbbell dead lift

4. Squats – front squats/back squats/split squats with dumbbells/barbells/plie squats
5. Rowing and back extension – bent forward rowing, dumbbell or barbell/back extensions

Key Process B – Being creative and making decisions **10 marks**

In this activity, candidates should demonstrate their ability to select and apply exercises/skills to develop and improve their own fitness and health. This is assessed according to its consistency and effectiveness in the sustained activity.

Candidates should be able to:

- select and use exercises/skills/activities imaginatively to make the session/routine more complex and demanding.

Candidates should demonstrate their ability to select and apply a range of skills/techniques to perform during sessions demonstrating their ability to sustain their effort for the full duration appropriately, efficiently and effectively and with the ability to maintain consistency and quality of performance.

Circuit training

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations in authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques by isolating different muscle groups.
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate at least two different exercises for:

1. Arm specific exercises eg press-ups, tricep dips, bicep curls
2. Leg specific exercises eg half squats, leg raises, step ups
3. Torso specific exercises eg plank, dorsal lifts, crunches
4. Combination exercises eg walking lunges, squat thrusts
5. Whole body exercises eg star jumps, burpees, shuttle runs

Key Process B – Being creative and making decisions **10 marks**

In this activity, candidates should demonstrate their ability to select and apply exercises/skills to develop and improve their own fitness and health. This is assessed according to maintaining technique, consistency and effectiveness in the sustained effort for the duration of the activity.

Candidates should be able to:

- select and use exercises/skills/activities imaginatively to make the session/routine more complex and demanding.

Candidates should demonstrate their ability to select and apply a range of skills/techniques to perform during sessions demonstrating their ability to sustain their technique and effort for the full duration appropriately, efficiently and effectively and with the ability to maintain consistency and quality of performance.

Amendment

*Please note, **Power Walking** and **Jogging** have been reclassified as adaptations of athletics and cross country running activities (Group 4 activities) for candidates who would have difficulty accessing the full versions of these events.

Pilates

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to perform exercises to demonstrate

1. Relaxation and Breathing
2. Control and Precision
3. Routine
4. Alignment and Centring
5. Flowing movement

Key Process B – Being creative and making decisions **10 marks**

In this activity, candidates should demonstrate their ability to select and apply movements to develop and improve their own health and fitness. This is assessed according to its consistency and effectiveness in sustained activity.

Candidates should be able to:

- select and use movements/exercises imaginatively to make the session/routine more complex and demanding

Candidates should demonstrate their ability to select and apply a range of movements/exercises to perform during classes/sessions demonstrating their ability to sustain their effort for the full duration appropriately, efficiently and effectively and with

the ability to maintain consistency and quality of performance in matwork and apparatus work.

Indoor rowing

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Faster time – the row is measured against previous performance over same distance and the use of the monitor for speed
2. Greater distance – the row is measured against a set time, shorter or longer and the use of the monitor for distance
3. Even par – the ability to row a set distance in exact/specific time and the use of the monitor for distance/speed
4. Rowing – change of speed, row faster or slower with better style, ie even pulls, back position straight, with relaxing of arm action, head still and in line, more comfortable and effective
5. Start/pace/finish and use of resistance settings

Key Process B – Being creative and making decisions **10 marks**

In this activity, candidates should demonstrate their ability to select and apply exercises/skills to develop and improve their own fitness and health. This is assessed according to its consistency and effectiveness in the sustained activity.

Candidates should be able to:

- select and use exercises/skills/activities imaginatively to make the session/routine more complex and demanding.

Candidates should demonstrate their ability to select and apply a range of skills/techniques to perform during sessions demonstrating their ability to sustain their effort for the full duration appropriately, efficiently and effectively and with the ability to maintain consistency and quality of performance.

Candidates may need assistance to work on the various stages/aspects of their event in relation to monitoring progress. For example, in addition to working on the technique of the start and finish of the row, other candidates could assist with timing the candidate's performance over the various stages of the row. This would be at pre-set measured intervals

allowing the rower to have a breakdown of the time taken over each phase of the row.

Candidates could work individually or in a team of four or eight to compete distances.

Speed Agility Quickness training

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations in competition/ authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to demonstrate

1. Dynamic stretches – heel flicks/high knee jog/high skip/crossovers
2. Core strength exercises – dorsal raise/abdominal crunch/V sits/bicycle/cobra
3. Hurdles – hopping/jumping/sideways/slalom/ single leg
4. Ladders – single step/double step/shuffle/zigzag/ backwards
5. Speed work using cones – forward/backward/ sideways/zigzag/figure of eight

Key Process B – Being creative and making decisions **10 marks**

In this activity, candidates should demonstrate their ability to select and apply exercises/skills to develop and improve their own fitness and health. This is assessed according to its consistency and effectiveness in the sustained activity.

Candidates should be able to:

- select and use exercises/skills/activities imaginatively to make the session/routine more complex and demanding.

Candidates should demonstrate their ability to select and apply a range of skills/techniques to perform during sessions demonstrating their ability to sustain their effort for the full duration appropriately, efficiently and effectively and with the ability to maintain consistency and quality of performance.

Tai chi

Key Process A – Developing skills in physical activity **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in

increasingly demanding situations in competition/ authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency

Candidates will be assessed on their ability to perform the following

1. Commencing (Qishi), Preparation, Beginning Part the Wild Horse's Mane (Yema Fenzong) White Crane Spreads Its Wings (Baihe Liangchi), Stork/Crane Cools Its Wings Brush Knee and Step Forward (Louxi Àobu), Brush Knee and Twist Step Playing the Lute (Shouhui Pipa), Strum the Lute, Play Guitar
2. Reverse Reeling Forearm (Daojuan Gong), Step Back and Drive Monkey Away Left Grasp Sparrow's Tail (Zuo Lan Quewei), Grasp the Bird's Tail
 - Ward Off (Peng)
 - Roilback (Lu)
 - Press (Ji)
 - Push (An)
 Right Grasp Sparrow's Tail (You Lan Quewei) Single whip (Danbian)
3. Wave Hands Like Clouds (Yunshou), Cloud Hands, Cloud Built Hands, Wave Hands in Clouds High Pat on Horse (Gao Tan Ma), Step Up to Examine Horse Right Heel Kick (You Dengjiao), Separate Right Foot, Kick with Right Foot Strike to Ears with Both Fists (Shuangfeng Guaner) Turn Body and Left Heel Kick (Zhuanshen Zuo Dengjiao)
4. Left Lower Body and Stand on One Leg (Zuo Xiashi Duli)
 - a) Single Whip Squatting Down, Snake Creeps Down,
 - b) Golden Rooster Stands on One Leg, Golden Bird Standing Alone
 Right Lower Body and Bird Stand on One Leg (You Xiashi Duli) Shuttle Back and Forth (Yunu Chuansuo), Fair Lady Works with Shuttles, (Walking Wood), Four Corners Needle at Sea Bottom (Haidi Zhen)
5. Fan Through Back (Shan Tong Bei), Fan Penetrates Back Turn Body, Deflect, Parry, and Punch (Zhuanshen Banlanchui) Appears Closed (Rufeng Sibi), Withdraw and Push, as if Closing a Door Cross Hands (Shizishou) Closing (Shoushi)

Key Process B – Being creative and making decisions **10 marks**

In this activity, candidates should demonstrate their ability to select and apply movements to develop and improve their own health and fitness. This is assessed according to its consistency and effectiveness in sustained activity.

Candidates should be able to:

- select and use movements/exercises imaginatively to make the session/routine more complex and demanding.

