

CIE ADVANCED SUBSIDIARY GCE IN PHYSICAL EDUCATION 8666

Coursework Guidelines

This Coursework Guidelines booklet is designed to accompany the CIE Advanced Subsidiary GCE in Physical Education for examination from **November 2003**.

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Introduction

Coursework is set and marked by the Centre and externally moderated by CIE.

The performance of practical activities is a central and integral part of the course. Wherever possible in the delivery of the course, theory is related to practice and practice related to theory. This approach enables candidates to appreciate, as well as to apply, the theoretical concepts.

Physical activities make a significant contribution to aims and objectives, serving as a source of material and to facilitate learning. They should be selected as representative of the varied physical activities available to Centres and those which candidates may have experienced in GCSE/IGCSE Physical Education. The selection should be influenced by:

- relevance to the course content areas;
- interests, stages of development and abilities of candidates;
- teaching resources and the expertise of staff;
- facilities and equipment;
- time;
- candidate numbers.

Candidates may use external facilities and local clubs, but in the latter case, the Centre must retain the responsibility for monitoring the work and for its assessment and standardisation.

Centres should assess practical activities throughout the course, both in order to allow candidates to monitor their improvement, and to ensure that if injury/illness occurs, some records are available.

Candidates follow a minimum of two practical activities which are chosen from two of the ten different activity categories described below.

Categories of Physical Activities

1	Athletic Activities	Cross country running, track and field athletics, weight training
2	Combat Activities	Judo
3	Dance Activities	Various styles

Games Activities have been sub-divided into four categories

4	Invasion Games	Association football, basketball, field hockey, goalball, netball, rugby union, softball
5	Net/Wall Games	Badminton, squash, table tennis, tennis, volleyball
6	Striking/Fielding Games	Cricket, rounders
7	Target Activities	Golf, archery, shooting

8	Gymnastic Activities	Artistic gymnastics (floor and vaulting), rhythmic gymnastics, individual ice (figure) skating, trampolining
9	Outdoor and Adventurous Activities	Campcraft or hostelling, canoeing, horse riding, mountain/hill walking, orienteering, rock climbing, sailing, skiing, windsurfing
10	Swimming	Competitive swimming, life saving, personal survival

Each Centre will differ in its approach to the range of activities it offers and in the way it structures them. As with their theoretical studies, candidates are expected to spend additional time outside the curriculum on their practical activities and build on the experiences gained during their Physical Education course. Centres should enable candidates to continue to experience a broad range of practical activities in order to enhance their application and appreciation of performance issues whilst also specialising in their two selected activities.

The activities within the coursework place candidates in physically demanding situations. Centres should ensure that candidates are medically capable of coping with this. Where doubt exists, medical advice should be sought.

Each of the practical activities offered to candidates should be carried out in accordance with the recommendations for safe practice in Physical Education.

Assessment

The candidate's practical performance, knowledge and understanding is assessed in two activities chosen from two of the ten different activity categories described. The candidate is assessed in the selection and application of acquired and developed skills in the two activities, together with an action plan, and verbal analysis and comment on **one** activity.

Each activity will be assessed out of 30 marks (a total of 60 for the practical activities);
the action plan will be assessed out of 10 marks;
analysis and comment will be assessed out of 20 marks, giving a **total of 90**.

The candidate must offer two activities from **different** activity categories, and the action plan and analysis and comment should be on **one** of the chosen activities, though these need not be the same for both action plan and analysis and comment.

Assessment should be continuous, not only to provide candidates with an indication of their progress, but also so that in the case of injury, there is some indication of the candidate's improvement and standard.

In Centres where a wide range of practical activities is offered to candidates, there may well be occasions when expertise is 'bought in', so that candidates may be given the chance to capitalise on their strengths in terms of practical activities. Candidates may be assessed in settings outside the Centre by teachers/coaches other than those within the Physical Education department of the Centre. **The assessment of practical activities is, however, the responsibility of the Head of Physical Education, who must not only oversee the process, but ensure that there is internal standardisation across the Centre's assessments and all the staff involved in the assessments.**

Coursework is set and marked by the Centre and externally moderated by CIE. Coursework forms are included in Appendix A of this booklet.

As with all Coursework, teachers must be able to verify that the work submitted for assessment is the candidate's own work.

All Coursework marks, together with video evidence and supporting material should normally be submitted to CIE by mid October in the year of examination.

Performance and its Improvement with Critical Analysis and comment.

Candidates are assessed in two activities from two of the ten different activity categories.

- (a) Each activity is assessed out of 30 marks, which gives a final total of 60 marks. **20% of the AS**
- (b) the action plan is assessed out of 10 marks, and analysis and comment out of 20 marks, giving a total of 30 marks. **10% of the AS**

Internal Standardisation

Each Centre is required to standardise assessment across different activities by different members of staff to ensure that all candidates have been judged against the same standards and therefore fairly assessed. Usually the Head of Department will be responsible for ensuring that the assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment.

Moderation

The purpose of moderation is to ensure that the standard for the award of marks for Coursework is the same for each Centre and that each teacher has applied the standard appropriately across the range of candidates within the Centre.

Centres should keep video evidence of performance of a sample of five candidates from across the ability range in each of the practical activities offered by the Centre. If there are fewer than five candidates in any activity, they should all be sampled. The video evidence should include samples of performance, together with verbal analysis and comment on one of the activities chosen by each candidate. Students should be videoed at the start of the course, should follow a training programme and action plan for improvement and should be videoed again at the end of the course. Their written action plan should form part of the evidence of their progress and performance.

Each candidate should be clearly identified by numbers or bibs, and the video should indicate clearly what candidates are performing, and link the candidates and their performance to the assessment sheets.

Marks for each activity and for analysis and comment should be entered on the separate sheets found in Appendix A, using one for each activity.

The candidates' names should be entered on these sheets in rank order.

Marks and codes for the assessed practical activities and analysis and comment should then be entered onto the **final** practical activity assessment form.

Candidates' names should be entered here in **candidate number order** and the marks then transferred to the MS1.

