



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Entry Level Certificate

Physical Education 3958
2008

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

Further copies of this specification booklet are available from:

AQA Logistics Centre, Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester, M17 1EH.
Telephone: 0870 410 1036 Fax: 0161 953 1177

or

can be downloaded from the AQA Website: www.aqa.org.uk

Copyright © 2006 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Contents

Background Information

- | | | |
|---|--|---|
| 1 | Entry Level Certificates | 5 |
| 2 | Specification at a Glance | 6 |
| 3 | Availability of Assessment Units and Entry Details | 7 |

Scheme of Assessment

- | | | |
|---|-----------------------|----|
| 4 | Introduction | 8 |
| 5 | Aims | 10 |
| 6 | Assessment Objectives | 10 |
| 7 | Scheme of Assessment | 11 |

Basic Skills and Other Issues

- | | | |
|---|--|----|
| 8 | Basic Skills | 12 |
| 9 | Spiritual, Moral, Ethical, Social, Cultural and Other Issues | 12 |

Centre-Assessed Units

- | | | |
|----|---|----|
| 10 | Nature of the Centre Assessed Component | 15 |
| 11 | Guidance on Setting the Centre-Assessed Units | 16 |
| 12 | Assessment Criteria | 17 |
| 13 | Supervision and Authentication | 83 |
| 14 | Standardisation | 84 |

15	Administrative Procedures	85
16	Problems with Individual Candidates	85
17	Moderation	86
Awarding and Reporting		
18	Grading, Shelf-Life and Re-Sits	87
Appendices		
A	Record Forms	88

Background Information

1

Entry Level Certificates

1.1	National Qualifications Framework	The Entry Level Certificates (formerly Certificates of Achievement) are designed for use by students who are unlikely to reach Grade G at GCSE, this grade being the bottom of the Foundation Level in the National Qualifications framework.
1.2	Entry Level Qualification Requirements	The Entry Level requirements state that 50% of the assessment must consist of tasks or assignments which are externally set, marked and/or moderated externally, and conducted under supervised conditions.
1.3	Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues	It is a requirement that all specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.
1.4	ICT	The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.
1.5	Citizenship	From 2002, students in England are required to study Citizenship as a national curriculum subject. Each specification signposts, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

Specification at a Glance

Physical Education

This is the only specification in the subject offered by AQA.

Entry Level Certificate
3958



Entry Level Certificate 3958	
<p>For each activity the candidate is assessed on:</p> <ul style="list-style-type: none"> • the performance of individual and group skills; • application of skills in the group situation; • knowledge of rules and regulations; • the ability to evaluate and make judgements on their own and others' performance; <p>and, for one activity, the ability to undertake a safe health promoting exercise/training schedule.</p>	
<p>Coursework - OPTION 1</p> <p>Three activities to be chosen from at least two of the following groups, including at least one activity from Group 1.</p> <p>GROUP 1 – Game Activities: Association football, badminton, basketball, cricket, golf, hockey, lacrosse, netball, rounders or softball, rugby football (league or union), squash, table tennis, tennis, volleyball.</p> <p>GROUP 2 – Gymnastic Activities Artistic gymnastics, compositional gymnastics, trampolining.</p> <p>GROUP 3 – Dance Modern educational dance.</p> <p>GROUP 4 – Athletic Activities Athletics, weight lifting/weight training.</p> <p>GROUP 5 – Swimming Competitive swimming, life saving, personal survival.</p>	<p>100 % of total marks</p>
<p>Coursework – OPTION 2</p> <p>Three activities to be chosen from at least two of the following groups.</p> <p>GROUP 6 – Invasion Games Association football, basketball, hockey, lacrosse, netball, rugby football (league or union).</p> <p>GROUP 7 – Net/Wall Games Badminton, squash, table tennis, tennis, volleyball.</p> <p>GROUP 8 – Striking/Fielding/Target Games Cricket, golf, rounders or softball.</p>	<p>100 % of total marks</p>

3

Availability of Assessment Units and Entry Details

3.1 Availability of Externally-Set Papers	There is no written paper; this specification is 100% coursework.
3.2 Entry Codes	<p>Centres must register as a centre with AQA before formally entering candidates in February in the year of the award.</p> <p>The appropriate Entry Forms will then be sent.</p> <p>The Subject Code for entry for this Entry Level Certificate is 3958.</p>
3.3 Private Candidates	This specification is not available for private candidates.
3.4 Access Arrangements and Special Consideration	<p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document: <i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills</i> This document can be viewed via the AQA web site (www.aqa.org.uk).</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>
3.5 Language of Examinations	All assessment must be done through the medium of English. Assessment will not be available in Welsh or Gaelic.

Scheme of Assessment

4

Introduction

4.1 National Criteria

This Entry Level Certificate specification complies with the following:

- Entry Level Requirements.
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.
- The National Criteria for England at Key Stage 4.

4.2 Rationale

This specification provides for the learning and assessment of those candidates for whom the General Certificate of Secondary Education (GCSE) is not appropriate. Consequently the assessment will make demands that are **lower** than those made by the full course GCSE in Physical Education. The specification is based on the Programme of Study for Physical Education.

The specification will therefore appeal to those who provide solely for the Physical Education teaching of candidates whose attainment is likely to be below grade G of GCSE. The marking criteria for the Entry Level Certificate have been modified to ensure that the specification is accessible to such candidates. The Entry Level Certificate aims are common with GCSE, but the assessment objectives and scheme of assessment have been modified.

It is envisaged that no **extra** or **special** material should be covered other than that required for Physical Education Specification A (3581) and Physical Education (Games) (3583). This certification has the added advantage of allowing teachers to defer entry decisions until January or February of Year 11.

The specification is designed to provide:

- appropriate assessment of Levels 1 – 3 at Key Stage 4;
- candidates with the opportunity to show what they know and can do;
- teachers with the opportunity to develop and use the style of teaching that is most appropriate for candidates at these levels;
- easy access and transfer to the AQA GCSE Physical Education Specification A (3581) and Physical Education (Games) (3583).

The candidates may be in special schools or may be integrated into any secondary school.

100% of the assessment is practical and centre-based, 50% being assessed using the externally-set practical assessment tasks represented by Skill Area A.

The remaining 50% is assessed using centre-designed tasks represented by Skill Areas B, C, D and E.

4.3 Prior level of attainment and recommended prior learning

The specification builds on the knowledge, understanding and skills acquired in programmes of study at Key Stage 3 of the National Curriculum.

It is not necessary for candidates to have studied Physical Education before commencing work on this specification and no prior knowledge of the subject is necessary. It is recommended that candidates should have acquired literacy skills of Level 1 and above, as these will be used in the coursework. Numeracy skills are required where appropriate, and may be relevant where candidates are interpreting information.

Teachers should provide appropriate and adequate guidance about the demands of the specification before students embark on their studies.

4.4 Progression

The scheme of assessment allows attainment to be recognised at standards broadly consistent with National Curriculum Levels 1, 2 and 3. As an approved Entry Level Qualification, the specification provides excellent progression to GCSE studies, particularly in Physical Education. It will also lay an appropriate basis for study at Foundation Level in Leisure & Tourism.

The skills and knowledge acquired will be relevant and transferable in both educational and career settings. The qualification therefore increases flexibility for students and makes a distinct contribution to the quality and coherence of the qualifications framework.

In addition, it provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

5

Aims

A course based on this specification should encourage candidates to:

- a improve their ability to plan, perform and evaluate physical activities;
- b improve their knowledge, skills and understanding of a range of physical activities.

6

Assessment Objectives

Candidates should be able to demonstrate:

- a personal performance of individual/group skills and the ability to apply them in the activity/game situation;
- b an understanding of the application of the rules and regulations;
- c the ability to evaluate and make judgements of their own and others' performance and the ability to make some suggestions to improve performance;
- d understanding of the principles used to prepare and carry out an exercise/fitness training programme taking into account health and safety aspects of Physical Education.

7

Scheme of Assessment

- 7.1 The Scheme of Assessment comprises one component. Candidates are required to choose **three** activities chosen from either OPTION 1 or OPTION 2 as shown below.

OPTION 1

100% of the marks

300 Marks

Candidates are assessed on their performance of **three** practical activities chosen from **at least two** of the groups shown below, including **at least one** activity from **Group 1**.

- GROUP 1 Game Activities (compulsory)
- GROUP 2 Gymnastic Activities
- GROUP 3 Dance
- GROUP 4 Athletic Activities
- GROUP 5 Swimming

OPTION 2

100% of the marks

300 Marks

Candidates are assessed on their performance of **three** game activities chosen from **at least two** of the following groups:

- GROUP 6 Invasion Games
- GROUP 7 Net/Wall Games
- GROUP 8 Striking/Fielding/Target Games

- 7.2 **Weighting of Assessment Objectives**

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Skill Areas (%)					Overall Weighting of AOs (%)
	A	B	C	D	E	
1	50	20				70
2			10			10
3				10		10
4					10	10
Overall Weighting of Skill Areas (%)	50	20	10	10	10	100

Candidates' marks for each assessment component are scaled to achieve the correct weightings.

Basic Skills and Other Issues

8

Basic Skills

At Entry Level there are two Basic Skills: Literacy and Numeracy. For students following this specification there are opportunities to develop both skills.

Both skills will be developed in the completion of coursework.

9

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

9.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

This course of study in Physical Education can contribute to candidates' understanding of spiritual, moral, social and cultural issues. This specification provides opportunities for candidates to explore a wide range of issues, as summarised below.

Spiritual

Through the study of Physical Education activities, candidates are able to reflect on and evaluate their own existence and values in relation to society. Candidates will have opportunities to show recognition and understanding of their own and others' individual worth, thus developing positive attitudes towards themselves and others.