Candidates should demonstrate their ability to select and apply a range of movements/exercises to perform during classes/sessions demonstrating their ability to sustain their effort for the full duration appropriately, efficiently and effectively and with the ability to maintain consistency and quality of performance.

Yoga**Key Process A – Developing skills in physical activity** **10 marks**

Candidates need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations in competition/authentic context.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Candidates will be assessed on their ability to perform:

1. 'The Complete Relaxation' technique and Antar Mouna
2. Shakti Bandha
3. Asana – for posture, flexibility, strength and balance
4. Pranayama and Bandhas
5. Yoga Nidra

Key Process B – Being creative and making decisions **10 marks**

In this activity, candidates should demonstrate their ability to select and apply movements to develop and improve their own health and fitness. This is assessed according to its consistency and effectiveness in sustained activity.

Candidates should be able to:

- select and use movements/exercises imaginatively to make the session/routine more complex and demanding.

Candidates should demonstrate their ability to select and apply a range of movements/exercises to perform during classes/sessions demonstrating their ability to sustain their effort for the full duration appropriately, efficiently and effectively and with the ability to maintain consistency and quality of performance.

3.8 Achievement Descriptors**Key Process A – Developing skills in physical activity.** **10 marks**

Candidates need to demonstrate their ability to develop and apply skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Assessment criteria for **each role** can be found in section 3.6 and the core skills for activities can be found in section 3.7.

Candidates should be able to:

- improve the range, difficulty and quality of their skills and techniques
- develop the consistency with which they use and perform skills with precision, control and fluency.

Marking Band 10, 9, 8 Highly Competent

The candidate demonstrates the ability to apply/combine very refined techniques with highly competent performance of individual, and where applicable, group skills/original ideas. Even complex skills are applied with outstanding control, consistency, accuracy, precision, expression, co-ordination and a technical proficiency. The candidate demonstrates the ability to apply them in increasingly demanding situations. The candidate is highly competent at modifying and refining skills and techniques to improve their performance and effectiveness within the applied conditions.

Marking Band 7, 6, 5 Competent

The candidate demonstrates the ability to apply an increased range of refined techniques with competent performance of most individual/group skills/a number of ideas, which are performed with great control,

consistency, accuracy, precision, expression, co-ordination and a technical proficiency. The candidate demonstrates the ability to apply them in most demanding situations. The candidate is competent at modifying and refining most skills and techniques to improve most of their performance and effectiveness within the applied conditions.

Marking Band 4, 3, 2, 1 Moderate Success

The candidate shows moderate success in applying/combining a small range of appropriate individual/group skills/ideas and techniques, which are performed with some consistency in control, accuracy, precision, expression, co-ordination and a technical proficiency. The candidate demonstrates some inconsistencies when applying complex skills in demanding situations. The candidate is moderately successful at modifying and refining a few skills and techniques to improve some of their performance and effectiveness with applied conditions.

Mark 0 Performance not worthy of credit

Key Process B – Being creative and making decisions **10 marks**

Assessment criteria for **each role** can be found in section 3.6 and the core skills for activities can be found in section 3.7. For example, in game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, tactics and compositional ideas to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event.

Candidates should be able to:

- select and use tactics, strategies and compositional ideas imaginatively in complex and demanding situations
- respond effectively and imaginatively to changing circumstances as they arise during a performance.

Marking Band 10, 9, 8 Highly Competent

The candidate is able to employ highly effectively, an extensive range of appropriate skills in the activity situation and can demonstrate, as applicable, high levels of anticipation, tactical awareness, selection of appropriate skills and creativity. The candidate is able to sustain a highly competent performance, to show adaptability and the ability to apply advanced strategies and tactics of competitive play/compositional techniques in increasingly challenging situations. The candidate has a wide range of solutions to these challenges and consistently makes effective decisions about how they will plan and approach their performance in response to new or changing situations.

Marking Band 7, 6, 5 Competent

The candidate is able to select appropriately from a wide range of skills, and can demonstrate anticipation, tactical awareness and creativity with increasing competence. The candidate may not always be able to apply all skills consistently, but shows an effective ability to apply their major strengths in the game/activity/event. The candidate is able to make and adapt decisions about how they will plan and approach their performance in response to new or changing situations.

Marking Band 4, 3, 2, 1 Moderate Success

The candidate has some success and is moderately effective in the activity/game, showing an awareness of tactics and the ability to select from a limited range of skills, which they do not always apply consistently and effectively. They make decisions about how they will plan and approach their performance. They begin to vary these in response to changing situations.

Mark 0 Performance not worthy of credit

For **one** of the activities the following assessment is also made. It will be marked out of ten but this mark will be divided by two for the Short Course.

Key Process C – Evaluating and improving **10 marks**

Candidates are assessed on their ability to analyse performance accurately, to make judgements using relevant technical terms to determine its strengths and weaknesses so as to take action to improve its quality and effectiveness.

This involves demonstrating an understanding of what makes an action/skill/technique/performance appropriate/effective/efficient/successful. Candidates are expected to look at a performance or consider their own, and will be marked on their ability to identify at least one strength and one weakness, which need to be fully explained demonstrating their ability to use appropriate technical terms.

Candidates should be able to analyse and judge the quality and effectiveness of performance and make informed decisions about how to improve the quality and effectiveness of their own and others' performances including:

- the quality of a performance in relation to the range and quality of skills and the range and effectiveness of fitness, tactics, strategies or compositional ideas
- how effectively the body and mind respond to the challenges
- It also includes identifying what actions are needed for improvement and either communicating these to others or carrying them out in order to improve their own performance.

Improving performance involves taking actions which increase strengths and diminish weaknesses, and requires taking action to tackle the deficiencies appropriately.

Candidates should show knowledge and understanding of the activity and principles of practice/training/techniques to decide on or prioritise the area for improvement and they should demonstrate understanding of the nature/cause/reason for the strength or weakness.

For the purposes of assessment, candidates must perform the activities independently and without guidance from the teacher.

Marking Band 10, 9, 8 Highly Competent

The candidate is able to evaluate critically by applying a range of relevant criteria to judge a performance. S/he is able to select the most important aspects of a performance to be improved, and decide how to modify or refine subsequent attempts in order to achieve the intended result of a corrected model/outcome. The candidate describes, analyses and evaluates their own or others performance demonstrating an understanding of the impact that skills, tactics, strategies or composition and fitness have on the quality and effectiveness of performance, using the relevant technical terms correctly and confidently. They understand how to monitor and evaluate progress towards targets. They create action plans and ways of monitoring improvement.

Marking Band 7, 6, 5 Competent

The candidate is able to identify good and faulty aspects of performance, and shows knowledge of important tactics, strategies and/or choreographic principles. The candidate is able to recognise when a sequence of movement or a skill is appropriate to the intention of the performer and shows the ability to analyse elements of the performance to judge technical competence using appropriate terminology. Candidates analyse and comment on their own or others performance as individuals and team/group members showing an understanding of how skills, tactics, strategies or composition and fitness relate to the quality and effectiveness of performance. They plan ways to improve their own or others performance. They can suggest modifications and adjustments to improve appropriate aspects of the performance.

Marking Band 4, 3, 2, 1 Moderate Success

The candidate shows the ability to observe simple actions or simple combinations of movement patterns/skills. S/he can make simple judgements and recognise major strengths and weaknesses. Candidates analyse and comment on how skills, techniques and ideas have been used in their own or others work, and on compositional and other aspects of performance, and suggest ways to improve. They can identify when known skills are used effectively in a game/activity/

performance/competitive context and can describe simple tactics, strategies, compositional principles showing limited evaluation, and the ability to use some technical terms and suggest simplistic improvements.