Video evidence, written action plans, copies of individual activity sheets and the final practical activity assessment sheet, together with two copies of the MS1, should be despatched to CIE in mid October of the year of examination.

Minimum Coursework Requirements

If a candidate submits no coursework, then the candidate should be indicated as being absent. If a candidate completes any coursework at all, the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

Special Arrangements and Special Consideration

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the procedures which can be found in the Handbook for Centres. In such cases advice should be sought from CIE as early as possible during the course.

Bibliography

There are many titles on the market for each of the assessed activities. Centres are advised to select those that include coaching points, strategies and rules. The organisational/administrative aspects are found in publications obtainable directly from governing bodies.

For each of the practical activities it is recommended that candidates should have access to the following texts:

governing body handbook publications covering:

rules/laws of the activity;

safety regulations;

administration and promotion of the activity;

relevant maps and guides;

a text covering the techniques, tactics and training methods;

information/guidelines on safe practice in Physical Education.

Activities

The candidate must follow a minimum of **two** activities from **two** of the following ten different activity categories.

Activity Categories	Activity
1 Athletic Activities	Cross country running Track and Field athletics Weight training
2 Combat Activities	Judo
3 Dance Activities	Various styles
4 Invasion Game Activities	Association Football Basketball Field Hockey Goalball Netball Rugby Union Softball
5 Net/Wall Game Activities	Badminton Squash Table tennis Tennis Volleyball
6 Striking/Fielding Game Activities	Cricket Rounders
7 Target Activities	Golf Archery Shooting
8 Gymnastic Activities	Artistic gymnastics (floor and vaulting) Rhythmic gymnastics Individual ice (figure) skating Trampolining

9	Outdoor and Adventurous Activities	Campcraft or hostelling Canoeing Horse riding Mountain/hill walking Orienteering Rock climbing Skiing Sailing Windsurfing
10	Swimming	Competitive swimming Life saving Personal survival

The Selection and Application of Acquired and Developed Skills

Candidates are assessed on their ability to select and perform patterned specific movements consistently in a conditioned competitive situation. For each physical activity, acquired and developed skills have clearly identified phases. There may be more than one acceptable model and teachers should refer to the appropriate governing body technical publication for guidance.

Assessment within a conditioned competitive context ensures that candidates are able to select the appropriate skills whilst also performing them repetitively and consistently as specific movements. The candidate's ability to adapt and adjust them to a variety of situations can be assessed.

The conditioned competitive situation aims to improve the candidate's performance. Centres must devise their own conditioned competitive situations which place emphasis on the acquired and developed skills in question and pressurise candidates by using features such as a restricted numbers of players, space and range of skills.

The nature of the conditioned competitive situations devised by Centres should:

- focus on the range of applied and acquired skills to be assessed;
- enable candidates to be placed in a rank order in terms of ability;
- be structured to allow candidates to develop tactical awareness;
- be realistic situations in which acquired and developed skills are assessed whilst applying the normal rules/regulations and codes of practice.

Performance Assessment

Assessment is through banded performance criteria. Candidates should be assessed for the:

- level of acquired and developed skills and their application in the performance;
- level of the selection and application of more advanced techniques and their accuracy, control and fluency under competitive pressure;
- level of their understanding of the perceptual requirements as illustrated by their use of tactics and strategies;
- overall level of the performance in the conditioned competitive situations demonstrating knowledge and understanding.

Action Planning

Creating the Action Plan

As a result of their evaluation of the strengths and weaknesses of their performance, candidates should design and follow an action plan for improvement in **one** of their chosen activities. They may decide to create a series of simple action plans each with a short-term goal/objective, or a more complex plan with long-term goals/objectives.

The plan should identify:

- 1 clear, realistic goals, which are achievable;
- 2 the method by which they are to achieve the goals;
- 3 the method by which they are going to evaluate whether or not they have achieved their goals.

This action plan should be put into place for a minimum of eight weeks.

The action plan should be recorded.

The action plan is assessed out of 10 marks.

Action plan assessment

The plan is assessed using the following criteria and the candidates will be awarded a mark out of 10.

1	Assessment of strengths and weaknesses	2 marks
2	Clear, realistic, achievable goals	2 marks
3	Method to be used to achieve goals	2 marks
4	Recording the plan, throughout eight weeks	2 marks
5	Evaluation of the plan	2 marks
	Total	10 marks

Analysis and comment

The candidate is required, in an oral response, to analyse and comment on a live performance of a skill from one of their chosen activities.

The candidate should show a knowledge of the analytical phases of the skill, identified in the assessment criteria of the activity.

The candidate should then comment on the strengths and weaknesses of the live performance, identifying a major fault to be corrected, and suggesting an action plan for improvement.

The analysis and comment for a sample of candidates should be recorded on video.

The analysis and comment is assessed out of 20 marks.

Analysis and comment assessment

Analysis and comment is assessed using the following criteria and the candidates will be awarded a mark out of 20.

1	Knowledge of the analytical phases	5 marks
2	Comment on strengths of the performance	5 marks
3	Comment on the weaknesses of the performance	5 marks
4	A suggestion for the improvement of a major fault	5 marks
Total		20 marks

Pathway through the Coursework

The candidate should:

- 1 choose the activities: **2 from different sections**;
- 2 decide which is to be used for the action plan;
- 3 decide which is likely to be used for analysis and comment;
(it is likely that that the **same** activity will be used in both 2 and 3)
- 4 assess their strengths and weaknesses in both activities;
- 5 create and follow an action plan for improvement of **one** chosen activity;
- 6 work on conditioned competitive situations to improve performance in both activities;
- 7 carry out analysis and comment on **one** skill from **one** chosen activity.

Candidates should be videoed both at the beginning and at the end of the course, and samples selected from across the ability range should be submitted with Coursework marks.

Activity Categories and Assessment Criteria

Athletic Activities

Cross country running
Track and Field athletics
Weight Training

Cross Country Running

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skill under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

posture
leg action
arm action
head carriage
overall efficiency

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

The candidate is assessed out of a maximum of 30 marks.

Track and Field Athletics

The candidate is assessed performing **one** acquired and developed skill, this being selected from one of the following event areas: track, jumps, throws.