Moral and Ethical

The process of participating in sport promotes candidates' negotiation skills and encourages recognition and sympathetic awareness of their own and others' values and beliefs. Throughout this course of study candidates will gain an understanding of socially-accepted codes of behaviour, such as accepting authority and supporting referees and umpires.

Social

Participating in physical activities encourages candidates to consider the values and attitudes, such as loyalty and teamwork, that prevail in society and in social groups.

Cultural

Through team activities candidates will have opportunities to consider and discuss questions of group identity, belonging and behaviour. By participating in and studying the range of the different activities offered in this specification, e.g. folk and other forms of dance and/or traditional games, candidates may have opportunities to experience, appreciate and relate to cultures other than their own. Hence they will learn to understand the importance of having a cultural identity and transcending cultural boundaries.

9.2	European Dimension	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification.</p> <p>A study of this specification supports the European dimension since it is designed to improve candidates' knowledge and understanding of personal and social development. In particular, the knowledge and understanding gained from this specification contribute to health and environmental education and to education for citizenship.</p>
9.3	Environmental Issues	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "<i>Environmental Responsibility: An Agenda for Further and Higher Education</i>" 1993 in preparing this specification.</p> <p>A course of study based on this specification allows responsible attitudes to environmental issues to be fostered, particularly in relation to provision for and participation in physical activities.</p>
9.4	Citizenship	<p>This specification allows treatment of aspects of citizenship through the contribution made to candidates' moral, social and cultural development (see Section 9.1) and through the opportunities to promote an understanding of, and responsible attitude towards, environmental issues (see Section 9.3).</p>
9.5	Avoidance of Bias	<p>AQA has taken great care in the preparation of this specification to avoid bias of any kind.</p>
9.6	Health and Safety	<p>Teaching about health and safety in physical education forms part of the teaching requirements for the breadth of study as described in the Assessment Objectives in Section 6 of this specification.</p> <p>When working with equipment in practical activities and in different environments, including those that are unfamiliar, candidates should be taught:</p> <ul style="list-style-type: none">(a) about hazards, risks and risk control;(b) to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;(c) to use information to assess the immediate and cumulative risks;(d) to manage their environment to ensure the health and safety of themselves and others;(e) To explain the steps they take to control risks. <p>All centres and candidates must be fully aware of the recommended safety procedures as laid down by governing body for the particular activity and as recommended by BAALPE.</p>

9.7 ICT Some of the ways in which candidates, through studying a course based on this specification, will have opportunities to use and develop ICT to support their work are listed below:

Candidates can use:

- | | |
|---|---|
| Multimedia devices | To create sound and light when performing, e.g. in dance and gymnastic activities. |
| Databases | To provide access to movement ideas and techniques to analyse and evaluate activities at different levels of performance. |
| Digital cameras/camcorders | (i) to observe good technique;
(ii) to observe and analyse to improve technique and performance;
(iii) to evaluate their own and other's performance;
(iv) to evaluate strategic contribution in team play;
(v) to record and review performance. |
| Video analyses | To develop understanding of patterns of play and the contribution of individuals in physical activities when working with others. |
| Electronic and digital measuring and timing devices | To measure fitness and the effectiveness of performance when participating in physical activities. |
| Spreadsheets, imaging and word processors | To produce the coursework evidence when completing the health-related exercise programme, and/or in the observation and analysis of performance. |
| The Internet | To have access to up-to-date information on a range of topics e.g. rules and regulations, and a range of activities. This may also be used as an opportunity to exchange and share information. |

In using the above opportunities, candidates can meet the statutory requirements for the use of ICT in Physical Education.

Centre-Assessed Component

10

Nature of the Centre-Assessed Component

10.1 Practical Performance Assessment and Criteria

The assessment of each Activity is divided as follows, to correspond with Assessment Objectives 1, 2, 3 and 4.

- 1
 - (a) personal performance of individual/group skills and the ability to apply them in the activity/game situation;
 - (b) application of skills in an activity situation;
- 2 an understanding of the application of the rules and regulations;
- 3 the ability to evaluate and make judgements of their own and others' performance and the ability to make some suggestions to improve performance;
- 4 understanding of the principles used to prepare and carry out an exercise/fitness training programme taking into account health and safety aspects of Physical Education.

Skill Areas A - E

For each activity each candidate is assessed on Skill Areas A – D as shown in the following table. Skill Area E is assessed for one activity.

Skill Area	Description	Assessment Objective
A	Personal performance of individual/group skills	1
B	Application of skills in the activity situation	1
C	Application of Rules and Regulations	2
D	Evidence of the ability to evaluate and make judgement of their own and others' performance	3
E	Evidence of the ability to prepare and carry out an exercise/fitness training programme, taking into account health and safety aspects of Physical Education	4

The candidate's achievement in Skill Area A for each of the three activities selected is assessed by the candidate's own teacher on a scale of 0 – 50 marks. For Skill Areas B – E the candidate's achievement is assessed on a scale of 0 – 10 marks.

The marks for each Skill Area for each Activity are multiplied to achieve the correct weighting, then added together as shown in the following grid.

	Skill Area					Total for each activity
	A	B	C	D	E	
Mark out of	50	10	10	10		
Multiply by	× 1	× 2	× 1	× 1		
Maximum	50	20	10	10		$90 \times 3 = 270$
Exercise/Fitness Training Programme			Planning 10 x 1 Carrying Out 10 x 2		30	30
Total for component						300

The marks for all three activities and the Exercise/Fitness Training Programme are to be recorded on the Candidate Record Form to give a total centre mark. Candidate Record Forms are issued to centres prior to each Examination Series.

11

Guidance on Setting the Centre-Assessed Component

11.1 Introduction

Centres may offer candidates the opportunity of being assessed in more than three activities. In such cases the assessment of the three activities where most achievement has been gained should be submitted to AQA.

Not all candidates from the same centre need to be assessed in the same three activities.

11.2 Differentiation

Differentiation in the Practical Performance will normally be achieved by giving candidates opportunities to select skills or game situations which enable them to make an appropriate response according to their individual levels of ability. Teachers will be required to provide a range of opportunities for candidates to show their capabilities. Activities will be assessed on a common scale for all candidates, the marking criteria having been designed to discriminate across the complete ability range.

11.3 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

12

Assessment Criteria

12.1 Introduction

The following performance descriptors for each of the five Skill Areas define the marking band to enable the teacher to categorise initially the candidate's ability within that band. The teacher then decides whether the candidate's performance merits a higher, lower or an intermediate mark within the chosen mark band.

For each of the Skill Areas **A – E** candidates should be able to demonstrate through performance some ability to inter-relate planning, performing and evaluating while taking part in physical activity.

12.2 Practical Performance
Marking Criteria

Skill Area A

Performance in Individual and Group Skills

Level	Performance Descriptor	Marks Awarded
1	Candidates can perform a limited range of very simple skills and techniques with little regular control, consistency or accuracy. They will probably require considerable assistance.	1 – 4
2	Candidates can perform some simple skills and techniques, with some regular control, consistency and accuracy. They will probably require some basic assistance.	5 – 7
3	Candidates can perform a variety of skills and techniques, often with regular control, consistency and accuracy. They will probably require only very minimal, or no assistance.	8 – 10

(Multiply score × 1)

Skill Area B

Application of Skills in the Game/ Activity Situation

Level	Performance Descriptor	Marks Awarded
1	Candidates make a very limited contribution within the game situation and this is quite often very minimal without a significant level of active participation. They have a very limited ability to plan some very simple tactics and strategies within an activity session. They will probably require considerable assistance.	1 – 4
2	Candidates make some contribution within the game situation but this is often minimal with some active participation. They are able to plan very simple tactics and strategies within an activity session. They will probably require some basic assistance.	5 – 7
3	Candidates make a contribution within the game situation and are able to perform basic skills at intervals during the game. They are able to plan a variety of simple tactics and strategies within an activity session. They will probably require only very minimal, or no assistance.	8 – 10

(Multiply score × 2)

Skill Area C

Application of Rules and Regulations

Level	Performance Descriptor	Marks Awarded
1	Candidates have a very limited grasp of the principal rules/laws/conventions/ etiquette of the activity and are able to apply them occasionally when scoring/judging. They will probably require considerable assistance.	1 – 4
2	Candidates have a basic grasp of the principal rules/laws/conventions/etiquette of the activity and can often apply them when scoring/judging. They will probably require some basic assistance.	5 – 7
3	Candidates have a grasp of the principal rules/laws/conventions/ etiquette of the activity and usually apply them when scoring/judging. They will probably require very minimal, or no assistance.	8 – 10

(Multiply score × 1)

Skill Area D

Evidence of the ability to evaluate and judge their own and others' performance

Level	Performance Descriptor	Marks Awarded
1	Candidates are able to make very basic judgements about their own and others' performance and to make very basic suggestions about how they may be improved. They will probably require considerable assistance.	1 – 4
2	Candidates are able to make basic judgements about their own and others' performance and to make basic suggestions about how they may be improved. They will probably require some basic assistance.	5 – 7
3	Candidates are able to recognise good and bad aspects of their own and others' performance and suggest a variety of ways in which the performance may be improved. They will probably require only very minimal, or no assistance.	8 – 10

(Multiply score × 1)

Skill Area E

Understanding of the principles used to prepare and carry out an exercise/fitness-training programme.