Mark 0 Performance not worthy of credit

Adopting different roles in the activity

Adopting a chosen role enables the candidate to demonstrate personal, social, problem solving, communication and leadership skills when working with others. They can adopt the role of organiser, leader/coach, choreographer, official (referee/umpire, judge).

Marking Band 10, 9, 8 Highly Competent

The candidate demonstrates an extensive range of highly competent skills, qualities and attributes applicable to their chosen role. The candidate demonstrates highly competent organisational skills pertinent to safety, equipment, people and space. The candidate effectively employs an extensive range of verbal and non-verbal communication skills, including voice projection/volume/intonation/clarity and the confident and competent use of specialist terminology, as well as the use of demonstration, hand signals and body gestures. The candidate demonstrates a highly competent ability to implement and enforce/judge the rules/criteria for assessment when officiating/judging an activity/event/game.

Marking Band 7, 6, 5 Competent

The candidate demonstrates a range of competent skills, qualities and attributes applicable to their chosen role. The candidate demonstrates competent organisational skills pertinent to safety, equipment, people and space. The candidate competently employs a wide range of verbal and non-verbal communication skills, including some voice projection/volume/intonation/clarity and some use of specialist terminology, as well as demonstration, hand signals and body gestures. The candidate demonstrates a competent ability to implement and enforce/judge the rules/criteria for assessment when officiating/judging an activity/event/game.

Marking Band 4, 3, 2, 1 Moderate Success

The candidate demonstrates moderate success in a limited range of skills, qualities and attributes applicable to their chosen role. The candidate demonstrates moderately successful organisational skills pertinent to safety, equipment, people and space. The candidate has moderate success in employing a limited range of verbal and non-verbal communication skills, such as voice projection/volume/intonation/clarity, and a limited range of specialist terminology, demonstration, hand signals and body gestures. The candidate is moderately successful in their ability to enforce/judge some of the rules/criteria for assessment when officiating/judging an activity/event/game.

Mark 0 Performance not worthy of credit

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GCSE Assessment of Role of Coach Key Process A

Marks	Knowledge	Demonstrations	Observation and Analytical Skills	Control and Presence	Communication Skills
10	Demonstrates extensive knowledge of the stages of a warm up and can readily select an extensive range of appropriate exercises/stretchers and can immediately make corrections to ensure they are performed safely.	Demonstrates a full range of the core skills at a high standard with considerable refinement, precision, control and fluency.	Demonstrates excellent observational and analytical skills on performance. Can prioritise areas for improvement and suggest ways to modify performance of the core skills.	Has 'presence'. Control hardly ever breaks down and can always be recovered.	Shows wide ranging and excellent communication skills including verbal/non-verbal and appropriate gestures which are clearly understood. Has a clear understanding of correct technical terminology.
8-9	Demonstrates highly competent knowledge of the stages of a warm up and can select a full range of appropriate exercises/stretchers and can quickly make corrections to ensure they are performed safely.	Demonstrates an extensive range of the core skills at a high standard with highly competent demonstration of refinement, precision, control and fluency.	Assesses levels of standards of performance and the needs of the performer to improve the selected core skills.	The high degree of consistency makes the control look easy. Control is consistent and rarely breaks down.	Communication is clear and the candidate demonstrates a range of ways of communicating. Shows understanding of use of most technical terms.
5-7	Demonstrates competent knowledge of the stages of a warm up and can select a good range of appropriate exercises/stretchers and can make corrections to ensure they are performed safely.	Demonstrates a good range of the core skills at a competent standard with refinement, precision, control and fluency.	Analyses performance consistently and makes suggestions for improvement of the selected core skills.	Control is consistent and rarely breaks down.	Communication is understood and some appropriate non-verbal gestures are used. Understands and uses some relevant technical terms correctly.

2-4	Demonstrates a basic level of knowledge of the stages of a warm up and can select a small range of appropriate exercises/stretchers but may not be able to make corrections to ensure they are performed safely.	Demonstrates a small range of the core skills with moderate success that are performed with some precision, control and fluency.	Is unable to analyse performance and is limited in making suggestions for improvement of the selected core skills.	Control is hesitant and breaks down early and often.	Has very weak communication skills. Rarely uses relevant technical terms correctly.
1	Knowledge of the stages of a warm up is weak and the ability to select a few appropriate exercises/stretchers is limited. The candidate requires considerable help to make corrections to ensure exercises are performed safely.	Demonstrates a limited range of the core skills at a basic standard.	Relies on help to identify faults in performance and is unable to make suggestions for improvement of the selected core skills.	Control is attempted but with considerable help and guidance.	Needs assistance and guidance with what to say. There is little if any use of any technical terms.
0	Performance not worthy of credit.				

GCSE Assessment of Role of Coach Key Process B

Marks	Knowledge	Communication Skills	Observation and Analytical Skills	Control and Presence	Safety and Risk Assessment
10	Demonstrates extensive knowledge of the sport/ activity and can readily select from a full range of appropriate practices to refine performance effectively.	Shows wide ranging and excellent communication skills including verbal/non-verbal and appropriate gestures which are clearly understood. Has a clear understanding of correct technical terminology.	Demonstrates excellent observational and analytical skills on performance. Can prioritise areas for improvement and suggest ways to modify performance.	Has 'presence'. Control hardly ever breaks down and can always be recovered.	Demonstrates a highly competent level of risk assessment and understanding of relevant safety procedures and principles.
8-9	Demonstrates highly competent knowledge of the sport/activity and can select from an extensive range of appropriate practices to consistently refine performance.	Communication is clear and the candidate demonstrates a range of ways of communicating. Shows understanding of use of most technical terms.	Assesses levels of standards of performance and analyses the needs of the performer to improve.	High degree of consistency makes the control look easy. Control is consistent and rarely breaks down.	Demonstrates a detailed understanding of safe practice and risk assessment.
5-7	Demonstrates competent knowledge of the sport/ activity and can select a good range of appropriate practices to improve performance.	Communication is understood and some appropriate non-verbal gestures are used. Understands and uses some relevant technical terms correctly.	Analyses performance consistently and makes suggestions for improvement.	Control is consistent and rarely breaks down.	Demonstrates a competent understanding of safe practice, fair play and rules.
2-4	Demonstrates a basic level of knowledge of the sport/ activity and can select a small range of appropriate practices to make some improvement to performance.	Has very weak communication skills. Rarely uses relevant technical terms correctly.	Unable to analyse performance and is limited in making suggestions for improvement.	Control is hesitant and breaks down early and often.	Demonstrates very basic understanding of safe practice, fair play and knowledge of rules.
1	Knowledge of the sport/ activity is weak and the ability to select a few appropriate practices is limited.	Needs assistance and guidance with what to say. There is little if any use of any technical terms.	Relies on help to identify faults in performance and is unable to make suggestions for improvement.	Control is attempted but with considerable help and guidance.	There is little evidence of understanding of safe practice or risk assessment.
0	Performance not worthy of credit.				