The candidate's assessed event should be clearly identified on the Assessment Sheet.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Track events

posture
leg action
arm action
head carriage
overall efficiency

Jumping events

approach
take off
flight
landing
overall efficiency

Throwing events

- initial stance, grip and preparation
- travel and trunk position
- throwing action
- release
- overall efficiency

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Athletic Activities

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the event. • There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the event. • There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Weight Training

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on a programme of weight training exercises which will increase the candidate's strength.

The following regulations will apply:

- appropriate safety procedures must be applied; the sessions should be properly supervised and controlled to ensure sound technique in pursuit of safety and efficiency;
- the coach should assist in the preparation of a general strength training programme, a specific strength training programme or, if weight training facilities are limited, a dumb-bell weight training programme.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success and developed skill is measured through the following guidelines:

the exercises must be specific to the type of strength required;
the exercises must be related to the particular demands of an event (specificity)
or the exercises must be of a general nature;
the amount of weight to be used should be based on a percentage of 1RM (the weight used should be in the range of 60% to 100% of 1RM);
the number of repetitions performed before fatigue prohibits completion of an additional repetition (RM): (one set of 4 – 6 RM performed 3 times per week is a typical strength training programme);
a recovery period between sets.

Exercises: eg bench press
 back squats
 sit-ups
 shoulder press
 chest press
 lat pull downs
 lower back extensions
 triceps press
 biceps curls
 leg curls
 leg extension
 leg press

The candidate is assessed out of a maximum of 30 marks.

These assessment guidelines are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Athletic Activities: Weight Training

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in the exercises. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the exercises. • There is a sound level of success in the selection and application of advanced techniques in the exercises and under competitive pressure the level of accuracy, control and fluency is reliable. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the exercises. • There is an attempt to select and apply advanced techniques in the exercises and under competitive pressure accuracy, control and fluency are usually achieved. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Combat Activities

Judo

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- ground work – a range of core techniques
- throwing – a range of core techniques

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Ground work

entry
controlling opponent
execution
completion/effectiveness
overall efficiency

Throwing

grip
set up, breaching balance
entry, balance, timing
throw, completion, effectiveness
overall efficiency

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Combat Activities

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in the contests. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the contests. • There is a sound level of success in the selection and application of advanced techniques in the contests and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the contests. • There is an attempt to select and apply advanced techniques in the contests and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Dance Activities

Various styles

The candidate is assessed on the ability to choreograph and perform a solo dance with the use of music as a sound stimulus lasting between two and three minutes. Candidates will produce a written programme prior to assessment.

Assessment is based on performance in a conditioned situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Shape

style and aesthetic quality
consistency and maintaining ambience throughout
control – movement and use of space
overall efficiency

Form

the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations

Consistency

the continuity/flow of the sequence
the aesthetic quality
the quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

Control

success in both the individual elements and the sequence as a whole

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned situations.

Dance

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful compositional and choreographic strategies. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events. • There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events. • There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Game Activities

Invasion Games

Association Football
Basketball
Field Hockey
Goalball
Netball
Rugby Union
Softball

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- passing and receiving;
- attacking or defending.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

preparation

execution

recovery

results

overall efficiency

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Game Activities: Invasion Games

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events. • There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events. • There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Net/Wall Games

**Badminton
Squash
Table tennis
Tennis
Volleyball**

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- attacking play;
- defensive play.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

preparation

execution

recovery

results

overall efficiency

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Game Activities: Net/Wall Games

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events. • There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events. • There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Striking/Fielding Games

Cricket Rounders

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- batting or bowling;
- fielding.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

preparation

execution

recovery

results

overall efficiency

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Games Activities: Striking/Fielding Games

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events. • There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events. • There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Target Activities

Golf Archery Shooting

Golf

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- club selection and distance
- stroke action and target accuracy

The conditioned competitive situation should involve the candidate in driving, approach play, putting, as well as bunker play where necessary.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

preparation
execution
recovery
results
overall efficiency

Archery, Shooting

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- shooting action
- target accuracy

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

initial stance
preparation
execution
results
overall efficiency

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Target Activities

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of tactics. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a successful range of tactics and strategies. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances. • There is a sound level of success in the selection and application of advanced techniques and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances. • There is an attempt to select and apply advanced techniques and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Gymnastic Activities

Artistic Gymnastics (Floor and vaulting)
Rhythmic Gymnastics
Individual Ice (figure) skating
Trampolining

Artistic Gymnastics

The candidate is assessed selecting and performing acquired and developed skills in vaulting and short agility sequences. These comprise:

Cross-box vaults

- through vault;
- straddle vault.

Reuter board, springboard or trampette may be used. The box should be 5 section, competition height. A supporter may stand in, but will result in a reduced level of success for that acquired and developed skill.

Floor agility

3 short sequences. Each short sequence should contain a movement from **each** of the 4 different types below:

- Rolls forward (for example, tuck, pike, straddle)
 backward (for example, tuck, pike, straddle)
- Jumps tuck, star, piked, straddle, half turn, full turn
- Balances shoulder, arabesque lunge, headstand, handstand
- Agilities cartwheel, round off, handspring and backflip

These four different types of movements should be joined by linking movements.

Agilities may be used in more than one sequence but a range of acquired and developed agilities must be performed.

Quantitative assessment arises from the number of agilities and sequences achieved by the candidate.

The gym square should be a minimum of 10m x 10m. A supporter may stand in, but will result in a reduction in the level of that acquired and developed skill. Candidates must produce a written schedule prior to assessment and this should be available for moderation. Music may be used.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Vaults

- shape and aesthetic quality
- flight on the box
- flight off the box
- repulsion and landing
- overall efficiency

Short Agility Sequence

Shape

- aesthetic quality
- consistency
- control
- overall efficiency

Form

the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations

Consistency

- continuity/flow of the sequence
- aesthetic quality
- quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

Control

success in both the individual elements and the sequence as a whole

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Rhythmic Gymnastics

The candidate is assessed selecting and performing acquired and developed skills in short agility sequences.