Level	Performance Descriptor - Planning	Marks Awarded
1	Candidates have a very limited understanding of some of the basic principles of health and safety and can link them in a very limited way to a health promoting exercise/fitness training programme. They will probably require considerable assistance.	1 – 4
2	Candidates are able to understand the basic principles of health and safety and link them, in a limited way, to a health promoting exercise/fitness training programme. They will probably require some basic assistance.	5 – 7
3	Candidates are able to understand the basic principles of health and safety and link them to a health promoting exercise/fitness-training programme. They will probably require only very minimal, or no assistance.	8 – 10
		(Multiply score × 1)
	Performance descriptors – Carrying Out Use descriptors for Skill Area A (page 17)	(Multiply score by 2)

Option 1

12.3 Group 1 – Game Activities

Candidates should be taught:

- a to play the full, recognised, version of a competitive game and to experience some of the roles, e.g. performer, coach, official;
- b to use simple strategies and tactics of competitive play;
- c techniques in the selected game(s) and how to improve performance;
- d to co-operate with others in regular practices in order to improve their techniques;
- e the basic rules/laws of the game(s) followed, and how to apply them.

Association Football

Skill Area A *Individual and Group Skills*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

Candidates must be assessed on **either** Section 1 **or** Section 2.

Section 1

		Maximum Mark
1	Ball control - e.g. trapping, heading, gaining initial control	10
2	Passing - e.g. short and long, crossing, accuracy	10
3	Running with the ball - e.g. dribbling and control	10
4	Shooting - e.g. short distance, long distance, penalty taking	10
5	Defending - e.g. delay and challenging, tackling.	10
Total maximum mark		50

Section 2

Goalkeeper

		Maximum Mark
1	Positioning - e.g. cutting down angles for crosses	10
2	Shot stopping - e.g. long distance and close shots	10
3	Supporting the defence - e.g. organising walls, positional play	10
4	Dealing with crosses - e.g. varying heights, inswing and outswing	10
5	Distribution - e.g. kicking, throwing, goalkicks.	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in 'set' pieces and 'dead ball' situations within the game.

The candidate shows skills in the game, taking some account of colleagues' and opponents' moves.

The candidate is able to show some understanding in 'dead' ball situations, e.g. attacking and defending play at short corners.

The candidate should be able to show a basic ability to 'read' the game.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee and/or linesman.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach/trainer.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Association Football.

Badminton

Skill Area A *Individual Skills*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Service - e.g. short, long, flick singles and doubles	10
2	Overhead clears - e.g. backhand and forehand	10
3	Drives - e.g. forehand and backhand	10
4	Overhead shots - e.g. smash and drop shots	10
5	Return of service - e.g. net shots, lifted returns	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

Singles, and Doubles or Mixed Doubles. An assessment of the effectiveness of the candidate's skill in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space, colleagues and opponents.

Particular attention should be paid to the following:

Variation of length, direction, pace of shots/service;

Offensive and defensive play and positioning;

Positions of players for service and returning service;

Knowledge/understanding of the principles of play (e.g. keep the shuttle in play, play the shuttle away from the opponent, attack the shuttle early, etc.).

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.

This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Badminton.

Basketball

Skill Area A	<i>Individual and Group Skills.</i> An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.	Maximum Mark
1	Dribbling - e.g. using both hands, changes of speed and direction	10
2	Passing - e.g. chest, javelin and bounce pass	10
3	Catching - e.g. both stationary and when moving, differing speeds and heights	10
4	Footwork - e.g. pivoting, when dribbling and during lay up shot	10
5	Shooting - e.g. lay up, set shot, jump shot, free shots	10
Total maximum mark		50
Skill Area B	<i>Application of Skills in the Game Situation.</i> An assessment of the effectiveness of the candidate in 'set' plays and in the game situation. The candidate shows ability to use skills in the game, taking some account of colleagues' and opponents' moves. The candidate is able to show a basic awareness in the game as it develops and changes.	
Skill Area C	<i>Rules and Regulations</i> The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials. Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee.	
Skill Area D	<i>Evidence of the ability to evaluate and judge their own and others' performance.</i> Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach. This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.	
Skill Area E	<i>Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.</i> The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Basketball.	

Cricket

Skill Area A *Individual and Group Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

Candidates must do section 1 **or** 2 and **either** 3 **or** 4. Marks should be given out of ten for each section and then the total marks should be divided by two for the final mark to be put forward.

Section 1

	Maximum Mark
1 Short distance catching	10
2 Long distance catching	10
3 Long distance throwing	10
4 Short distance throwing	10
5 Fielding - e.g. stopping and gathering the ball	10
Total maximum mark	50

Section 2

	Maximum Mark
1 Wicketkeeping - catching	10
2 Wicketkeeping - stumping	10
3 Standing up to slow bowlers	10
4 Standing back for fast bowlers	10
5 Recovering from the field - e.g. moving up for returns during run making	10
Total maximum mark	50

Section 3

	Maximum Mark
1 Batting to mixed bowling - e.g. spin, pace, swing	10
2 Batting with forward defensive shots	10
3 Batting with backward defensive shots	10
4 Batting with attacking shots from the front foot	10
5 Batting with attacking shots from the back foot	10
Total maximum mark	50

Section 4

		Maximum Mark
1	Bowling pace or spin	10
2	Run up	10
3	Delivery	10
4	Length	10
5	Direction line	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in the game situation. The candidate shows the ability to use skills in the game.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Cricket.

Golf

Skill Area A *Individual Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations.

	Maximum Mark
1 Grip - e.g. overlapping/interlocking	10
2 Setting up - e.g. addressing the ball	10
3 Swing - e.g. body position and use of head, arms, hips, legs and knees	10
4 Club control - e.g. take away, strike, follow through	10
5 Strokes - e.g. tee shot, drive, chip, pitch and putting	10
Total maximum mark	<hr/> 50

Skill Area B *Application of Skills in the Game Situation.*

An assessment should be made of the candidate's ability to select the appropriate club taking into account influencing factors.

- Distance
- Lie of the ball
- Ground/weather conditions
- Slope of the fairway/green

Candidates should demonstrate knowledge and understanding of what constitutes **two of the following:**

- slice
- hook
- fade
- draw
- pull
- push

Assessment should be made of the candidate's ability to demonstrate their ability on either a nine or eighteen-hole course.

Skill Area C *Rules and Regulations*

The candidate should have a basic understanding of the rules and regulations in the game when situations arise necessitating knowledge of etiquette, correct procedures and the recording of scores.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee and/or linesman.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise and evaluate performance in an activity situation identifying any faults in techniques and suggest ways they might be corrected or improved.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.

This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Golf.

Hockey

Skill Area A *Individual and Group Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

Candidates must be assessed on either 'Attacking Play,' 'Defence Play' or 'Goalkeeping'

	<u>Attacking Play</u>	Maximum Mark
1	Control of the ball - e.g. running, dribbling, dodging and feinting	10
2	Passing the ball - e.g. hit, slap, push, reverse stick	10
3	Receiving the ball - e.g. stationary, on the move, open stick, close stick	10
4	Shooting - e.g. use of power, placement, penalty flicks	10
5	Movement of the ball - e.g. creating space, moving defenders	10
	Total maximum mark	50

	<u>Defence Play</u>	Maximum Mark
1	Intercepting	10
2	Tackling with open stick tackle	10
3	Tackling with closed stick tackle	10
4	Marking man to man	10
5	Marking using zonal marking	10
	Total maximum mark	50

	<u>Goalkeeping</u>	Maximum Mark
1	Distribution by kicking	10
2	Distribution by hitting pushing	10
3	Distribution by hitting pushing	10
4	Penalty play	10
5	Saving - e.g. with the hands, diving save	10
	Total maximum mark	50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in 'set' plays and the game situation. The candidate shows ability to use skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleagues' and opponents' moves.

The candidate is able to show an understanding of 'dead ball' situations e.g. attacking and defending play at short corners.

The candidates should be able to show a basic ability to 'read' the game, apply themselves in developing situations and have an awareness of positional and tactical play.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.

This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Hockey.

Lacrosse

Skill Area A	<i>Individual and Group Skill.</i> An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.	Maximum Mark
1	Picking up - e.g. stationary ball, moving ball, loose ball	10
2	Catching - e.g. on both sides, stationary and moving	10
3	Passing and shooting - e.g. underarm, overarm reverse stick	10
4	Possession and defending - e.g. keeping possession, close marking, intercepting, tackling	10
5	Goalkeeping or attacking skills - e.g. getting free or narrowing angles, saving	10
Total maximum mark		50

Skill Area B *Application of Skill in the Game Situation.*
An assessment of the effectiveness of the candidate in 'set' plays and the game situation. The candidate shows skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleague's and opponent's moves.
The candidate is able to show an understanding in 'dead ball' situations, e.g. at a throw-up.
The candidates should be able to show a basic ability to 'read' the game, apply themselves in developing situations and have an awareness of positional and tactical play.

Skill Area C *Rules and Regulations*
The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.
Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*
Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.
This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.
This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*
The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Lacrosse.

Netball

Skill Area A *Individual and Group Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Throwing - e.g. one-handed and two-handed	10
2	Footwork - e.g. landing on one/two feet, pivoting, balance	10
3	Shooting - e.g. standing shot, moving shot, rebounding	10
4	Attacking/defending skills - e.g. getting free, close marking, intercepting, blocking, marking	10
5	Group skills - e.g. centre pass, throw in, penalty pass, penalty shot, toss up	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in 'set' plays and the game situation. The candidate shows ability to use skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleagues' and opponents' moves.

Within team play a candidate should show a basic understanding of positional and tactical awareness, an anticipation of the 'play' and attacking/defending strategies.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Netball.