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GCSE Assessment of Role as Performer Key Process A

Marks	Developing Skills and Techniques	Modifying and Refining Skills to Improve their Performance and Effectiveness within the Applied Conditions	Consistency/ Effectiveness of Selecting/Applying Skills and/or Techniques in Structured Practices/ Authentic Context	Contribution in Set Play and Small Sided Games/Practice Situations/Authentic Context/Short sequence/Short Challenge	Performance
10	A full range of advanced skills/ techniques are consistently performed with considerable refinement, precision, control and fluency.	Demonstrates a high level of competence in modifying and refining a full range of skills and techniques to improve their performance.	They consistently use advanced skills, and very refined techniques, in situations that are outstanding and innovative. Demonstrates the ability to consistently select the most appropriate response, skill, technique, or movement and the choice is extremely effective and/or spontaneous.	They play a pivotal role. Performers are always looking to adapt or vary their role/position/ involvement as they feel under-challenged.	Performance hardly ever breaks down and can always be recovered.
8-9	An extensive range of skills/techniques are consistently performed with refinement, precision, control and fluency.	Demonstrates a high level of competence in modifying and refining an extensive range of skills and techniques to improve their performance.	A full range of skills and techniques is applied with accuracy and fluency. There are few errors even under pressure; skills are selected frequently and appropriately.	Their role/position is completely understood and the performer starts to adapt their performance to increase their contribution.	The high degree of consistency makes the performance look easy. Performance is consistent and rarely breaks down.
5-7	A good range of skills/techniques are performed with refinement, precision, control and fluency.	Demonstrates competence in modifying and refining most skills and techniques to improve most aspects of their performance.	A good range of skills and techniques is used with consistency, although there is a reliance on those that are less complex.	The nature of the role/ position is understood and the performer responds appropriately most of the time and can contribute effectively at times.	Performance is consistent and seldom breaks down until additional pressure is applied.

2-4	A small range of skills/techniques are performed with some precision, control and fluency.	Demonstrates moderate success in modifying and refining a few skills and techniques to improve some aspects of their performance.	A small range of easier skills and techniques is used with consistency but more advanced skills are used less often and break down quickly.	There is a basic understanding of what needs to be achieved but clarification is often being sought. There is little adaptation or variation in their performance.	Performance is hesitant and breaks down early and often.
1	Limited skills/ techniques are performed with little control or fluency.	There is limited ability to modify or refine skills.	The range of skills is simple, narrow and used inconsistently.	There is little understanding of what needs to be done to be more involved or increase their contribution.	Performance is attempted but with considerable help and guidance.
0	Performance not worthy of credit.				

GCSE Assessment of Role as Performer Key Process B

Marks	Using Skills and Techniques	Being Creative and Making Decisions	Performance	Knowledge and Understanding of Rules, Laws, Regulations and Conventions	Contribution
10	A full range of advanced skills/ techniques are consistently used with considerable refinement, precision, control, fluency and originality.	Drawing on what they know of the principles of advanced strategies, tactics or composition, they consistently apply these with originality, proficiency and flair in their own and/or others' work. They are increasingly independent in finding imaginative and different solutions to problems posed by themselves and others.	Performance hardly ever breaks down and can always be recovered.	Demonstrates exceptional knowledge and understanding of the rules/laws/regulations/ conventions.	They play a pivotal role in general play, set play and/or performance. Performers are always looking to adapt or vary their role/position/ involvement as they feel under-challenged.
8-9	An extensive range of skills/techniques are consistently performed with refinement, precision, control and fluency.	They apply the principles of advanced strategies, tactics and compositional ideas in their own and/or others' work, and modify them in response to changing circumstances and other performers. Decisions vary and are appropriate to the situation taking account of others where necessary.	The high degree of consistency makes the performance look easy. Performance is consistent and rarely breaks down.	Demonstrates very good knowledge and understanding of the rules/laws/regulations/ conventions.	Their role/position is completely understood and the performer starts to adapt their performance to increase their contribution.
5-7	A good range of skills/techniques are performed with refinement, precision, control and fluency.	They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning and carrying out their own and others' work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses.	Performance is consistent and seldom breaks down until additional pressure is applied.	Demonstrates good knowledge and understanding of the rules/laws/regulations/ conventions.	The nature of the role/ position is understood and the performer responds appropriately most of the time and can contribute effectively at times.

2-4	A small range of skills/techniques are performed with some precision, control and fluency.	Selection of skills, tactics and compositional ideas makes use of a small range of the options available. There is hesitancy in decision making and the decision is often the simplest available.	Performance is hesitant and breaks down early and often.	Demonstrates basic knowledge and understanding of the rules/laws/regulations/conventions.	There is a basic understanding of what needs to be achieved but clarification is often being sought. There is little adaptation or variation in their performance.
1	Limited skills/techniques are performed with little control or fluency.	Show some understanding of tactics and composition by starting to vary how they respond. Decision making is rare and shows little variation.	Performance is attempted but with considerable help and guidance.	Demonstrates limited knowledge and understanding of the rules/laws/regulations/conventions.	There is little understanding of what needs to be done to be more involved or increase their contribution.
0	Performance not worthy of credit.				

GCSE Assessment of Role as Official Key Process A

Marks	Knowledge of Rules, Laws, Regulations and Conventions	Communication Skills	Officiating/Judging and Consistency/Effectiveness of Identifying Rule Infringements	Understanding of Rules, Laws Regulations and Conventions	Control and Presence
10	A wide and expansive knowledge of the rules/laws/regulations/conventions facilitates excellent positioning and the ability to make accurate decisions with outstanding consistency. They ensure rules are properly enforced; and demonstrate excellent control if complex demanding situations arise.	Shows wide ranging and excellent communication skills including voice projection, volume, intonation, clarity and the confident and effective use of non-verbal communication and appropriate hand signals and gestures. (Use of the whistle is firm and decisive.) Uses a wide range of relevant technical terms correctly with outstanding consistency.	Officiating/judging is decisive and hardly ever breaks down and can always be recovered. Decision making is spontaneous and effective. A full range of rules are applied with accuracy and fluency.	Thoroughly understands the rules/laws/regulations/conventions and can readily explain the vast majority of them clearly and concisely.	Has 'presence'. Control hardly ever breaks down and can always be recovered.
8-9	There are few errors even under pressure. Complex rules are identified frequently and appropriately. An extensive range of knowledge of the rules/laws/regulations/conventions; facilitates consistently good positioning and the ability to make accurate decisions with a high level of consistency.	Communication is clear and the candidate demonstrates a range of ways of communicating. Uses a range of relevant technical terms and appropriate hand signals and gestures correctly and highly consistently.	The high degree of consistency makes the officiating/judging look easy. Officiating is consistent and rarely breaks down. Decisions made vary and are appropriate to the situation, taking account of others where necessary. A wide range of rules is applied with accuracy and fluency.	Has an extensive knowledge of rules/laws/regulations/conventions and can explain the majority of them clearly and concisely.	The high degree of consistency makes the control look easy. Control is consistent and rarely breaks down.

5-7	A wide range of knowledge of the rules/laws/regulations/conventions facilitates correct positioning; and the ability to make accurate decisions with consistency and apply rules appropriately.	Communication is understood and appropriate non-verbal gestures are used; relevant technical terms and appropriate hand signals and gestures are also used correctly and consistently.	Officiating/judging is consistent and seldom breaks down until additional pressure is applied. Decision-making is limited to a selection from a small range of options. A good range of rule infringements are identified with consistency, although there is a reliance on those that are most obvious.	Demonstrates understanding of the rules/laws/regulations/conventions and can explain a good range of them clearly.	Control is consistent and seldom breaks down until additional pressure is applied.
2-4	A basic level of knowledge of the rules/laws/regulations/conventions results in correct positioning some of the time and the ability to make decisions with little consistency.	Has weak communication skills; rarely uses hand signals or relevant technical terms correctly.	Officiating/judging is hesitant and breaks down early and often. There is hesitancy in the decision making situations and the decision is often the simplest available. A small range of easier rule infringements are identified with some consistency but more complex rules are spotted less often.	Has a basic understanding of rules/laws/regulations/conventions but can only explain a small range of them.	Control is hesitant and breaks down early and often.
1	Subject knowledge of the rules/laws/ regulations/conventions is weak and requires help.	Needs assistance and guidance with what to say; there is little, if any, use of any technical terms.	Officiating/judging is attempted but with considerable help and guidance. Decision making is rare and there is no variation in the way the task is tackled. The range of rule infringements is simple, narrow and applied inconsistently.	Understanding of rules/laws/regulations/conventions is poor and needs help to explain them.	Control is attempted but with considerable help and guidance.
0	Performance not worthy of credit.				