Floor agility 1

3 short sequences, each using a different type of apparatus chosen from ribbon, hoop, ball, clubs and rope. Each short sequence should contain movements from each of the 4 different types below:

- Leaps for example, split, fish, stag, cabriole, cossack, side
- Balances for example, passa, attitude, arabesque, side, front
- Pivots for example, passa, attitude, arabesque, fondu, high leg
- Flexibility skills for example, flexion, cobra, pull-up, illusion

Floor agility 2

3 short sequences. Each short sequence should contain 1 movement from **each** of the 4 different types below

- Rolls forward (for example, tuck, pike, straddle)
backward (for example, tuck, pike, straddle)
- Jumps tuck, star, piked, straddle, half turn, full turn.
- Balances shoulder, arabesque lunge, headstand, handstand
- Agilities cartwheel, round off, handspring and backflip

Agilities may be used in more than one sequence, but a range of acquired and developed agilities must be performed.

Quantitative assessment arises from the number of agilities and sequences achieved by the candidate.

The gym square should be a minimum of 10m x 10m. A supporter may stand in, but will result in a reduction in the level of that acquired and developed skill. Candidates must produce a written schedule prior to assessment and this should be available for moderation. Music may be used.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Short Agility Sequences

Shape

- aesthetic quality
- consistency
- control
- overall efficiency

Form

the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations

Consistency

- continuity/flow of the sequence
- aesthetic quality
- quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

Control

success in both the individual elements and the sequence as a whole

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Gymnastics Activities

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful compositional and choreographic strategies. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events. • There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events. • There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Individual Ice (Figure) Skating

The candidate is assessed selecting and performing acquired and developed skills in the form of a short sequence incorporating ten elements from those identified below with at least one from each sector.

- Step sequence Perimeter stroking forwards clockwise and counter-clockwise
Figure 8 backward cross overs, clockwise and counter-clockwise
Perimeter power crossover stroking
Straight line step sequence
Forward drag
- Spins and spirals Upright or cross-toe spin
Split spin
Camel spin
Forward spiral
Backward spiral
- Jumps Salchow
Toe loop
Flip
Lutz
Axel Paulsen
Split-jump
Loop / loop combination

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Shape

aesthetic quality
consistency
control
overall efficiency

Form

the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations

Consistency

continuity/flow of the sequence
aesthetic quality
quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

Control

success in both the individual elements and the sequence as a whole

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Gymnastic Activities: Individual Ice (Figure) Skating

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful compositional and choreographic strategies. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events. • There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events. • There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Trampolining

The candidate is assessed on the ability to perform a ten contact sequence. This sequence is made up from the elements identified below with at least one from each section.

- Jumps

straight 180° twist
tuck
pike
straddle

- Twists

drop half twist to feet (2 contacts)
swivel hips (3 contacts)

- Drops

seat (2 contacts)
front (2 contacts)
back (2 contacts)

- Control

Success in both the individual elements and the sequence as a whole

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

Shape

aesthetic quality
consistency in height and centring
control in production of early movement
overall efficiency

Form

the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations

Consistency

continuity/flow of the sequence
aesthetic quality
quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

Control

success in both the individual elements and the sequence as a whole

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Gymnastic Activities: Trampolining

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of sequence and composition. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in sequences. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful sequence and compositional strategies. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the sequences. • There is a sound level of success in the selection and application of advanced techniques in the sequences and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound sequence and compositional strategies to show an understanding of the performance requirements. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events. • There is an attempt to select and apply advanced techniques in the sequences and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce a satisfactory compositional strategy. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some compositional strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Outdoor and Adventurous Activities

Campcraft or Hostelling
Canoeing
Horse Riding
Mountain/Hill Walking
Orienteering
Rock Climbing
Sailing
Skiing
Windsurfing

Campcraft or Hostelling

The candidate is assessed the selection and application of the acquired and developed skills, whilst planning and taking part in a physically and technically demanding overnight expedition.

The following regulations will apply:

- appropriate safety procedures must be applied;
- the candidate must maintain a log which covers both the planning of the expedition and the expedition itself.

The log should contain:

- details of personal equipment for the expedition and reasons for taking it;
- details of group equipment and the reasons for taking it;
- discussion of the safety principles to be applied;
- identification of the code of ethics to be followed;
- route card: address and accurate location of the campsite or hostel;
- details of nutritional planning;
- care for the environment;
- evaluative comments in relation to the expedition.

EXPEDITION

The candidate will take part in a physically and technically demanding overnight camping or hostelling expedition. It is expected that the route to the campsite / hostel will be planned and the required equipment will be packed and carried by the candidate for at least 1 hour before and after the overnight stop. Choosing a camp site, pitching and striking tents, packing a rucksack, filling and lighting stoves, cooking a meal, working out a menu and shopping list, drawing up a budget, booking the facility, and care for the environment should be part of the assessment.

The candidate should spend some time prior to the expedition undertaking supervised rehearsal of all aspects so that the candidate is confident and safe in the environment.

The group size should be a minimum of 3 and a maximum of 6.

Account should be taken of seasonal conditions. Expeditions should **not** take place in hazardous conditions.

It is expected that the planning of the expedition will involve check points and timings of arrival at the camp site or hostel thereby allowing the teacher to loosely supervise the candidates.

Assessment is based on performance in a conditioned competitive situation where candidates perform the acquired and developed skills under pressure in a strategic situation.

The level of success of the acquired and developed skills is measured through the phases listed below:

choosing the campsite / hostel, planning a route to and from the campsite / hostel;

pitching and striking a tent;

organisation, choice, packing the equipment;

planning and cooking a meal;

application of safety principles;

respect for the environment;

respect for others.

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Outdoor and Adventurous Activities: Campcraft or Hostelling

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in the expedition. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the expedition. • There is a sound level of success in the selection and application of advanced techniques in the expedition and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound survival and safety techniques. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the expedition. • There is an attempt to select and apply advanced techniques in the expedition and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Canoeing

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and taking part in a physically and technically demanding expedition. This should take place on water which presents an appropriate challenge and allows candidates to fulfil the assessment phases.