Rounders (or Softball)

Skill Area A *Individual and Group Skills*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Batting - e.g. use of power/placement	10
2	Bowling/Pitching - e.g. variations of pace, height, spin	10
3	Throwing and catching - e.g. close, distance, using power and accuracy	10
4	Fielding - e.g. close range, moving and running to field, ball stopping techniques	10
5	Backstop/'Catcher' - e.g. coping with varying deliveries, ball stopping and distribution	10
Total maximum mark		50

Skill B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in the game situation. The candidate shows the ability to use skills in the game.

Particular attention should be paid to the following:

- the variety of balls bowled by the bowler and the liaison with the backstop;
- the ability of the batsman to 'read' the bowler's delivery and hit accordingly, taking account of field placings and state of the game;
- field placings, both on bases and in the outfield;
- fielding decisions (catching, ground fielding techniques and types of throw used);
- running between bases (e.g. 'stealing').

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Rounders.

Softball (or Rounders)

Skill Area A *Individual and Group Skills*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Batting - e.g. use of power/placement	10
2	Bowling/Pitching - e.g. variations of pace, height, spin	10
3	Throwing and catching - e.g. close, distance, using power and accuracy	10
4	Fielding - e.g. close range, moving and running to field, ball stopping techniques	10
5	Backstop/'Catcher' - e.g. coping with varying deliveries, ball stopping and distribution	10
Total maximum mark		50

Skill B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in the game situation. The candidate shows the ability to use skills in the game.

Particular attention should be paid to the following:

- the variety of balls pitched by the pitcher and the liaison with the 'catcher';
- the ability of the hitter to 'read' the pitcher's delivery and hit accordingly, taking account of field placings and state of the game;
- field placings, both on bases and in the outfield;
- fielding decisions (catching in the glove, ground fielding techniques and types of throw used, and tagging.);
- running between bases e.g. 'stealing' and calling instructions to team mates.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules/laws of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Softball.

Rugby Football
(League or Union)

Skill Area A *Individual and Group Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Ball handling - e.g. catching, passing, dummying, playing the ball (rugby league)	10
2	Running - e.g. swerve, side-step, change of pace, hand off	10
3	Tackling - e.g. side, front, rear, smother	10
4	Kicking - e.g. punt, place, 'grubber', drop kick, cross kick, up and under	10
5	Group/set play skills - e.g. line-outs, scrums, rucks, mauls, playing the ball, penalty moves	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in 'set' plays and the game situation. The candidate shows ability to use skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleagues' and opponents' moves.

- Either Rugby League play the ball, scrums, backing-up, tap penalties, defensive and offensive alignment, switch and loop play.
- Or Rugby Union rucking, mauling, line-out, scrums, defensive and offensive alignment, switch and loop play.

The candidate should show evidence of basic knowledge and understanding of general play within the game, with particular reference to their own position. Due consideration to be given to allow the candidate to be involved in Forward or Back play.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee and/or linesman.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.

This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Rugby.

Squash

Skill Area A *Individual Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Service - e.g. drive and lob	10
2	Forehand - e.g. drives and boasts	10
3	Backhand - e.g. drives and boasts	10
4	Drop shots and lobs - e.g. from front, rear and middle of court	10
5	Volley - e.g. from front, rear and middle of court	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate's skill in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space and opponent.

Particular attention should be paid to the following:

Variation of length, width, pace of shots/services;
positions of players for service and returning service.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Squash.

Table Tennis

Skill Area A *Individual Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Service - e.g. length, speed, spin, position, direction	10
2	The push - e.g. forehand and backhand	10
3	Topspin - e.g. forehand and backhand	10
4	Half-volley - e.g. close to the net and rear of the table	10
5	Backspin - e.g. forehand and backhand	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

Singles or Doubles.

An assessment of the effectiveness of the candidate's skills in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space, colleagues, and opponents.

Particular attention should be paid to the following:

- Variation of length, direction, pace of shots/service, as well as spin given to the ball;
- Offensive and defensive play and positioning

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Table Tennis.

Tennis

Skill Area A *Individual Skills*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Service - e.g. to forehand, backhand and body	10
2	Forehand drive - e.g. straight and cross court	10
3	Backhand drive - e.g. straight and cross court	10
4	Volleys - e.g. forehand, backhand and smash	10
5	Drop shots - e.g. volleyed, half-volleyed and from ground strokes	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

Singles, and Doubles or Mixed Doubles.

An assessment of the effectiveness of the candidate's skill in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space, colleagues, and opponents.

Particular attention should be paid to the following.

- Variation of length, direction, pace and of shots/service, as well as spin given to the ball;
- Offensive and defensive play and positioning;
- Positions of players for service and returning service.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Tennis.

Volleyball

Skill Area A *Individual and Group Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Service - e.g. underarm and overarm, using spin and placement	10
2	Dig/forearm pass - e.g. on returns or from team mates	10
3	Volley - e.g. straight, sideways, overhead	10
4	Smash/spike or block - e.g. in either an attacking or defensive position choice	10
5	Movement/rotation - e.g. effectiveness in different roles and positions	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate's skill in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space, colleagues, and opponents.

Particular attention should be paid to the following:

The three touch sequence (dig, set, spike), together with block and cover;

Court positions during play (N.B. switching) –

Attack system e.g. setter + 3

Attack cover e.g. 1 – 2 – 3

Defence system e.g. 2 – 1 – 3

Service (type, direction, flight, etc.).

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach/trainer.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Volleyball.

12.4 Group 2 – Gymnastic Activities

Candidates should be taught:

- a to plan and implement a training schedule relevant to the gymnastic activities undertaken;
- b techniques and how to improve performance;
- c to apply the principles, rules and criteria for evaluating performance.

Artistic Gymnastics

Skill Area A *Personal Performance.*

An assessment should be made of the candidate's ability to perform a range of individual skills of a floor work routine and a variety of vaults

		Maximum Mark
1	Floor work - jumps, turns, rolls	10
2	Floor work - handstands, cartwheels, balances	10
3	Vaulting - approach, hurdle step	10
4	Vaulting - take off, pre-flight, strike	10
5	Vaulting - post flight, landing	10
Total maximum mark		50

Skill Area B *Application of Skills in the Activity Situation.*

An assessment of the effectiveness of the candidate to perform the following.

a *Floor work routine*

60 - 90 seconds - Music may be used.

A candidate should show ability to create and perform a basic floor work routine including a variety of the moves stated above. The candidate should also show use of space and linking movements. If music is used, candidates should show some interpretation of it.

b *Three recognised vaults* from the following:

These should be performed over long and/or cross box with Reuter Board.

- Cross Box – through vault
- Cross Box or Long Box – straddle vault
- Cross Box – side/flank vault
- Cross Box – squat onto and off the box.

- Cross Box or Long Box – neck spring
- Cross Box – bent arm overswing
- Cross Box – handspring
- Long Box – through vault

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge the physical skill in the activity situation.

There should be an awareness of the safety factors necessary with the use of the apparatus.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan and implement a training schedule relevant to the fitness requirements of Artistic Gymnastics.

Compositional Gymnastics

Skill Area A *Personal Performance.*

An assessment should be made of the candidate's ability to manage their body to refine their range of gymnastic activities involving extension, body tension and clarity of body shape whilst performing:

	Maximum Mark
1 Balancing - e.g. moving into and out of balance	10
2 Twisting and turning	10
3 Rocking and rolling	10
4 Travelling	10
5 Flight - e.g. through the air from floor or apparatus, elevation, body shape and direction	10
Total maximum mark	50

Skill Area B *Application of Skills in the Activity Situation.*

An assessment of the effectiveness of the candidate to refine a series of gymnastic actions into sequences, working alone and with others; to produce sequences that include variety, contrast and repetition, using both the floor and apparatus. The task(s) may be selected from the above list by either staff or candidate(s).

Particular attention should be paid to:

- (i) *Floor work sequence* (60 – 90 seconds)
The candidate should show creativity and variety of movement, control in balance and transitions, spatial awareness, changes of speed in interpreting the chosen theme(s). Music may be used.
- (ii) *Apparatus work sequence* (60 – 90 seconds)
The candidate should show good choice of apparatus in interpreting the theme/task as well as including variety, contrast and repetition. One of these sequences should be performed with a partner.

Skill Area C *Rules and Regulations*

The candidate should have a basic understanding of the principles of compositional gymnastics and of some of the basic terminology involved.

The candidate should have an awareness of the processes of forming basic sequences.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

The candidate should show an understanding of the creation of a sequence as a response to a theme/task. They should be able to show a floor plan of their sequence.

Assessment should be based on the candidate's ability to recognise, explain and judge performance. The candidate should appreciate movement in general, and make a judgement as to the effectiveness of what is seen, and how it may be improved.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group, this could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/ fitness exercise programme.*

The candidate should be able to plan and implement a training schedule relevant to Compositional Gymnastics.

Trampolining

Skill Area A *Personal Performance.*

An assessment should be made of the candidate's ability to perform the following basic skills of Trampolining.

All moves should be performed safely with form and control.

		Maximum Mark
1	Straight jump and check	10
2	Tuck, pike and straddle jump	10
3	Half twist and full twist	10
4	Seat drop and front drop	10
5	The selected four from sixteen skills shown below (each marked out of ten with average mark put forward)	10
Total maximum mark		50

Back drop, ½ twist to feet;
 ½ twist to back drop;
 Front drop, ½ twist to feet;
 Seat drop to front drop;
 Seat drop, ½ twist to back drop;
 Seat drop, full twist to feet;
 Seat drop, full twist to seat drop (roller);
 Front drop, ½ turn to front (½ turn table);
 Seat drop, ½ twist to feet;
 ½ twist to seat drop;
 ½ twist to seat drop ½ twist to feet;
 Seat drop, ½ twist to seat (swivel hips);
 Front drop to seat drop;
 ½ twist to front drop;
 Back drop;
 Hands and knees, forward turnover to back drop.