GCSE Assessment of Role as Official Key Process B

Marks	Knowledge and Understanding of Rules, Laws Regulations and Conventions	Communication Skills	Officiating/Judging and Consistency/Effectiveness of Identifying Rule Infringements	Control and Presence	Safety and Risk Assessment
10	<p>A wide and expansive knowledge of the rules/laws/regulations/conventions facilitates excellent positioning and the ability to make accurate decisions with outstanding consistency. They ensure rules are properly enforced; and demonstrate excellent control if complex demanding situations arise.</p> <p>Thoroughly understands the rules/laws/regulations/conventions.</p>	<p>Shows wide ranging and excellent communication skills including voice projection, volume, intonation, clarity and the confident and effective use of non-verbal communication and appropriate hand signals and gestures. (Use of the whistle is firm and decisive.) Uses a wide range of relevant technical terms correctly with outstanding consistency.</p>	<p>Officiating/judging is decisive and hardly ever breaks down and can always be recovered. Decision making is spontaneous and effective. A full range of rules is applied with accuracy and fluency. Has a wide knowledge of the different roles of officials. Links readily with other officials and utilises them effectively, working fluently together as a team.</p>	<p>Has 'presence'. Positioning is outstanding. Demonstrates excellent control even in complex or demanding situations. Control hardly ever breaks down and can always be recovered.</p>	<p>Demonstrates a highly competent level of risk assessment and understanding of relevant safety procedures and principles.</p>
8-9	<p>There are few errors even under pressure. Complex rules are identified frequently and appropriately. An extensive range of knowledge of the rules/laws/regulations/conventions facilitates consistently good positioning and the ability to make accurate decisions with a high level of consistency.</p> <p>Has an extensive knowledge of rules/laws/regulations/conventions.</p>	<p>Communication is clear and demonstrates a range of ways of communicating. Uses a range of relevant technical terms and appropriate hand signals and gestures correctly and highly consistently.</p>	<p>The high degree of consistency makes the officiating/judging look easy. Officiating is consistent and rarely breaks down. Decisions made vary and are appropriate to the situation, taking account of others where necessary. A wide range of rules is applied with accuracy and fluency. Has an understanding of the roles of other officials and utilises them appropriately and effectively.</p>	<p>The high degree of consistency makes the control look easy. Positioning is excellent. Complex or demanding situations can be coped with if and when they arise. Control is consistent and rarely breaks down.</p>	<p>Demonstrates a detailed understanding of safe practice and risk assessment.</p>

<p>5-7</p>	<p>A wide range of knowledge of the rules/laws/regulations/conventions facilitates correct positioning and the ability to make accurate decisions with consistency and apply rules appropriately.</p> <p>Demonstrates understanding of the rules/laws/regulations/conventions.</p>	<p>Communication is understood and appropriate non verbal gestures are used; relevant technical terms and appropriate hand signals and gestures are also used correctly and consistently.</p>	<p>Officiating/judging is consistent and seldom breaks down until additional pressure is applied. Decision-making is limited to selection from a small range of options. A good range of rule infringements are identified with consistency, although there is a reliance on those that are most obvious. Has an understanding of the role of officials as well as the knowledge to use them with effect.</p>	<p>Lacks the skill needed to cope consistently if complex or demanding situations arise. Positioning is predominantly correct. Control is consistent and seldom breaks down until additional pressure is applied.</p>	<p>Demonstrates competent understanding of safe practice, fair play and rules.</p>
<p>2-4</p>	<p>A basic level of knowledge of the rules/laws/regulations/conventions results in correct positioning some of the time and the ability to make decisions with little consistency.</p> <p>Has a basic understanding of rules/laws/regulations/conventions.</p>	<p>Has weak communication skills; rarely uses hand signals or relevant technical terms correctly.</p>	<p>Officiating/judging is hesitant and breaks down early and often. There is hesitancy in the decision making situations and the decision is often the simplest available. A small range of easier rule infringements are identified with some consistency but more complex rules are spotted less often. Has limited knowledge of the different roles in officiating; infrequent use of other officials.</p>	<p>Positioning is inconsistent. Control is hesitant and breaks down early and often.</p>	<p>Demonstrates very basic understanding of safe practice, fair play and knowledge of rules.</p>
<p>1</p>	<p>Subject knowledge of the rules/laws/regulations/conventions is weak and requires help.</p> <p>Understanding of rules/laws/regulations/conventions is poor.</p>	<p>Needs assistance and guidance with what to say; there is little, if any, use of any technical terms.</p>	<p>Officiating/judging is attempted but with considerable help and guidance. Decision making is rare and there is no variation in the way the task is tackled. The range of rule infringements is simple, narrow and applied inconsistently. There is minimal knowledge of other roles in officiating.</p>	<p>Positioning is poor. Control is attempted but with considerable help and guidance.</p>	<p>There is little evidence of understanding of safe practice or risk assessment.</p>
<p>0</p>	<p>Performance not worthy of credit.</p>				

GCSE Assessment of Role as Organiser Key Process A

Marks	Written Communication Skills	Organisational Skills	Preparation and Planning	Safe Practice	Risk Assessment
10	Shows comprehensive and excellent written communication skills. Uses a full and comprehensive range of relevant technical/specialist terms correctly and consistently.	Has outstanding organisational skills and is extremely competent in organising an event or tournament. Excellent and comprehensive planning is evident for space and time.	Makes a well informed choice of structure/format for the event. Planning is extremely thorough and meticulous. Excellent and comprehensive planning is evident for personnel and equipment.	Demonstrates an extremely thorough and highly competent level of safe practice and extensive understanding of relevant safety procedures and principles.	An extremely thorough and comprehensive risk assessment has been produced with the vast majority of potential risks identified and a comprehensive list of suggestions to minimise them.
8-9	Written communication is very clear and uses a wide range of relevant technical/specialist terms correctly and consistently.	Demonstrates a wide range of organisational skills and is highly competent at organising an event or tournament. Highly competent planning is evident for space and time.	Makes an informed choice of structure for the event. Planning is thorough and very detailed. Highly competent planning is evident for personnel and equipment.	Demonstrates detailed safe practice and wide ranging understanding of relevant safety procedures and principles.	A thorough and wide ranging risk assessment has been produced with the majority of potential risks identified and a wide range of suggestions to minimise them.
5-7	Written communication is clear and some relevant technical/specialist terms are used correctly.	Is able to apply a range of organisational skills and is competent at organising an event or tournament. Is competent at planning space and time.	Makes a correct choice of structure for the event. Planning is evident and detailed. The candidate is competent at planning personnel and equipment.	Demonstrates a range of safe practice and a range of relevant safety procedures and principles.	A range of potential risks have been identified and a range of suggestions have been made to minimise them.
2-4	Written communication skills are limited and a limited range of relevant technical/specialist terms is used.	Has basic organisational skills and is moderately successful at organising an event or tournament. The candidate is moderately successful at planning space and time.	Some planning is evident with some detail. Is moderately successful at planning personnel and equipment.	Demonstrates very basic safe practice and a limited range of relevant safety procedures and principles.	A limited range of potential risks have been identified and a limited range of suggestions have been made to minimise some of them.
1	Has very weak written communication skills with little use of relevant technical/specialist terms.	Has very poor organisational skills and shows limited ability to plan for space and time.	Demonstrates limited ability to plan or take account of personnel and equipment.	There is little evidence of understanding of safe practice, safety procedures or principles.	Demonstrates limited ability to identify potential risks or suggest ways to minimise them.
0	Not worthy of credit.				