The following regulations will apply:

- appropriate safety procedures must be applied;
- the candidate must maintain a log which covers both the planning of the expedition and the expedition itself.

The log should contain:

- details of personal equipment for the expedition and the reasons for taking it;
- details of group equipment and the reasons for taking it;
- discussion of the safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed route planning together with relevant safety measures;
- route card;
- details of nutritional planning;
- evaluative comments in relation to the expedition.

CANOEING EXPEDITION

The route should be unfamiliar to the candidate and include wild water of grade 2-3 or sheltered coastal waters. The expedition should include 5 hours of paddling. The group size should be a minimum of 3 and maximum of 5. Each candidate must wear, and the boat must be fitted with, appropriate safety equipment. During the expedition the candidate will be expected to exhibit an understanding of the spirit and contents of the water code.

Assessment is based on performance in a conditioned competitive situation where the candidates perform the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the phases identified below:

the range and quality of the candidate's canoeing skills; - i.e. forward/reverse paddling/stopping/sweep and reverse sweep/draw strokes/support strokes/capsize drill/rolls;

navigation using maps/guides;

planning the route and taking account of the need for portage;

organisation and the use of equipment;

application of safety principles, conservation practices and respect for others.

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Outdoor and Adventurous Activities: Canoeing

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in the expedition. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the expedition. • There is a sound level of success in the selection and application of advanced techniques in the expedition and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound survival and safety techniques. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the expedition. • There is an attempt to select and apply advanced techniques in the expedition and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Horse Riding (Dressage)

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and taking part in a physically and technically demanding equestrian Dressage test. This should take place in an environment which presents an appropriate challenge and allows candidates to fulfil the assessment phases.

The following regulations will apply:

- rules and guidelines will be followed;
- appropriate safety procedures must be applied;
- the candidate must maintain a log which covers both the preparation of the test and the performance of the test.

The log should contain:

- details of personal equipment for the test and reasons for its use;
- details of equipment for the horse with reasons for using this equipment;
- discussion of safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed test planning together with relevant safety measures;
- evaluative comments in relation to the test.

Horse Riding Test

Candidate and horse must have appropriate safety equipment. During the test, the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code. The arena should be of appropriate size.

Assessment

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. Assessment will be carried out by the candidate's coach in association with the teacher responsible for AS Physical Education and for the standardisation of assessment.

The level of success of the acquired and developed skill is measured through the phases identified below:

hand and leg position
body position/seat/posture
skill action/balance/timing
control/recovery/correction
effectiveness/accuracy
organisational use of equipment
application of safety principles
respect for horse and others.

The candidate is assessed out of a maximum of 30 marks.

Horse Riding (Cross-country)

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and riding a physically and technically demanding equestrian cross-country course. This should take place in an environment which presents an appropriate challenge and allows candidates to fulfil the assessment phases.

The following regulations will apply:

- rules and guidelines will be followed;
- appropriate safety procedures must be applied;
- the candidate must maintain a log which covers both the planning of the course and the performance of the course.

The log should contain:

- details of personal equipment for the course and reasons for its use;
- details of equipment for the horse with reasons for using this equipment;
- discussion of safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed course planning together with relevant safety measures;
- evaluative comments in relation to the test.

Horse Riding Course

The course should be unfamiliar to the candidate and include 10 – 18 jumps (efforts) of various difficulties measuring 2ft 9ins maximum (0.84metres). Candidate and horse must have appropriate safety equipment. During the course, the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

Assessment

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. Assessment will be carried out by the candidate's coach in association with the teacher responsible for AS Physical Education and for the standardisation of assessment.

The level of success of the acquired and developed skill is measured through the phases identified below:

- hand and leg position
- body position/seat/posture
- skill action/balance/timing
- control/recovery/correction
- effectiveness/accuracy
- organisational use of equipment
- application of safety principles
- respect for horse and others.

The candidate is assessed out of a maximum of 30 marks.

Horse Riding (Show Jumping)

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and riding a physically and technically demanding equestrian show jumping course. This should take place in an environment which presents an appropriate challenge and allows candidates to fulfil the assessment phases.

The following regulations will apply:

- rules and guidelines will be followed;
- appropriate safety procedures must be applied;
- the candidate must maintain a log which covers both the planning of the course and the performance of the course.

The log should contain:

- details of personal equipment for the test and reasons for its use;
- details of equipment for the horse with reasons for using this equipment;
- discussion of safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed course planning together with relevant safety measures;
- evaluative comments in relation to the course.

Horse Riding Course

The course should be unfamiliar to candidates and include 8 – 10 jumps (efforts) of various difficulties measuring 3ft maximum (0.914 metres). Candidate and horse must have appropriate safety equipment. During the course, the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

Assessment

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. Assessment will be carried out by the candidate's coach in association with the teacher responsible for AS Physical Education and for the standardisation of assessment.

The level of success of the acquired and developed skill is measured through the phases identified below:

- hand and leg position
- body position/seat/posture
- skill action/balance/timing
- control/recovery/correction
- effectiveness/accuracy
- organisational use of equipment
- application of safety principles
- respect for horse and others.

The candidate is assessed out of a maximum of 30 marks.

Horse Riding (Three-Day Eventing)

The candidate is assessed in the selection and application of the acquired and developed skills, whilst planning and taking part in a physically and technically demanding Three-Day Event.

The following regulations will apply:

- rules and guidelines will be followed;
- appropriate safety procedures must be applied;
- the candidate must maintain a log which covers both the planning of the two courses and the dressage test and the candidate's performance in all three sections.

The log should contain:

- details of personal equipment for the test and reasons for its use;
- details of equipment for the horse with reasons for using this equipment;
- discussion of safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed course planning together with relevant safety measures;
- evaluative comments in relation to the courses and the test.

Assessment

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure. The level of success of the acquired and developed skill is measured through the phases identified below:

demonstration of appropriate techniques whilst performing a dressage test and riding a cross-country course and a show jumping course

The level of the test should be a British Eventing Intro Dressage test, eg 100, 101 or 102, or equivalent

The cross-country course should be unfamiliar to the candidate and include 10 – 18 jumps (efforts) of various difficulties measuring 2ft 9ins maximum (0.84 metres).