Skill Area B *Application of Skills in the Activity Situation.*

An assessment of the candidate should be made in a compulsory routine and a voluntary routine.

Compulsory routine

- (i) Front drop;
- (ii) To feet;
- (iii) Piked jump;
- (iv) Twist jump;
- (v) Piked straddle jump;
- (vi) Seat drop;
- (vii) Twist to seat;
- (viii) Twist to feet;
- (ix) Tucked jump;
- (x) Full twist jump.

Voluntary routine

Choose **one** routine from two.

- | | | | |
|---|---|---|---|
| 1 | Front drop
To feet
Tuck jump
½ twist jump
Straddle jump
Seat drop
To feet
Pike jump
Full twist jump
Straight jump and stop | 2 | Front drop
To feet
Straddle jump
Full twist jump
Tuck jump
½ twist jump
Pike jump
Seat drop
To feet
Straight jump and stop |
|---|---|---|---|

Skill Area C *Rules and Regulations*

The candidate should have a basic knowledge of safety procedures, and should be assessed on their ability to undertake the role of an official.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance. The candidate should have an appreciation of the techniques of trampolining and of the danger element in this activity.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan and implement a training schedule relevant to the fitness demands of Trampolining.

12.5 Group 3 - Dance

Candidates should be taught:

- a to compose and perform, dances that successfully communicate the artistic intention;
- b to perform and create dances in a range of styles, showing understanding of form and content;
- c to design and evaluate aspects of production for their own compositions;
- d to evaluate aspects of dance, including choreography and performance.

Modern Educational Dance
including traditional and folk
dance

Skill Area A *Personal Performance.*

An assessment should be made of the candidate's technical competence and interpretation when performing individual skills (listed below) in a practice situation in terms of control of the body in response to a range of stimuli.

	Maximum Mark
1 Gesture	10
2 Stepping and locomotion	10
3 Jumping	10
4 Turning	10
5 Stillness and balance	10
Total maximum mark	50

Skill Area B *Application of Skills in the Activity Situation.*

The candidate should demonstrate in:

a group dance (2 - 3 minutes); **and**

either a solo dance
(1 - 2 minutes);

or a duo dance
(1 - 2 minutes);

a basic understanding of the elements of dance composition, showing control, rhythm, and fluency of movement. Marks will also be allocated for the presentation of the dance including communication and expression. The candidate should act as choreographer in either of the dances and show a basic understanding of form and content. Assessment will be based on their ability to compose and perform dances that successfully communicate the artistic intention.

Skill Area C *Rules and Regulations*

An assessment of the candidate's basic knowledge of movement and performance.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

The candidate should show a basic knowledge of the elements of dance composition and performance. Through their observation and analysis candidates should show the ability to evaluate other dances and dancers and make basic judgements as to the effectiveness of what is seen including choreography and performance.

The candidate should have an appreciation of the style of dance - its stimuli, movement and rhythms, dynamic and spatial content, structure and design

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe, health promoting exercise programme relevant to the demands of Dance.

12.6 Group 4 – Athletic Activities

Candidates should be taught:

- a to plan, carry out and evaluate an effective personal training schedule for a selected event(s);
- b techniques in a selected event(s), and how to improve performance;
- c to apply the strategies/tactics in their chosen event(s);
- d to extend their personal capabilities and to evaluate performance in the selected event(s).

Athletics

Skill Area A *Personal Performance.*

An assessment should be made of the candidate's technique in performing all of the following individual skills in a practice situation.

<u>Running</u>		Maximum Mark
1	Starting technique - e.g. sprints and middle distance, use of starting blocks	10
2	Leg action	10
3	Arm action	10
4	Stance - including baton changing	10
5	Pace judgement and finishing	10
Total maximum mark		50

<u>Throwing</u>		Maximum Mark
1	Grip and stance	10
2	Preparation	10
3	Angle of release	10
4	Transfer of weight	10
5	Follow through and recovery	10
Total maximum mark		50

<u>Jumping</u>		Maximum Mark
1	Approach	10
2	Take-off	10
3	Flight	10
4	Landing	10
5	Recovery	10
Total maximum mark		50

The marks out of a total maximum of 150 marks that the candidate is awarded should be divided by three to give the total mark for this skill area.

Skill Area B *Application of Skills in the Activity Situation.*

An assessment of the effectiveness of the candidate in the competition. The candidate to perform **three** events from at least **two** sections. The assessment of the effectiveness of the candidate in these events should be made according to the candidate's ability to combine technique, fitness and natural talent with practical interpretation of the rules governing the events, e.g. shot putt-putt/push not a throw.

Select **three** events from at least **two** sections.

Section 1 *Sprints (100, 200 and 400 metres)*

- a The start, use of starting blocks, bend running, tactics, finishing technique.
- b Stride length, rate of striding, leg and arm action, breathing.

Section 2 *Middle distance (800, 1500 and 3000 metres)*

- a The start, the race, the finish.
- b Effort distribution, pace judgement, breathing.
- c Tactics.

Section 3 *Throws (Shot Putt, Discus, Javelin and Hammer)*

- (i) Shot Putt – holding shot correctly, movement across the circle, speed and thrust of the body.
- (ii) Discus – holding the discus, preliminary swings, turn and release, position on release, angle of release.
- (iii) Javelin – correct grip, approach, body position at release, angle of release, making a mark.
- (iv) Hammer – correct grip, preliminary swings, movement across the circle, sit throughout, heel/toe action, acceleration, angle of release, recovery.

Section 4 *Jumps (High, Long and Triple, and Pole Vault)*

- (i) High Jump – approach, take off, style, use of check marks.
- (ii) Long Jump – approach, check marks, take off, flight, landing, style.
- (iii) Triple Jump – approach, check marks, take off, flight, landing, style.
- (iv) Pole Vault – correct grip, run up, takeoff position, drive and lift, action on the pole, bar clearance, landing.

Section 5 *Hurdles (100, 110, 400 metres, Steeplechase)*

The start, stride length and pattern, jumping technique, leg and arm action, movement off the hurdle.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the selected events, and the ability to measure and time events as appropriate. Particular attention should be given to the laws relating to disqualification and to the generally accepted code of behaviour and safety requirements when undertaking the role of an official.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in an activity situation, identifying any faults in technique, and to undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be assessed on their ability to plan, carry out, and evaluate an effective personal training schedule for a selected event.

Weight Lifting/Weight Training

Skill Area A *Personal Performance.*

An assessment should be made of the candidate's ability to perform the following exercises using free weights in practice situations.

	Maximum Mark
1 High pull and press behind neck	10
2 Two handed curl/barbell curl	10
3 Power clean	10
4 Squats and front squats	10
5 Bench press and upright rowing	10
Total maximum mark	50

Candidates should always be accompanied and assisted by fully trained "spotters" and wear supportive belts where appropriate.

When two exercises are included both should be marked out of ten and the average mark put forward as the candidates mark.

Skill Area B *Application of Skills in the Activity Situation.*

An assessment should be made of the candidate's ability to prepare, plan and perform a training routine based on a number of repetitions of some of the eight exercises using Barbells. The training session should include a suitable, effective warm up and conclude with a warm down.

The candidate will be assessed in the performance of **two** International Olympic Lifts:

- (a) Snatch;
- (b) Clean and Jerk.

Skill Area C *Rules and Regulations*

The candidate should show an awareness and a basic understanding of the safety precautions and rules involved in training with free weights, including the following points.

- (a) Safety
 - (i) Maintenance of equipment – sleeves regularly checked;
 - (ii) Storage of equipment;
 - (iii) Transportation of equipment;
 - (iv) Floor space and protection;
 - (v) Footwear and personal clothing, weight lifting belt.

- (b) Lifting Procedures
 - (i) Supporters – one either side;
 - (ii) Check weight and collars before lifting;
 - (iii) Correct grip;
 - (iv) Stance;
 - (v) Breathing;
 - (vi) Knowledge of common faults and their correction.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge a given performance in the activity situation.

An assessment of the candidate's basic understanding of the various methods of training schedules:

- Repetitions/sets;
- Pyramid system;
- Isometric training.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be assessed on their ability to plan, carry out, and evaluate an effective personal training schedule.

12.7 Group 5 - Swimming

Candidates should be taught:

- a the rules for competition, and how to prepare for, and participate in, races in the various sprint, distance, medley and team events;
- b to develop further the application and evaluation of the principles and practice of rescue and resuscitation in water-based activities;
- c to develop, apply and evaluate their skills in selected water-based activities.

Candidates choose from the following water-based activities:

- 1) Competitive Swimming
- 2) Life Saving
- 3) Personal Survival.

Swimming

Skill Area A *Personal Performance.*

In this area, candidates must demonstrate all skills, irrespective of their chosen water-based activity. An assessment should be made of the candidate's ability to perform the following basic skills of swimming:

		Maximum Mark
1	Entry - e.g. racing dive, straddle jump	10
2	Strokes - technique of three recognised strokes chosen from front crawl, back stroke, breast stroke, butterfly (all should be marked out of ten and divided by three to give the average mark out of ten)	10
3	Performance - for one of the latter three strokes in a medley relay of 4 x 20 metres (4 x 20 yards) and for the front crawl in a freestyle relay of 4 x 20 metres (4 x 20 yards). These two should be marked out of ten and then divided by two to give the average mark out of ten	10
4	Turns, finishes - e.g. tumble turns, touch turns	10
5	Water skills - to include floating, treading water, surface dives and submerging both feet first and head first	10
Total maximum mark		50

Skill Area B *Application of Skills in the Activity Situation.***One** section: 1, 2 or 3.