GCSE Assessment of Role as Organiser Key Process B

Marks	Organisational Skills	Communication Skills	Leadership Skills	Control and Presence	Safety and Risk Assessment
10	Has outstanding organisational skills and is extremely competent in organising an event or tournament which runs exceptionally smoothly.	Shows wide ranging and excellent communication skills including verbal and non-verbal and appropriate gestures which are clearly understood. Uses a wide range of relevant technical terms correctly and consistently.	Is extremely confident, relaxed and able to take the initiative and lead others effectively. Gains and maintains the group's attention with ease.	Has 'presence'. Control hardly ever breaks down and can always be recovered.	Demonstrates an extremely thorough and highly competent level of risk assessment and understanding of relevant safety procedures and principles.
8-9	Demonstrates a wide range of organisational skills and is highly competent at organising an event or tournament which runs very smoothly.	Communication is clear and demonstrates a range of ways of communicating. Uses a range of relevant technical terms correctly and consistently.	Has considerable confidence and the ability to organise, lead and direct others. Is able to gain and maintain the group's attention.	The high degree of consistency makes the control look easy. Control is consistent and rarely breaks down.	Demonstrates a detailed understanding of safe practice and risk assessment.
5-7	Is able to apply a range of organisational skills and is competent at organising an event or tournament which runs smoothly.	Communication is understood and appropriate non-verbal gestures are used. Relevant technical terms are also used correctly.	Demonstrates confidence and the ability to lead others competently. If working with large groups may occasionally lack control and/or confidence. Sometimes may have to repeat themselves to gain/maintain the attention of a large group.	Control is consistent and seldom breaks down until additional pressure is applied.	Demonstrates a competent understanding of safe practice, fair play and rules.
2-4	Has basic organisational skills and is moderately successful at organising an event or tournament.	Has weak communication skills; rarely uses hand signals or relevant technical terms correctly.	Demonstrates little confidence and ability to organise, lead or direct others. Struggles to gain/maintain the group's attention.	Control is hesitant and breaks down early and often.	Demonstrates very basic safe practice, fair play and knowledge of rules.
1	Has very poor organisational skills.	Needs assistance and guidance with what to say; there is little, if any, use of any technical terms.	Is able to lead but requires supervision. The teacher has to step in to gain/maintain the group's attention.	Control is attempted but with considerable help and guidance.	There is little evidence of understanding of safe practice or risk assessment.
0	Not worthy of credit.				

GCSE Assessment of Role as Choreographer Key Process A

Marks	Knowledge of Composition	Demonstrations	Observation and Analytical Skills	Control and Presence	Communication Skills
10	Demonstrates a wide and extensive knowledge of composition. Can readily select appropriate movements and create short sequences showing an excellent awareness of space, height, speed, dynamics, shape, relationships and direction.	Demonstrates a full range of the core techniques at a high standard with considerable refinement, precision, control and fluency.	Demonstrates excellent observational and analytical skills on performance. Can prioritise areas for improvement and suggest ways to modify performance of the core techniques and ensures they are performed safely.	Has 'presence'. Control hardly ever breaks down and can always be recovered.	Shows wide ranging and excellent communication skills including verbal/non-verbal and appropriate gestures which are clearly understood. Has a clear understanding of correct technical terminology.
8-9	Demonstrates highly competent knowledge of composition. Can select a wide range of appropriate movements and create short sequences showing a highly competent awareness of space, height, speed, dynamics, shape, relationships and direction.	Demonstrates an extensive range of the core techniques at a very good standard whilst being highly competent with refinement, precision, control and fluency.	Assesses levels of standards of performance and the needs of the performer to improve the selected core techniques.	The high degree of consistency makes the control look easy. Control is consistent and rarely breaks down.	Communication is clear and the candidate demonstrates a range of ways of communicating. Shows understanding of use of most technical terms.
5-7	Demonstrates competent knowledge of composition. Can select a good range of appropriate movements and create short sequences showing a competent awareness of space, height, speed, dynamics, shape, relationships or direction.	Demonstrates a good range of the core techniques at a competent standard with refinement, precision, control and fluency.	Analyses performance and make suggestions for improvement of the selected core techniques.	Control is consistent and rarely breaks down.	Communication is understood and some appropriate non-verbal gestures are used. Understands and uses some relevant technical terms correctly.

2-4	Demonstrates a basic level of knowledge of composition. Can select a small range of appropriate movements and create short sequences showing some awareness of space, height, speed, dynamics, shape, relationships or direction.	Demonstrates a small range of the core techniques with moderate success that are performed with some precision, control and fluency.	Is unable to analyse performance consistently and is limited making suggestions for improvement of the selected core techniques.	Control is hesitant and breaks down early and often.	Has very weak communication skills. Rarely uses relevant technical terms correctly.
1	Knowledge of composition is weak and has limited ability to select a few appropriate movements to create very short sequences showing basic awareness of space, height, speed, dynamics, shape, relationships or direction. Requires considerable help.	Demonstrates a limited range of the core techniques at a basic standard.	Relies on help to identify faults in performance and is unable to make suggestions for improvement of the selected core techniques.	Control is attempted but with considerable help and guidance.	Needs assistance and guidance with what to say. There is little if any use of any technical terms.
0	Performance not worthy of credit.				

GCSE Assessment of Role as Choreographer Key Process B

Marks	Choreography Skills	Communication Skills	Leadership Skills	Control and Presence	Safety and Risk Assessment
10	Has outstanding choreography skills and is highly competent in drawing on what they know of the principles of advanced composition. They consistently apply these principles with originality, proficiency and flair.	Shows wide ranging and excellent communication skills including verbal and non-verbal and appropriate gestures which are clearly understood. Uses a wide range of relevant technical terms correctly and consistently.	Is extremely confident, relaxed and able to take the initiative and lead others effectively. Gains and maintains the group's attention with ease.	Has 'presence'. Control hardly ever breaks down and can always be recovered.	Demonstrates an extremely thorough and highly competent level of risk assessment and understanding of relevant safety procedures and principles.
8-9	Demonstrates a wide range of choreography skills. Can successfully apply the principles of advanced composition and can modify them in response to other performers.	Communication is clear and the candidate demonstrates a range of ways of communicating. Uses a range of relevant technical terms correctly and consistently.	Has considerable confidence and the ability to organise, lead and direct others. Is able to gain and maintain the group's attention.	The high degree of consistency makes the control look easy. Control is consistent and rarely breaks down.	Demonstrates a detailed understanding of safe practice and risk assessment.
5-7	Shows that they can draw on what they know about composition outcomes.	Communication is understood and appropriate non-verbal gestures are used. Relevant technical terms are also used correctly.	Demonstrates confidence and the ability to lead others competently. If working with large groups may occasionally lack control and/or confidence. Sometimes may have to repeat themselves to gain/maintain the attention of a large group.	Control is consistent and seldom breaks down until additional pressure is applied.	Demonstrates a competent understanding of safe practice, fair play and rules.
2-4	Uses a limited range of choreography skills and needs support with delivery.	Has weak communication skills; rarely uses hand signals or relevant technical terms correctly.	Demonstrates little confidence and ability to organise, lead or direct others. Struggles to gain/maintain the group's attention.	Control is hesitant and breaks down early and often.	Demonstrates very basic safe practice, fair play and knowledge of rules.
1	Has poor choreography skills.	Needs assistance and guidance with what to say; there is little, if any, use of any technical terms.	Is able to lead but requires supervision. The teacher has to step in to gain/maintain the groups attention.	Control is attempted but with considerable help and guidance.	There is little evidence of understanding of safe practice or risk assessment.
0	Performance not worthy of credit.				