The show jumping course should be unfamiliar to the candidate and include 8 – 10 jumps (efforts) of various difficulties measuring 3ft maximum (0.914 metres).

During the courses and test the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

safe preparation of track and equipment

knowledge of health and condition of the horse

appropriate walking and planning of the cross-country course

tactful riding throughout, responding to the confidence and attitude of the horse

basically correct riding position

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Outdoor and Adventurous Activities: Horse Riding

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of safety techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques on the course. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of safety techniques. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course. • There is a sound level of success in the selection and application of advanced techniques on the course and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound safety techniques. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course. • There is an attempt to select and apply advanced techniques on the course and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use safety techniques at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some safety techniques with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Mountain/Hill Walking

The candidate is assessed in the selection and application of acquired and developed skills whilst planning and taking part in a physically and technically demanding six hour walking expedition in unknown, open or wild country remote from habitation.

The following regulations apply:

- the appropriate safety measures must be applied;
- the candidate must maintain a detailed log book which covers both the planning and preparation for the expedition itself.

The log should contain:

- details of personal equipment for the expedition and the reasons for taking it;
- details of group equipment and the reasons for taking it;
- discussion of the safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed route planning together with relevant safety measures;
- route card;
- details of nutritional planning;
- evaluative comments in relation to the expedition.

EXPEDITION

The candidate will take part in a physically and technically demanding six hour expedition in unknown open or wild country remote from habitation. The use of roads will be limited to that necessary to move between the areas of open country.

The expedition should include at least six hours walking with the distance covered dependent on the type of terrain involved. When undertaking an expedition in unfamiliar country, the candidate should spend some time there before the expedition in order to become well acquainted with the conditions of the area. The type of terrain should allow candidates to fulfil the assessment requirements, being wild country where walkers are dependent on themselves and remote from any immediate help.

The type and amount of food to be taken forms part of the planning and this will be influenced by expected length of expedition, weight to be carried, personal preferences, energy and nutritional demands, emergency provisions.

The group size should be a minimum of 3 and a maximum of 6. Due account should be taken of seasonal conditions and, unless candidates have had considerable experience of high level summit ridges, these should be avoided. Expeditions should **not** take place in hazardous conditions. During the expedition the candidate will be expected to exhibit an understanding of the spirit and content of both the country and mountain codes.

It is expected that the planning of the route will involve identifying checkpoints and timings thereby enabling the teacher to supervise the candidates loosely.

The candidate will maintain a detailed log which covers both the planning of the expedition and the expedition itself.

Assessment will be based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the phases identified below:

use and interpretation of maps and their symbols

navigation across country using map and compass

planning the route

calculation of distance using a map

organisation and use of equipment, application of safety principles, conservation practices and respect for others

obtaining grid and magnetic bearings

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Outdoor and Adventurous Activities: Mountain/Hill Walking

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in the expedition. Under pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the expedition. • There is a sound level of success in the selection and application of advanced techniques in the expedition and under pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound survival and safety techniques. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the expedition. • There is an attempt to select and apply advanced techniques in the expedition and under pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Orienteering

The candidate is tested in the selection and application of acquired and developed skills, while planning and taking part in a physically and technically demanding orienteering course, visiting a designated number of control sites in a prescribed order. The type of terrain must allow candidates to fulfil the assessment phases.

The following regulations apply:

- the appropriate safety measures must be applied;
- the candidate must maintain a log book which covers the planning, training and preparation for the event itself.

The log should contain:

- details of the type of training;
- details of personal equipment necessary and reasons for taking it;
- discussion of safety principles to be applied;
- details and process of route planning;
- evaluative comments.

Assessment

Assessment is based on performance in a competitive situation where the candidate performs the acquired and developed skills under pressure. Assessment will be carried out by specialist coaches in association with the teacher responsible for AS Physical Education and the standardisation of assessment.

The level of success of the acquired and developed skills is measured through the phases identified below.

use and interpretation of maps and their symbols

navigation across country, following route using map and compass – obtaining bearings

planning the route

calculation of distances

organisation and use of equipment, application of safety principles.

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Outdoor and Adventurous Activities: Orienteering

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of advanced techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in the conditioned competitive situation. In this situation, the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances during the orienteering course. • There is a sound level of success in the selection and application of advanced techniques on the orienteering course and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate has a perception of the requirements of performance. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the expedition. • There is an attempt to select and apply advanced techniques in the expedition and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate has limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Rock Climbing

The candidate is tested in the selection and application of acquired and developed skills, while planning and taking part in a physically and technically demanding day's climbing at a suitable outdoor venue.

The following regulations apply:

- the appropriate safety measures must be applied;
- the candidate must maintain a log book which covers both the planning of the expedition and the expedition itself.

The log should contain:

- details of personal equipment necessary and reasons for taking it;
- details of group equipment and the reasons for taking it;
- discussion of safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed planning of the route(s) to be followed with good use of guide books;
- details of nutritional planning;
- evaluative comments in relation to the day's climbing.

When planning the expedition, due account should be taken of seasonal conditions and unless candidates have considerable experience of multi-pitch climbing, then the climbs undertaken should be a single pitch. Expeditions should **not** take place in hazardous conditions. During the expedition the candidate will be expected to exhibit an understanding of the spirit and content of both the country and mountain codes.

Assessment

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation.

The level of success of the acquired and developed skill is measured through the phases identified below:

demonstration of appropriate techniques whilst performing a range of skills which suit the challenges of the route

route finding using guide books

safe preparation of equipment – harness checks, maintenance and regular checking of gear racks, ropes, helmets, etc

organisation and use of equipment

application of safety principles, conservation practices and respect for others.