1 Competitive Swimming

An assessment of the effectiveness of the candidate in the competitive swimming situation, related to current standard national awards. Candidates gain marks in the competitive swimming situation for satisfactory completion, within the time limit, of:

one distance swim by any stroke or strokes **and three** swims of **different** strokes.

Distance Swim	Marks
<i>Either</i> 400 metres/440 yards in 12 minutes 30 seconds	4
<i>or</i> 200 metres/220 yards in 7 minutes 30 seconds	2

THREE SWIMS USING DIFFERENT STROKES

	Strokes	Distance	Time	Marks	
three different strokes		Front Crawl	50 metres 50 yards	in 58.8 secs. in 53.0 secs.	2
		Front Crawl	25 metres 25 yards	in 34.8 secs. in 31.3 secs.	1
		Breast Stroke	50 metres 50 yards	in 75.5 secs. in 68.1 secs.	2
		Breast Stroke	25 metres 25 yards	in 40.8 secs. in 36.9 secs.	1
		Back Stroke	50 metres 50 yards	in 68.0 secs. in 61.3 secs.	2
		Back Stroke	25 metres 25 yards	in 38.8 secs. in 35.0 secs.	1
		Butterfly	50 metres 50 yards	in 65.5 secs. in 59.0 secs.	2
		Butterfly	25 metres 25 yards	in 39.5 secs. in 35.6 secs.	1

Total Mark Per Candidate = Maximum of 10 marks

Examples

A		B		C	
Swim	Mark	Swim	Mark	Swim	Mark
400 m	4	200 m	2	NO Distance	0
50 m Crawl	2	50 m Breast	2	50 m Crawl	2
50 m Breast	2	25 m Back	1	25 m Breast	1
50 m Back	2	25 m B'fly	1	NO 3rd Stroke	0
	10		6		3

2 Life Saving

An assessment of the candidate's ability to perform the following:

Strokes – side stroke;
life saving kick.

Entry – shallow water - slide, step, wade;
from height - compact jump, shallow dive,
straddle entry.

Rescues – land based – reach – (throw – rigid/non-rigid,
buoyant/non-buoyant aids).
water based – wade;
non-contact tow;
accompanied rescue;
contact and non-rigid aids;
extended chin tow;
cross chest/chin tow.

Approach – speed of;
method;
final approach.

Rescue Sequence:

The candidate is required to show standards of knowledge, judgement, technique and physical ability in the execution of **one** of the following **two** rescues or a sequence selected from the above skills.

- a A conscious weak swimmer is in difficulty in deep water, 50 metres from a point of entry which is in shallow water. A rigid aid is available. Demonstrate a 50 metre swim and a 50 metre non-contact rescue, which should end in shallow water. Assist the casualty to land.
- b A non-swimmer is in difficulty in deep water, 50 metres from a point of entry in deep water. No aids are available. Enter the water, swim 50 metres and rescue over 50 metres by means of a chin tow or cross chest tow. On the completion of the tow, support the casualty and, on the assessor's signal, assist the casualty to land.

3 Personal Survival

The candidate is required to perform the survival skills in a continuous routine in the order given and without pause. They must be performed without contact with the pool wall or floor at any time. In the distance swims, circuits rather than lengths of the pool should be swum.

Dress: The candidate will wear sleeved shirt/blouse, long sleeved jumper and skirt or trousers over their swimwear.

- Skill Routine:**
- 1 Enter the water from the poolside using a straddle entry.
 - 2 Tread water for two minutes with one arm out of the water (the raised hand to be above the head throughout, the candidate may change arms twice throughout).
 - 3 Swim 20 metres to a floating object.
 - 4 Take up and hold the "H.E.L.P." position for five minutes.
 - 5 Participate in a "HUDDLE" for two minutes using any floating object for support with at least two other similarly clothed swimmers who may be candidates.
 - 6 Swim 75 metres retaining a floating object.
 - 7 Climb out from water of at least full reach depth without using the steps or rail.
 - 8 Answer three questions testing the candidate's knowledge of the correct implementation of life saving skills.

Notes for Guidance *"H.E.L.P." is the Heat Escape Lessening Posture for individuals using a flotation aid - ideally a lifejacket. Other articles that might be used are plastic containers, buckets, bowls, inner tubes. In the "H.E.L.P." position, the head should be clear of the water. The candidate keeps the legs pressed tightly together and allows them to float into a comfortable position keeping the arms pressed closely to the side.*

The "HUDDLE" involves participants huddling together around flotation aids in order to conserve heat. The aim should be to pack tightly in groups of three or more. The "HUDDLE" is also most effective when lifejackets are being worn but other flotation aids may be used in an emergency.

(For reference use the ASA Awards Handbook.)

Skill Area C *Rules and Regulations*

The candidate should have

- 1 a basic knowledge of the rules concerning competitive swimming;

OR

- 2 a basic understanding of the principles of life saving;

OR

- 3 a basic understanding of the principles of personal survival;

AND

the ability to undertake the role of an official/judge.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in the activity situation.

The candidate should appreciate:

- 1 the rules, discipline and commitment to training for competitive swimming;

OR

- 2 the need to be effective and calm in stressful situations for life saving;

OR

- 3 the need to swim efficiently and economically and realise safety factors involved with water activities for personal survival.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

Candidates should be able to plan, carry out and evaluate an effective personal training schedule for their chosen Swimming activity.

Option 2

12.8 Group 6 – Invasion Games

Association Football

Skill Area A *Individual and Team Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

Candidates must be assessed on either Section 1 or Section 2.

Section 1

		Maximum Mark
1	Ball control - e.g. trapping, heading, gaining initial control	10
2	Passing - e.g. short and long, crossing, accuracy	10
3	Running with the ball - e.g. dribbling and control	10
4	Shooting - e.g. short distance, long distance, penalty taking	10
5	Defending - e.g. delay and challenging, tackling.	10
Total maximum mark		50

Section 2

		Maximum Mark
	<u>Goalkeeper</u>	
1	Positioning - e.g. cutting down angles for crosses	10
2	Shot stopping - e.g. long distance and close shots	10
3	Supporting the defence - e.g. organising walls, positional play	10
4	Dealing with crosses - e.g. varying heights, inswing and outswing	10
5	Distribution - e.g. kicking, throwing, goalkicks.	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in 'set' pieces and 'dead' ball situations within the game.

The candidate shows skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleagues' and opponents' moves.

The candidate is able to show an understanding in 'dead' ball situations, e.g. attacking and defending play at short corners.

The candidates should be able to show a basic ability to 'read' the game, apply themselves in developing situations and have an awareness of positional and tactical play.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach/.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Association Football.

Basketball

Skill Area A *Individual and Team Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Dribbling - e.g. using both hands, changes of speed and direction	10
2	Passing - e.g. chest, javelin and bounce pass	10
3	Catching - e.g. both stationary and when moving, differing speeds and heights	10
4	Footwork - e.g. pivoting, when dribbling and during lay up shot	10
5	Shooting - e.g. lay up, set shot, jump shot, free shots	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in 'set' plays and the game situation. The candidate shows skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleagues' and opponents' moves

The candidate is able to show a basic awareness in the game of tactics, positional play on and off the ball, and to interpret the game as it develops and changes.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Basketball.

Hockey

Skill Area A *Individual and Team Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

Candidates must be assessed on **either** 'Attacking Play', 'Defence Play' or 'Goalkeeping'

	<u>Attacking Play</u>	Maximum Mark
1	Control of the ball - e.g. running, dribbling, dodging and feinting	10
2	Passing the ball - e.g. hit, slap, push, reverse stick	10
3	Receiving the ball - e.g. stationary, on the move, pen stick, close stick	10
4	Shooting - e.g. use of power, placement, penalty flicks	10
5	Movement off the ball - e.g. creating space, moving defenders	10
	Total maximum mark	50

	<u>Defence Play</u>	Maximum Mark
1	Intercepting	10
2	Tackling with open stick tackle	10
3	Tackling with closed stick tackle	10
4	Marking man to man	10
5	Marking using zonal marking	10
	Total maximum mark	50

	<u>Goalkeeping</u>	Maximum Mark
1	Distribution by kicking	10
2	Distribution by hitting pushing	10
3	Narrowing the angle	10
4	Penalty play	10
5	Saving - e.g. with the hands, diving save	10
	Total maximum mark	50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in 'set' plays and the game situation. The candidate shows skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleagues' and opponents' moves.

The candidate is able to show an understanding in 'dead' ball situations, e.g. attacking and defending play at short corners.

The candidates should be able to show a basic ability to 'read' the game, apply themselves in developing situations and have an awareness of positional and tactical play.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Hockey.

Lacrosse

Skill Area A	<i>Individual and Group Skill.</i> An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.	Maximum Mark
1	Picking up - e.g. stationary ball, moving ball, loose ball	10
2	Catching - e.g. on both sides, stationary and moving	10
3	Passing and shooting - e.g. underarm, overarm reverse stick	10
4	Possession and defending - e.g. keeping possession, close marking, intercepting, tackling	10
5	Goalkeeping or attacking skills - e.g. getting free or narrowing angles, saving	10
Total maximum mark		50

Skill Area B *Application of Skill in the Game Situation.*
An assessment of the effectiveness of the candidate in 'set' plays and the game situation. The candidate shows skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleague's and opponent's moves.
The candidate is able to show an understanding in 'dead' ball situations, e.g. at a throw-up.
The candidates should show a basic ability to 'read' the game, apply themselves in developing situations and have an awareness of positional and tactical play.