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Key Process C

10	Is extremely confident and able to evaluate critically and accurately by applying a range of relevant criteria to judge a performance and give highly detailed feedback.	Clearly identifies the strengths and weaknesses and selects the most important aspects of a performance/ outcome to be improved.	Confidently decides how to modify or refine subsequent attempts in order to achieve the intended result of a corrected model/ outcome.	Accurately describes, analyses and evaluates their own or others performance demonstrating comprehensive understanding of the impact that skills, tactics, strategies or composition and fitness have on the quality and effectiveness of performance; using the relevant technical terms correctly and confidently.	They understand how to monitor and evaluate progress towards improved quality of performance/ outcomes. They create detailed action plans and ways of monitoring improvement.
8-9	Evaluates critically by applying a range of relevant criteria to judge a performance. Feedback is comprehensively undertaken.	Selects the most important aspects of a performance/ outcome to be improved.	Decides how to modify or refine subsequent attempts in order to achieve the intended result of a corrected model/ outcome.	Describes, analyses and evaluates their own or others performance demonstrating an understanding of the impact that skills, tactics, strategies or composition and fitness have on the quality and effectiveness of performance/outcome; using the relevant technical terms correctly and confidently.	They understand how to monitor and evaluate progress towards improved quality of performance/ outcomes. They create action plans and ways of monitoring improvement.
5-7	Identifies good and faulty aspects of performance, and shows knowledge of important tactics, strategies and/or choreographic principles.	Recognises when a sequence of movement or a skill is appropriate to the intention of the performer/outcome.	Analyses elements of the performance to judge technical competence using appropriate terminology.	Analyses and comments on their own or others performance as individuals and team/group members; showing an understanding of how skills, tactics, strategies or composition and fitness relate to the quality and effectiveness of performance/outcome.	They plan ways to improve their own or others performance. They can suggest modifications and adjustments to improve appropriate aspects of the performance/outcomes.

2-4	Shows the ability to observe simple actions or simple combinations of movement patterns/skills.	Can make simple judgements.	Can recognise major strengths and weaknesses.	Analyses and comments on how skills, techniques and ideas have been used in their own or others work, and on compositional and other aspects of performance, and suggest ways to improve the outcome.	They can identify when known skills are used effectively in a game/activity/performance/competitive context and can describe simple tactics, strategies, compositional principles showing limited evaluation, and the ability to use some technical terms and suggest simplistic improvements.
1	Shows limited ability to observe basic actions/skills.	Can describe what they have seen but is unable to analyse.	Can recognise very basic strengths and weaknesses.	Comments on how basic skills, techniques and ideas have been used in their own or others work, and on compositional and other aspects of performance/outcome.	They can identify when some basic skills are used effectively in a game/activity/performance/competitive context.
0	Performance not worthy of credit.				

4 Scheme of Assessment

4.1 Aims and learning outcomes

GCSE courses based on this specification should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education. They should encourage creativity and decision making skills to enable them to plan effectively for performances and to respond to changing situations. They should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE courses based on this specification should encourage candidates to:

- become increasingly physically competent through being actively engaged in a range of physical activities
- become increasingly effective in their performance in different types of physical activity and roles such as player/performer, leader and official
- develop their ability to engage independently and successfully in the processes of different types of physical activity
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

- 4
- AO1 Recall, select and communicate their knowledge and understanding of physical activity
 - AO2 Apply skills, knowledge and understanding in physical activity
 - AO3 Analyse and evaluate physical activity, and identify action to bring about improvement

Quality of Written Communication (QWC)

In GCSE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in Section B of the written examination paper for Units 1, 3 and 5 by means of the ability to use relevant technical terms, applied correctly and consistently, and the quality of written English in extended answer questions.

Weighting of Assessment Objectives for GCSE Short Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	27		27
AO2		53	53
AO3	13	7	20
Overall Weighting of Units (%)	40	60	100

Weighting of Assessment Objectives for GCSE Full Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 3	Unit 4	
AO1	27		27
AO2		53	53
AO3	13	7	20
Overall Weighting of Units (%)	40	60	100

Weighting of Assessment Objectives for GCSE Double Award

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 3	Unit 4	Unit 5	Unit 6	
AO1	13.5		11		24.5
AO2		26.5		26.5	53
AO3	6.5	3.5	9	3.5	22.5
Overall Weighting of Units (%)	20	30	20	30	100

4

4.3 National criteria

This specification complies with the following.

- The Subject Criteria for Physical Education including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Further details are given in Section 5.4.

5 Administration

5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units				Availability of Certification		
	Unit 1, 3	Unit 2, 4	Unit 5	Unit 6	GCSE Short Course	GCSE Full Course	GCSE Double Award
June 2010	✓	✓			✓		
June 2011 onwards	✓	✓	✓	✓	✓	✓	✓

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

- Unit 1 – 48901 Knowledge and Understanding for the Active Participant (Short Course) written paper
- Unit 2 – 48902 The Active Participant (Short Course) practical work (controlled assessment)
- Unit 3 – 48903 Knowledge and Understanding for the Active Participant (Full Course) written paper
- Unit 4 – 48904 The Active Participant (Full Course) practical work (controlled assessment)
- Unit 5 – 48905 Knowledge and Understanding for the Involved Participant (Double Award) written paper
- Unit 6 – 48906 The Active Participant (Double Award) practical work (controlled assessment)

GCSE Short Course certification – 4891
 GCSE Full Course certification – 4892
 GCSE Double Award certification – 4894

QCA's 40% terminal rule means that 40% of the assessment must be taken in the examination series in which the qualification is awarded. This rule is not dependent on the size of the qualification. Therefore, all GCSE candidates, whether taking short course, single and double awards, must have 40% of their assessment taken at the end.

5.3 Private candidates

This specification is not available to private candidates.

5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5.5 Language of examinations

We will provide units for this specification in English only

5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE Short Course in Physical Education,
- AQA GCSE in Physical Education,
- AQA GCSE Double Award in Physical Education.

5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

The GCSE Double Award qualification will be graded on a 15-grade scale: A*A*, A*A, AA, AB, BB, BC, CC, CD, DD, DE, EE, EF, FF, FG, GG. Candidates who

fail to reach the minimum standard for grade GG will be recorded as U (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

Short Course

For each unit, the uniform mark corresponds to a grade as follows.

Externally-assessed unit

(maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

Controlled assessment unit

(maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

We calculate a candidate's total uniform mark by adding together the uniform marks for the relevant units. We convert this total uniform mark to a grade as follows.

Short Course

(maximum uniform mark = 150)

Grade	Uniform Mark Range
A*	135–150
A	120–134
B	105–119
C	90–104
D	75–89
E	60–74
F	45–59
G	30–44
U	0–29

Single and Double award

For each unit, the uniform mark corresponds to a grade as follows.

Externally-assessed units (3 and 5)

(maximum uniform mark = 120)

Grade	Uniform Mark Range
A*	108–120
A	96–107
B	84–95
C	72–83
D	60–71
E	48–59
F	36–47
G	24–35
U	0–23

Controlled assessment units (4 and 6)

(maximum uniform mark = 180)

Grade	Uniform Mark Range
A*	162–180
A	144–161
B	126–143
C	108–125
D	90–107
E	72–89
F	54–71
G	36–53
U	0–35

We calculate a candidate's total uniform mark by adding together the uniform marks for the relevant units. We convert this total uniform mark to a grade as follows.