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Outdoor and Adventurous Activities: Rock Climbing

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces an excellent level of strategies and demonstrates an understanding of survival and safety techniques. • Performances in the expedition are excellent and progress has allowed achievement of performance-based targets • An excellent level of physical endeavour and sportsmanship, combined with flair.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in the expedition. Under pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. • Performances in the expedition are very good and improvement has been such as to show a high standard of learning and understanding. • A high level of physical endeavour and sportsmanship, combined with flair.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the expedition. • There is a sound level of success in the selection and application of advanced techniques in the expedition and under pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound survival and safety techniques. • Performances in the expedition are good and improvement results from satisfactory learning and understanding. • A good level of physical endeavour and sportsmanship, combined with some flair.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the expedition. • There is an attempt to select and apply advanced techniques in the expedition and under pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. • Performances in the expedition become more consistent and show some progress in learning and understanding. • A competent level of physical endeavour and sportsmanship, combined with a little flair.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding. • A reasonable level of physical endeavour and sportsmanship.

Sailing

The candidate is assessed in the selection and application of acquired and developed skills, whilst planning and taking part in a physically and technically demanding course at a recognised sailing centre. Sailing must be undertaken in a variety of weather/wind conditions. The water conditions available must allow the candidate to fulfil the assessment phases. Each candidate must wear, and the boat be fitted with, appropriate safety equipment.

The following regulations apply:

- the appropriate safety measures must be applied;
- the candidate must maintain a detailed log book which covers both the planning and preparation for the course itself.

The log should contain:

- details of personal equipment for the expedition and the reasons for taking it;
- details of group equipment and the reasons for taking it;
- discussion of the safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed route planning together with relevant safety measures;
- route card;
- details of nutritional planning;
- evaluative comments in relation to the expedition.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the phases identified below:

organisation and use of equipment

rigging the boat

demonstration of appropriate techniques whilst performing a range of manoeuvres;
- ie. canoeing/landing, tacking, gybing, going about, capsizing

knowledge of health and safety (including distress signals), local laws

application of knowledge of where to sail

application of understanding of the spirit and content of 'the rules of the road and the ethics of sailing'.

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Outdoor and Adventurous Activities: Sailing

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques on the course. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course. • There is a sound level of success in the selection and application of advanced techniques on the course and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound survival and safety techniques. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course. • There is an attempt to select and apply advanced techniques on the course and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Skiing

The candidate is assessed in the selection and application of acquired and developed skills whilst planning and taking part in a physically and technically demanding one day course in the mountains at a recognised ski resort. The type of terrain must allow candidates to fulfil the assessment phases.

The following regulations apply:

- the appropriate safety measures must be applied;
- The candidate must maintain a detailed log book which covers both the planning and preparation for the course, as well as the course itself.

The log should contain:

- details of personal equipment for the course and the reasons for taking it;
- details of group equipment and the reasons for taking it;
- discussion of the safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed route planning together with relevant safety measures;
- route card;
- details of nutritional planning;
- evaluative comments in relation to the expedition.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the phases identified below:

demonstration of appropriate techniques whilst performing a range of parallel arcs/turns which suit the challenges of the slopes

safe preparation of equipment - binding checks, and general maintenance of skis

application of safety principles, conservation practices and respect for others

The course should include at least four hours skiing.

The candidate will maintain a detailed log which covers both the planning of the course and the course itself.

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Outdoor and Adventurous Activities: Skiing

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques on the course. Under pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course. • There is a sound level of success in the selection and application of advanced techniques on the course and under pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound survival and safety techniques. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course. • There is an attempt to select and apply advanced techniques on the course and under pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Windsurfing

The candidate is assessed in the selection and application of acquired and developed skills, whilst planning and taking part in a physically and technically demanding course at a recognised windsurfing centre. Windsurfing must be undertaken in a variety of weather/wind conditions. The water conditions available must allow the candidate to fulfil the assessment criteria. Each candidate must wear, and the boat be fitted with, appropriate safety equipment.

The following regulations apply:

- the appropriate safety measures must be applied;
- the candidate must maintain a detailed log book which covers both the planning and preparation for the course itself.

The log should contain:

- details of personal equipment for the course and the reasons for taking it;
- details of group equipment and the reasons for taking it;
- discussion of the safety principles to be applied;
- identification of the code of ethics to be followed;
- detailed route planning together with relevant safety measures;
- route card;
- details of nutritional planning;
- evaluative comments in relation to the course.

Assessment is based on performance in a competitive conditioned situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the phases identified below:

organisation and use of equipment

rigging the board

demonstration of appropriate techniques whilst performing a range of manoeuvres;
ie canoeing/landing, tacking, gybing, going about, capsizing

knowledge of health and safety (including distress signals), local laws

application of knowledge of where to sail

application of understanding of the spirit and content of 'the rules of the road and the ethics of sailing/windsurfing'

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Outdoor and Adventurous Activities: Windsurfing

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques on the course. Under pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances on the course. • There is a sound level of success in the selection and application of advanced techniques on the course and under pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use sound survival and safety techniques. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances on the course. • There is an attempt to select and apply advanced techniques on the course and under pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Swimming

Competitive swimming Life Saving Personal Survival

Competitive swimming

The candidate is assessed selecting and performing **one** acquired and developed skill from:

- front crawl
- back stroke
- breast stroke
- butterfly

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

arm action

body position

breathing

leg action

overall efficiency

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Competitive Swimming

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of tactics. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a successful range of tactics and strategies. • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances in the events. • There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances in the events. • There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Life Saving

The candidate is assessed in the selection and application of acquired and developed skills in conditioned and competitive situations which focus on :

- Rescue Principles
- Rescue Skills

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The candidate should be given three situations and should show application of principles to a range of skills in carrying out the rescues

- Rescue Principles :
 - Alertness : Recognition of an emergency / acceptance of responsibility
 - Assessment : Assessment of the situation / plan of action
 - Action : The rescue / rescue priorities / casualty priorities
 - Aftercare : Who needs care
 - Evaluation : Assessment of action
- Rescue Skills :
 - Land based rescues
 - Water based rescues
 - Swimming rescues / non contact / contact
 - Recovery of a casualty / supporting a casualty / landing a casualty
 - Resuscitation in water.

The candidate is assessed out of a maximum of 30 marks.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

Swimming: Life Saving

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of rescue techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques. Under pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of rescue techniques • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
13-18	<ul style="list-style-type: none"> • Candidate demonstrates a good level of acquired and developed skills allowing a sound standard of performances. • There is a sound level of success in the selection and application of advanced techniques and under pressure the level of accuracy, control and fluency is reliable. • The candidate is able to introduce and use rescue techniques. • Performances in the conditioned competitive situations are good and improvement results from satisfactory learning and understanding.
7-12	<ul style="list-style-type: none"> • Candidate demonstrates an improving level of acquired and developed skills allowing an average level of performances. • There is an attempt to select and apply advanced techniques and under pressure accuracy, control and fluency are usually achieved. • The candidate has a basic perception of the requirements of performance and is able to introduce and use rescue techniques at a satisfactory level. • Performances in the conditioned competitive situations become more consistent and show some progress in learning and understanding.
0-6	<ul style="list-style-type: none"> • Candidate demonstrates a moderate level of acquired and developed skills allowing a moderate level of performances. • There is an attempt to select and apply advanced techniques and under pressure there is some technical accuracy, control and fluency. • The candidate is able to incorporate some rescue techniques with a limited perception of the requirements of performance. • Performances in the conditioned competitive situations have some consistency, showing some learning and understanding.

Personal Survival

The candidate is assessed in the selection and application of acquired and developed skills in personal survival.

These require the candidate to undergo several tests without pauses and without making any contact with the pool wall or floor.

Clothing should be worn throughout.

Boys : Swim wear : long sleeved shirt ; long sleeved jumper and trousers

Girls : Swim wear : long sleeved shirt ; long sleeved jumper and skirt or trousers

The candidate should perform the following acquired and developed skills under pressure in a strategic situation.

- Enter deep water using a straddle jump;
- tread water for two minutes with one arm out of the water (raised arm should be out of the water throughout: candidate may change arms twice throughout);
- swim 25 metres to a floating object;
- sculling 25 metres: stationary sculling on the back: head first scull on the back: feet first scull on the back;
- take up and hold the H.E.L.P. position for 6 minutes;
- using any floating object for support participate in a HUDDLE for 2 minutes with at least two other similarly clothed swimmers who may be candidates;
- swim 100 metres retaining a floating object;
- climb out from deep water without using steps or rail.

The candidate should provide written understanding of the principles of safety for water activities.

Assessment

Assessment is based on performance, where the candidate performs the acquired skills under pressure in a strategic situation.

The candidate is assessed out of a maximum of 30 marks

The assessment is made in conjunction with the following assessment criteria.

Swimming: Personal Survival

Marks	Description
25-30	<ul style="list-style-type: none"> • Candidate demonstrates a very high level of acquired and developed skills showing a consistently high standard of accuracy, control and fluency. • There is successful selection and application of more advanced techniques where accuracy, control and fluency are retained despite competitive pressures. • The candidate introduces appropriate strategies and demonstrates an understanding of safety techniques. • Performances in the conditioned competitive situations are excellent and progress has allowed achievement of performance-based targets.
19-24	<ul style="list-style-type: none"> • Candidate demonstrates a high level of acquired and developed skills illustrating a very good standard of skill production. • There is consistent success in the selection and application of advanced techniques. Under pressure the level of technical accuracy, control and fluency is normally good. • The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of safety techniques • Performances in the conditioned competitive situations are very good and improvement has been such as to show a high standard of learning and understanding.
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	Weight Training	Wt
	Cross Country Running	Cc
Combat Activities	Judo	Ju
Dance Activities	Dance	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Goalball	Goa
	Hockey	Ho
	Netball	Ne
	Rugby Union	RU
Net/Wall Games	Badminton	Bad
	Squash	Sq
	Table Tennis	TT
	Tennis	Te
	Volleyball	Vo
Striking/Fielding Games	Cricket	Cr
	Rounders	Ro
	Softball	So
Target Activities	Archery	Ar
	Golf	Go
	Shooting	Sh
Gymnastic Activities	Artistic Gymnastics	AG
	Individual Ice (figure) Skating	FS
	Rhythmic Gymnastics	RG
	Trampolining	Tr
Outdoor/Adventurous	Canoeing	Ca
	Mountain/Hill Walking	Mw
	Campcraft/Hostelling	CH
	Horse Riding	HR
	Orienteering	Or
	Rock Climbing	Rc
	Sailing	Sa
	Skiing	Sk
	Windsurfing	Ws
Swimming Activities	Life Saving	LS
	Personal Survival	PS
	Competitive swimming	Sw

Video ID (Bib colour/number) eg R8, Y2 etc.

Activity Category	Activity	Activity Codes
Athletic Activities	Track and Field Activities	Ath
	Weight Training	Wt
	Cross Country Running	Cc
Combat Activities	Judo	Ju
Dance Activities	Dance	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Goalball	Goa
	Hockey	Ho
	Netball	Ne
	Rugby Union	RU
Net/Wall Games	Badminton	Bad
	Squash	Sq
	Table Tennis	TT
	Tennis	Te
Striking/Fielding Games	Volleyball	Vo
	Cricket	Cr
	Rounders	Ro
	Softball	So
Target Activities	Archery	Ar
	Golf	Go
	Shooting	Sh
Gymnastic Activities	Artistic Gymnastics	AG
	Individual Ice (figure) Skating	FS
	Rhythmic Gymnastics	RG
	Trampolining	Tr
Outdoor/Adventurous	Canoeing	Ca
	Mountain/Hill Walking	Mw
	Campcraft/Hostelling	CH
	Horse Riding	HR
	Orienteering	Or
	Rock Climbing	Rc
	Sailing	Sa
	Skiing	Sk
	Windsurfing	Ws
Swimming Activities	Life Saving	LS
	Personal Survival	PS
	Competitive swimming	Sw

Marks and codes for assessed practical activities and analysis and comment should be entered onto the Final Practical Activity Assessment Form and despatched to CIE, together with video evidence, written action plans, copies of individual activity sheets and 2 copies of the MS1 by 5 October.

Centres are reminded that they must keep a copy of the final coursework marks.