Skill Area C *Rules and Regulations*
The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.
Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*
Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.
This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.
This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*
The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Lacrosse.

Netball

Skill Area A *Individual and Team Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Throwing - e.g. one-handed and two-handed	10
2	Footwork - e.g. landing on one/two feet, pivoting, balance	10
3	Shooting - e.g. standing shot, moving shot, rebounding	10
4	Attacking/defending skills - e.g. getting free, close marking, intercepting, blocking, marking	10
5	Group skills - e.g. centre pass, throw in, penalty pass, penalty shot, toss up	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in 'set' plays and the game situations. The candidate shows skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleagues' and opponents' moves.

Within team play a candidate should show a basic understanding of positional and tactical awareness, an anticipation of the 'play' and attacking/defending strategies.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Netball.

Rugby Football
(League or Union)

Skill Area A *Individual and Team Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Ball handling - e.g. catching, passing, dummying, playing the ball (rugby league)	10
2	Running - e.g. swerve, side-step, change of pace, hand off	10
3	Tackling - e.g. side, front, rear, smother	10
4	Kicking - e.g. punt, place, 'grubber', drop kick, cross kick, up and under	10
5	Group/set play skills - e.g. line-outs, scrums, rucks, mauls, playing the ball, penalty moves	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in 'set' plays and the game situation. The candidate shows skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleagues' and opponents' moves.

- Either** Rugby League – play the ball, scrums, backing up, tap penalties, defensive and offensive alignment, switch and loop play.
- or** Rugby Union – rucking, mauling, line out, scrums, defensive and offensive alignment, switch and loop play.

The candidate should show evidence of knowledge and understanding of general play within the game, with particular reference to their own position. Due consideration to be given to allow the candidate to be involved in Forward or Back play.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee and/or linesman.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Rugby.

12.9 Group 7 – Net/Wall Games

Badminton

Skill Area A *Individual Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Service - e.g. short, long, flick singles and doubles	10
2	Overhead clears - e.g. backhand and forehand	10
3	Drives - e.g. forehand and backhand	10
4	Overhead shots - e.g. smash and drop shots	10
5	Return of service - e.g. net shots, lifted returns	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

Singles, and Doubles or Mixed Doubles.

An assessment of the effectiveness of the candidate's skill in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space, colleagues and opponents.

Particular attention should be paid to the following:

- Variation of length, direction, pace of shots/service;
- Offensive and defensive play and positioning;
- Positions of players for service and returning service;
- Knowledge/understanding of the principles of play (e.g. keep the shuttle in play, play the shuttle away from the opponent, attack the shuttle early, etc.).

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.

This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Badminton.

Squash

Skill Area A *Individual Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Service - e.g. drive and lob	10
2	Forehand - e.g. drives and boasts	10
3	Backhand - e.g. drives and boasts	10
4	Drop shots and lobs - e.g. from front, rear and middle of court	10
5	Volley - e.g. from front, rear and middle of court	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate's skill in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space and opponent.

Particular attention should be paid to the following:

Variation of length, width, pace of shots/services;
positions of players for service and returning service.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of referee.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Squash.

Table Tennis

Skill Area A	<i>Individual Skills.</i> An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.	Maximum Mark
1	Service - e.g. length, speed, spin, position, direction	10
2	The push - e.g. forehand and backhand	10
3	Topspin - e.g. forehand and backhand	10
4	Half-volley - e.g. close to the net and rear of the table	10
5	Backspin - e.g. forehand and backhand	10
Total maximum mark		50
Skill Area B	<i>Application of Skills in the Game Situation.</i> Singles or Doubles. An assessment of the effectiveness of the candidate's skills in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space, colleagues, and opponents. Particular attention should be paid to the following: Variation of length, direction, pace of shots/service, as well as spin given to the ball; Offensive and defensive play and positioning.	
Skill Area C	<i>Rules and Regulations</i> The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials. Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to undertake the role of umpire.	
Skill Area D	<i>Evidence of the ability to evaluate and judge their own and others' performance.</i> Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and undertake the role of coach. This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.	
Skill Area E	<i>Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.</i> The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Table Tennis.	

Tennis

Skill Area A *Individual Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Service - e.g. to forehand, backhand and body	10
2	Forehand drive - e.g. straight and cross court	10
3	Backhand drive - e.g. straight and cross court	10
4	Volleys - e.g. forehand, backhand and smash	10
5	Drop shots - e.g. volleyed, half-volleyed and from ground strokes	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

Singles, and Doubles or Mixed Doubles.

An assessment of the effectiveness of the candidate's skill in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space, colleagues, and opponents.

Particular attention should be paid to the following.

Variation of length, direction, pace of shots/service, as well as spin given to the ball;

Offensive and defensive play and positioning;

Positions of players for service and returning service.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.

This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Tennis.

Volleyball

Skill Area A *Individual and Team Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Service - e.g. underarm and overarm, using spin and placement	10
2	Dig/forearm pass - e.g. on returns or from team mates	10
3	Volley - e.g. straight, sideways, overhead	10
4	Smash/spike or block - e.g. in either an attacking or defensive position choice	10
5	Movement/rotation - e.g. effectiveness in different roles and positions	10

Total maximum mark	50
---------------------------	-----------

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate's skill in the game situation will be made according to positional awareness, anticipation, and tactical awareness of space, colleagues, and opponents.

Particular attention should be paid to the following:

The three touch sequence (dig, set, spike), together with the block and cover;

Court positions during play

(N.B. switching) –

Attack system e.g. setter + 3

Attack cover e.g. 1 – 2 – 3

Defence system e.g. 2 – 1 – 3

Service (type, direction, flight, etc.).

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Volleyball.

12.10 Group 8 – Striking/Fielding/
Target Games

Cricket

Skill Area A *Individual and Team Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

Candidates must do section 1 or 2 and either 3 or 4. Marks should be given out of ten for each section and then the total marks should be divided by two for the final mark to be put forward.

Section 1		Maximum Mark
1	Short distance catching	10
2	Long distance catching	10
3	Long distance throwing	10
4	Short distance throwing	10
5	Fielding - e.g. stopping and gathering the ball	10
Total maximum mark		50

Section 2		Maximum Mark
1	Wicketkeeping – catching	10
2	Wicketkeeping - stumping	10
3	Standing up to slow bowlers	10
4	Standing back for fast bowlers	10
5	Recovering from the field - e.g. moving up for returns during run making	10
Total maximum mark		50

Section 3		Maximum Mark
1	Batting to mixed bowling - e.g. spin, pace, swing	10
2	Batting with forward defensive shots	10
3	Batting with backward defensive shots	10
4	Batting with attacking shots from the front foot	10
5	Batting with attacking shots from the back foot	10
Total maximum mark		50

Section 4		Maximum Mark
1	Bowling pace or spin	10
2	Run up	10
3	Delivery	10
4	Length	10
5	Direction line	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in the game situation. The candidate shows the ability to use skills in the game.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*

Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to apply this ability in the role of coach.

This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.

This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*

The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Cricket.

Golf

Skill Area A *Individual Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations.

		Maximum Mark
1	Grip - e.g. overlapping/interlocking	10
2	Setting up - e.g. addressing the ball	10
3	Swing - e.g. body position and use of head, arms, hips, legs and knees	10
4	Club control - e.g. take away, strike, follow through	10
5	Strokes - e.g. tee shot, drive, chip, pitch and putting	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment should be made of the candidate's ability to select the appropriate club taking into account influencing factors.

Distance
Lie of the ball
Ground/weather conditions
Slope of the fairway/green

Candidates should demonstrate knowledge and understanding of what constitutes **two** of the following:

slice
hook
fade
draw
pull
push

Assessment should be made of the candidate's ability to demonstrate their ability on either a nine or eighteen hole course.

Skill Area C *Rules and Regulations*

The candidate should have a basic understanding of the rules and regulations in the game when situations arise necessitating knowledge of etiquette, correct procedures and the recording of scores.

Skill Area D *Evidence of the ability to evaluate and judge their own and others' performance.*
Assessment should be based on the candidate's ability to recognise and evaluate performance in an activity situation identifying any faults in techniques and suggest ways they might be corrected or improved. This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group. This could also involve showing a video, photographs, posters.

Skill Area E *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*
Candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical and mental demands of Golf.

Rounders (or Softball)

Skill Area A *Individual and Team Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Batting – e.g. use of power/placement	10
2	Bowling/Pitching – e.g. variations of pace, height, spin	10
3	Throwing and catching – e.g. close, distance, using power and accuracy	10
4	Fielding – e.g. close range, moving and running to field, ball stopping techniques	10
5	Backstop/'Catcher' – e.g. coping with varying deliveries, ball stopping and distribution	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in the game situation. The candidate shows the ability to use skills in the game.

Particular attention should be paid to the following:

the variety and accuracy of balls pitched by the pitcher and the liaison with the 'catcher';

the ability of the batsman to 'read' the pitcher's delivery and hit accordingly, taking account of field placings and state of the game;

field placings, both on bases and in the outfield;

fielding decisions (catching in the glove, ground fielding techniques and types of throw used);

running between bases (e.g. 'stealing' and calling instructions to team mates.).

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to undertake the role of umpire.

- Skill Area D** *Evidence of the ability to evaluate and judge their own and others' performance.*
Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and undertake the role of coach.
This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.
This could also involve showing a video, photographs, posters.
- Skill Area E** *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*
The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Rounders.

Softball (or Rounders)

Skill Area A *Individual and Team Skills.*

An assessment should be made of the candidate's ability to perform skills in practice situations. Skills should be performed individually, with passive opposition.