Single award

(maximum uniform mark = 300)

Grade	Uniform Mark Range
A*	270–300
A	240–269
B	210–239
C	180–209
D	150–179
E	120–149
F	90–119
G	60–89
U	0–59

Double award

(maximum uniform mark = 600)

Grade	Uniform Mark Range
A*A*	540–600
A*A	510–539
AA	480–509
AB	450–479
BB	420–449
BC	390–419
CC	360–389
CD	330–359
DD	300–329
DE	270–299
EE	240–269
EF	210–239
FF	180–209
FG	150–179
GG	120–149
U	0–119

5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification within the shelf life of the specification whether or not they have already been used.

Candidates may re-sit a unit once only. The better result for each unit will count towards the final qualification provided that the 40% rule is satisfied. Candidates may re-sit the qualification an unlimited number of times.

Candidates will be graded on the basis of the work submitted for assessment.

Candidates must take units comprising at least 40% of the total assessment in the series in which they enter for certification.

6 Controlled Assessment Administration

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

A Candidate Record Form should be completed for each candidate. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own
- lend work to other candidates
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research)
- include work copied directly from books, the Internet or other sources without acknowledgement and attribution
- submit work typed or word processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in contextualising the tasks in developing appropriate controlled assessment tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an intention to enter and/or an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements.
- inappropriate tasks have been set, *or*
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at **pe@aqa.org.uk**.

6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

6.5 Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text
- summative comments on the work, referencing precise sections in the work.

6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by Electronic Data Interchange (EDI) or through the e-Portfolio system (only available for certain units/components) by the specified date (see

<http://www.aqa.org.uk/deadlines.php>).

Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

6.7 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments. An alternative supervised, time session may be organised for candidates who are absent at the time which the centre originally arranged.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

6.8 Retaining evidence

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

Candidates who repeat the examination may carry forward their moderated controlled assessment marks.

7 Moderation

7.1 Moderation procedures

Units 2, 4 and 6 are moderated by either a visit, by area moderation or by post (through sending a DVD recording sent to the Moderator). The method of moderation for each centre will be decided by AQA. The Moderator for Units 2 and 4 will also be the visiting moderator for Unit 6. Depending on his/her availability and on the number of entries within a centre, the moderation of Units 2 and 4 will usually take place on the same day as the moderation for Unit 6.

Moderation by visit

The Moderator will assess a sample of candidates based on the size of the entry for the centre. During these assessments the Moderator discusses with the teacher the standards set by AQA for the practical units. The Moderator will normally assess candidates in a minimum of two activities and two roles – ideally three – in Units 2 and 4, and a third activity in Unit 6 on the visit where applicable. The Moderator may assess further sample candidates with the teacher as necessary until s/he is satisfied that the teacher's assessments are in line with the national standard for this specification. If necessary, all candidates from the centre are assessed by the Moderator as well as the teacher.

Moderation will normally take place in the Spring term and moderators will make contact to set a mutually convenient date for the visit.

After the visit, the teacher assesses the performances of any candidates not included in the moderation sample. These assessments should be completed as soon as possible after the moderation visit and must be made in time to meet the deadline for the submission of coursework marks to AQA.

When selecting the sample the Moderator will see the work of the highest scoring candidate, the lowest scoring (non-zero) candidate the centre is likely to submit towards a GCSE, and a representative range in between. Since the Moderator will have seen the work expected to gain the highest and the lowest marks, he/she will expect assessments of candidates undertaken after the visit to fall within that mark range.

If a centre has candidates who are awarded marks outside that mark range, details of these assessments, including DVD evidence and full written explanation, should be sent to the Moderator when the Candidate Record Forms (CRFs) are forwarded.

Moderation by DVD recording

Moderation by DVD may be used as an alternative to moderation by visit where AQA considers this to be appropriate. In both methods, the teacher's assessments are monitored and adjusted where necessary. AQA recognises that candidates have a greater sense of performance when moderation is by a visit and we will therefore allocate a visiting moderator wherever possible. DVD evidence is useful in cases where candidates are unable to perform owing to illness or injury or in the event of an enquiry upon results.

Any centres asked to make a DVD recording for moderation purposes will be sent instructions early in the Spring term.

Candidates should be assessed throughout their course and not just at the end (formative and summative). This, whilst also giving candidates feedback on their level of achievement, ensures that in the case of a long-term injury, marks for the candidates are available.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to re-mark the work of other candidates in the centre. In order to meet the possible request, centres must retain under secure conditions and have available the work and the Candidate Record Forms of every candidate entered for the examination and be prepared to provide them on demand. Mark adjustments will normally preserve the centre's rank order, but where major discrepancies are found, we reserve the right to alter the rank order.

7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (ie where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on

behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report,

at the time results are issued, giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for awarding, archive or standardising purposes.

Appendices

A Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of a wide range of factors affecting performance and participation, and the relationship between them. They have a thorough understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.</p> <p>They explain clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain potential risks related to physical activities and how to manage these effectively.</p> <p>They demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. They have a wide range of solutions to these challenges and consistently make effective decisions about how they will plan and approach their performance in response to new or changing situations.</p> <p>They critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident. They demonstrate a deep understanding of the impact of skills, tactics or composition, and fitness on the quality and effectiveness of performance. They identify priorities for improvement and plan a good range of appropriate, progressive practices. They understand how to monitor and evaluate progress towards improved quality of performance and outcomes.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity, and show a clear understanding of the principles behind, and the benefits of, regular, safe exercise and its impact on performance, fitness and health.</p> <p>They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They identify and explain many of the long-term effects of exercise and activity on physical, mental and social health. They identify potential risks involved in different activities and some of the ways to manage these effectively.</p> <p>They demonstrate their ability to select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities, with effective refinement, precision, control and fluency. They have a good range of solutions to these challenges and usually make effective decisions about how they will plan and approach their performance in response to new or changing situations.</p> <p>They analyse effectively and comment on their own and others' performances, showing an understanding of the factors that affect the quality and effectiveness of performance, and the broad strengths and weaknesses evident. They identify the most significant areas for improvement and plan effective ways to improve their own and others' performance.</p>

Grade	Description
F	<p>Candidates recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. They know, and can explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health.</p> <p>They identify some activities and exercises suitable for preparing and recovering from specific activities. They recognise some of the risks involved in different activities and demonstrate the basic skills of risk assessment and management.</p> <p>They demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in moderately challenging and complex activities, with some precision, control and fluency. They have a limited range of solutions to these challenges that they can draw on, and make sound decisions about how they will plan and approach their performance. They are able to demonstrate a limited range of responses to changing situations.</p> <p>They provide a basic analysis of their own and others' performance, and can identify some major strengths and weaknesses. They make basic comments and can identify some simple modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.</p>

B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for Further and Higher Education” 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

C Overlaps with other Qualifications

GCSE Science: Single and Double Award

GCSE Biology

GCSE Human Biology

GCSE Human Health and Physiology

GCSE Health and Social Care

GCSE Leisure and Tourism

Some aspects of topics within the Physical Education Specification can be found in the above GCSE specifications.

These include:

- Health, physical activity and fitness
- Leisure
- Diet
- Exercise
- Respiration

D Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information and Communication Technology.

The Wider Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these 'wider' Key Skills is deemed highly desirable for all candidates.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for Physical Education can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of units, are provided in the Teachers' Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website: <http://web.aqa.org.uk/qual/keyskills/com04.php>



GCSE Physical Education Teaching from 2009 onwards

Qualification Accreditation Number: 500/4558/1 (Double Award), 500/4506/4 (Single Award) and 500/4603/2 (Short Course)

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 7210.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

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Further information is available at:

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