		Maximum Mark
1	Batting – e.g. use of power/placement	10
2	Bowling/Pitching – e.g. variations of pace, height, spin	10
3	Throwing and catching – e.g. close, distance, using power and accuracy	10
4	Fielding – e.g. close range, moving and running to field, ball stopping techniques	10
5	Backstop/'Catcher' – e.g. coping with varying deliveries, ball stopping and distribution	10
Total maximum mark		50

Skill Area B *Application of Skills in the Game Situation.*

An assessment of the effectiveness of the candidate in the game situation. The candidate shows ability to use skills in the game

Particular attention should be paid to the following:

- the variety and accuracy of balls pitched by the pitcher and the liaison with the 'catcher';
- the ability of the hitter to 'read' the pitcher's delivery and hit accordingly, taking account of field placings and state of the game;
- field placings, both at bases and in the outfield;
- fielding decisions (catching in the glove, ground fielding techniques and types of throw used, and tagging.);
- running between bases, e.g. stealing and calling instructions to team mates.

Skill Area C *Rules and Regulations*

The candidate should have a knowledge of the rules of the game, be able to score and have a basic understanding of the roles of the officials.

Assessment should be based on the candidate's ability to play and score the game correctly according to the rules and to apply the rules fairly when undertaking the role of umpire.

- Skill Area D** *Evidence of the ability to evaluate and judge their own and others' performance.*
Assessment should be based on the candidate's ability to recognise, explain and judge performance in a game situation, and to undertake the role of umpire.
This may be achieved in a variety of ways: orally (question and answer, discussion, commentary); written; diagrammatically; by reference to a practical performance by a candidate, teacher, member of a group.
This could also involve showing a video, photographs, posters.
- Skill Area E** *Evidence of the ability to prepare and carry out a safe and effective personal training/fitness exercise programme.*
The candidate should be able to plan, undertake and evaluate a safe and effective personal training/health promoting exercise schedule relevant to the physical demands of Softball.

12.11 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears in Appendix A; the exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms should always be used.

13

Supervision and Authentication

-
- 13.1 Supervision of Candidates' Work** Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.
- Where activities are not undertaken at the centre, candidates **must** be assessed by a teacher who has been standardised at the centre, where the candidate's entry is made.
-
- 13.2 Assistance** It is expected that the teacher will wish and need to give advice and assistance to the students preparing work. There is no objection to such involvement by the teacher. It is important, however, that the teacher identifies and acknowledges the assistance given, unless an acknowledgement has been given as part of the work itself.
-
- 13.3 Unfair Practice** Before the course starts the teacher is responsible for warning the candidates of AQA's regulations about malpractice. Candidates are forbidden to indulge in any unfair practice in the preparation of the portfolio of evidence. Any candidate who use, or is suspected of using or attempting to use, any unfair means is to be reported immediately to AQA. If AQA is satisfied that a breach of regulations has occurred, it reserves the right to take such action as it deems appropriate in the circumstances. This action includes disqualification. The candidate will be required to certify that s/he has understood the regulations relating to unfair practice.
-
- 13.4 Authentication of Candidates' Work** The teacher responsible for the supervision of the candidates' work will be required to certify that s/he is entirely satisfied that all the work submitted is that of the candidate concerned.
-

14

Standardisation

14.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

14.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

A specimen Centre Declaration Sheet appears in Appendix A.

15

Administrative Procedures

15.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in section 12.2 – 12.10. The marks and supporting information must be recorded in accordance with the instructions in section 12.11. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

Early notification of approximate numbers is required, so that a moderator can be allocated to the centre and a supply of Candidate Record Forms can be despatched to the centre.

15.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

16

Factors affecting Individual Candidates

16.1 Failure to meet the requirements of the specification/special consideration

As a result of illness or other exceptional circumstances, the work available from a candidate might not meet the units' requirements. In such a case the centre should provide all relevant information about the circumstances of the assessment made by submitting a request for special consideration. This should be sent to AQA, using the relevant form. Appropriate medical documentation should be sent with the form. A similar procedure should be followed in cases where a candidate has completed work but suffers from some form of disability or handicap which may have affected his/her work.

(See also 16.3 below).

16.2 Lost Work

Where work is misplaced in circumstances beyond the candidate's control, AQA should be notified immediately of the date of the loss, how it occurred and upon whom the responsibility for the loss rests. AQA will provide details of the procedures to be followed in such cases.

16.3 Special arrangements for candidates with particular requirements

The normal learning support to which the candidate is accustomed is permissible in most circumstances. The learning support should, however, neither give the candidate an unfair advantage nor place the candidate at any disadvantage.

	<p>The support provided should not result in any task being undertaken on behalf of the candidate.</p>
Additional Time	<p>Additional time up to 25% to complete an assignment may be granted at the discretion of the Head of Centre.</p>
Mechanical and technical aids	<p>Any mechanical or technical aids usually used by the candidate to help him/her in learning can be used during the completion of work for assessment purposes, provided all assessment objectives can be met.</p>
Readers, communicators and amanuenses	<p>Where candidates require readers or, in the case of hearing impaired candidates, communicators, to access instructions in assignments or the content of externally-set tests, or amanuenses to produce their responses, applications must be made to AQA. These applications should be made to your assigned AQA office. Applications should be received as early in the course as possible, but no later than six weeks before the intended date for the first externally-set assignment(s).</p>
Visually-impaired candidates	<p>For externally-set assignments, where material from AQA is given to candidates, Braille versions may be provided. Applications for Braille versions of papers must be received either at Guildford or Manchester no later than twelve weeks before the date of use.</p> <p>Centres may produce their own enlargements of externally-set tests.</p>

-
- 16.4 Candidate changes schools If a candidate moves from one centre to another, AQA should be consulted at the earliest possible stage to discuss arrangements.

17

Moderation

- 17.1 Moderation Procedures
- Moderation of the coursework is by standardising meeting and/or centre visit to standardise a sample of candidates' work, by a moderator appointed by AQA. The centre marks must be submitted to AQA and must reach the moderator by the specified date in the year in which the qualification is awarded.
- The sample consists of a minimum of two activities, **and** a range of candidates' work (all candidates' work if the entry is 10 or fewer). It is specified by AQA and notified to the centre by the moderator.
- Centres should note that special arrangements may need to be made by AQA for the moderation of some of the activities listed.
- 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 call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order or merit.

17.2 Post-Moderation Procedures

On publication of the Entry Level Certificate results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination. Centres are also sent a report form giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

18

Grading, Shelf-Life and Re-Sits

18.1 Qualification Titles

The qualification based on this specification has the following title: AQA Entry Level Certificate in Physical Education.

18.2 Grading System

The qualification will be graded on a 3 point scale: Level 1, Level 2 and Level 3. Candidates who fail to reach the minimum standard for a Level 1 will be unclassified and will not receive a qualification certificate.

The certificate will record:

Entry 1 Entry 2 Entry 3

18.3 Re-Sits

Candidates may retake the whole qualification more than once.

18.4 Minimum Requirements

Candidates will be graded on the basis of the work submitted for assessment.

18.5 Awarding and Reporting

All assessment will be conducted according to the Common Code of Practice issued by the regulatory authorities. This specification will comply with the grading, awarding and certification requirements of the revised Code of Practice.

Appendices

A

Record Forms



Centre-assessed work Centre Declaration Sheet

Qualification: ELC GCSE GCE GNVQ VCE FSMQ Key Skills

Specification title: Unit code(s):

Centre name: Centre no:

Authentication of candidates' work
 This is to certify that marks/assessments have been given in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named.
 Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the *Candidate Record Form(s)* and has been taken into account. The marks/assessments given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1: Teacher 4:

Teacher 2: Teacher 5:

Teacher 3: Teacher 6:

(continue overleaf if necessary)

Internal standardisation of marking
 Each centre must standardise assessment across different teachers/assessors and teaching groups to ensure that all candidates at the centre have been judged against the same standards.
 If two or more teachers/assessors are involved in marking/assessing, one of them must be designated as responsible for standardising the assessments of all teachers/assessors at the centre.

I confirm that *[tick either (a) or (b)]*

- (a) the procedure described in the specification has been followed at this centre to ensure that the assessments are of the same standard for all candidates; or
- (b) I have marked/assessed the work of all candidates.

Signed: Date:

Signature of Head of Centre: Date:

This form should be completed and sent to the moderator with the sample of centre-assessed work



Centre-assessed work
Candidate Record Form
2008

Physical Education 3958

Centre Name: Centre No:

--	--	--	--	--

Candidate Name: Candidate No:

--	--	--	--	--

This side is to be completed by the candidate

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
2. If you have answered YES, give details below. Continue on a separate sheet if necessary.
.....
3. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.
.....
.....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by Candidate

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Candidate's Signature: Date:

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

This side is to be completed by the teacher

Marks must be awarded in accordance with the instructions and criteria in Section {no.} of the specification.

Supporting information to show how the marks have been awarded should be given in the form of annotations on the candidates' work and in the spaces below.

Please tick appropriate option:

Option 1 PE

Option 2 GAMES

Marks should be determined according to the procedure set out in the syllabus and recorded in the grid below.

Skill Area:	A	B	C	D	A	B	C	D	Centre Marks
	Personal Performance	Application of Skills	Rules and Regulations	Evaluating and Making Judgements	× 1	× 2	× 1	× 1	
Maximum Mark	50	10	10	10	50	20	10	10	90
Group..... Activity									
Group..... Activity									
Group..... Activity									
Exercise/Fitness Training Programme					PLANNING (max. 10)			× 1	
Skill Area E					CARRYING OUT (max. 10)			× 2	
Activity Undertaken									
TOTAL COMPONENT MARK (Maximum Mark 300)									

Details of additional assistance given (if any)

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher's Signature: Date: