

GCE Physical Education

OCR Advanced Subsidiary/Advanced GCE in Physical Education H154/H554

Additional Practical Activity Criteria for use from September 2010

Athletic Activities

Road cycling

Combat Activities

Kickboxing
Ju Jitsu

Invasion Game Activities

American Football
Wheelchair Basketball
Wheelchair Rugby

Striking/fielding Game Activities

Blind Cricket

Target Game Activities

Boccia
Clay Pigeon Shooting

Gymnastic Activities

Cheerleading
Synchronised Swimming

Athletic Activities - Unit G452: AS Road cycling

The candidate is assessed in the performing the acquired and developed skills of road cycling. The following criteria must be used in conjunction with the G452 generic assessment criteria for Athletic Activities.

The focus of the tasks will include:

Road cycling
Time trialling

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

Road cycling

- Posture
- Pacing
- Leg action
- Tactics
- Overall efficiency

Time Trialling

- Posture
- Pacing
- Leg action
- Overall efficiency

Candidates will be expected to demonstrate their knowledge and understanding of:

- Safety equipment and preparation of bicycle
- The correct procedure in checking the cycle is safe and maintained
- The use of skill to minimize the risk of injury and the knowledge of correct safety equipment and clothing
- Use of gears and chain efficiency
- Knowing when to conserve energy and when to stand on the pedals
- Knowing how to use different parts on the handle bars to change your body position, therefore maximizing your potential for that certain environment
- Being able to judge the bunch of riders, assessing the situation and where you should be placed
- When it's necessary to slipstream other riders
- The correct method to maintain good quality breathing and to allow periods of rest

Conditioned competitive situations in which the activity will be assessed:

Candidates will be assessed completing both road cycling and time trialling sessions.

Safe practice:

All candidates will have had to become members of British Cycling in order to compete, and so will have received a racing licence and insurance and will comply with any safety recommendations, including:

- Bikes should be roadworthy, with all parts in good mechanical condition and working properly
- Tyres inflated to correct pressure
- Wheels firmly locked in place and not buckled
- Brakes correctly adjusted and capable of stopping cycle and cyclist
- Frame neither bent nor damaged; head bearing and bottom bracket bearing smooth running and without play
- Handlebars, brake levers and saddle correctly and firmly positioned
- Gears correctly adjusted so that chain engages securely with the appropriate socket when using rear and front changers, and does not come off
- If poor visibility anticipated, lights fitted and used.
- All accessories fitted securely
- Size of frame and position of cyclist appropriate in terms of safety and efficiency – in particular, saddle height and handlebar positioning
- Appropriate cycling clothing worn, e.g. appropriate visibility for conditions and race, and nothing that is likely to get caught in the chain
- Helmets must be worn and gloves recommended. Helmets should conform to current British Standards European Norms (BS EN) requirements and the manufacturers recommendations on it's use and care followed
- Appropriate spare kit accessible, e.g. inner tube, pump, etc, when appropriate
- First aid kit accessible to cyclist

Athletic Activities - Unit G454: A2 Road cycling

The candidate is assessed performing the acquired and developed skills of road cycling. The following criteria must be used in conjunction with the G454 generic assessment criteria for Athletic Activities.

Candidates are to be assessed in **one** of either Road cycling or Time trialling.

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

Road cycling

- Posture
- Pacing
- Leg action
- Tactics
- Overall efficiency

Time Trialling

- Posture
- Pacing
- Leg action
- Overall efficiency

Conditioned competitive situations in which the activity will be assessed:

Assessment will take place in a formal, competitive event organized by British Cycling or an equivalent organisation. Performance tables are included in these criteria for use in assessment.

While riding in authentic, competitive situations, the candidate should be assessed on the following cycling techniques:

- Use of gears and chain efficiency
- Knowing when to conserve energy and when to stand on the pedals
- Knowing how to use different parts on the handle bars to change your body position, therefore maximizing your potential for that certain environment
- Being able to judge the bunch of riders, assessing the situation and where you should be placed
- When it's necessary to slipstream other riders
- The correct method to maintain good quality breathing and to allow periods of rest

The candidate will maintain a log which will contain the following:

- Competitive programme for 3 month period prior to assessment
- Details of races
- Finishing positions, times etc

Safe practice:

All candidates will have had to become members of British Cycling in order to compete, and so will have received a racing licence and insurance and will comply with any safety recommendations, including:

- Bikes should be roadworthy, with all parts in good mechanical condition and working properly
- Tyres inflated to correct pressure
- Wheels firmly locked in place and not buckled
- Brakes correctly adjusted and capable of stopping cycle and cyclist
- Frame neither bent nor damaged; head bearing and bottom bracket bearing smooth running and without play
- Handlebars, brake levers and saddle correctly and firmly positioned
- Gears correctly adjusted so that chain engages securely with the appropriate socket when using rear and front changers, and does not come off
- If poor visibility anticipated, lights fitted and used.
- All accessories fitted securely
- Size of frame and position of cyclist appropriate in terms of safety and efficiency – in particular, saddle height and handlebar positioning
- Appropriate cycling clothing worn, e.g. appropriate visibility for conditions and race, and nothing that is likely to get caught in the chain
- Helmets must be worn and gloves recommended. Helmets should conform to current British Standards European Norms (BS EN) requirements and the manufacturers recommendations on it's use and care followed
- Appropriate spare kit accessible, e.g. inner tube, pump, etc, when appropriate
- First aid kit accessible to cyclist

G454 Male Road Cycling Performance Tables

Mark /40	10 Mile Time Trial (minutes)	25 Mile Time Trial (hours/minutes)
40	23:00	57:30
39	23:11	58:00
38	23:22	58:30
37	23:33	59:00
36	23:45	59:30
35	23:56	1hr
34	24:07	1hr 00:30
33	24: 18	1hr 01:00
32	24:30	1hr 01:30
31	24:41	1hr 02:00
30	24:52	1hr 02:30
29	25:03	1hr 03:00
28	25:15	1hr 03:30
27	25:26	1hr 04:00
26	25:37	1hr 04:30
25	25:48	1hr 05:00
24	26:00	1hr 05:30
23	26:11	1hr 05:52
22	26:22	1hr 06:15
21	26.33	1hr 06:37
20	26:45	1hr 07:00
19	26:56	1hr 07:22
18	27:07	1hr 07:45
17	27:18	1hr 08:07
16	27:30	1hr 08:30
15	27:41	1hr 08:56
14	27:52	1hr 09:22
13	28:03	1hr 09:48
12	28:15	1hr 10:15
11	28:26	1hr 10:41
10	28:37	1hr 11:07
9	28:48	1hr 11:33
8	29:00	1hr 12:00
7	29:11	1hr 12:22
6	29:22	1hr 12:45
5	29:33	1hr 13:07
4	29:45	1hr 13:30
3	29:56	1hr 13:52
2	30:07	1hr 14:15
1	30:18	1hr 14:37
0	30:30	1hr 15:00

Combat Activities - Unit G452: AS Kickboxing

The candidate is assessed performing the acquired and developed skills of Kickboxing. The following criteria must be used in conjunction with the G452 generic assessment criteria for Combat Activities.

The focus of the tasks will include:

- Punching technique (jab, hook, uppercut)
- Kicking technique (knee, front kick, axe kick, side kick, turning kick)
- Basic combinations (5 basic hands, 5 basic legs, pattern 1, turning kick 1, side kick 1)
- Shadow boxing
- Foot work and movement
- Guard and head movement

Candidates will be expected to demonstrate their knowledge and understanding of:

- Rules and procedures for class sparring
- Tenets of Korean Martial arts and its theory.

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

- Defending
- Stance
- Guard
- Footwork
- Balance
- Overall Efficiency
- Attack
- Stance
- Guard
- Footwork
- Balance and Timing
- Overall Efficiency

These assessment phases are used in conjunction with the generic assessment criteria for Combat Activities.

Conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situations will be in the form of mat work, both individual and pair, that should enable the kick boxer to demonstrate the full range of required skills and take place in the authentic contextual situation.

Contests on the mat should be limited in terms of:

- Techniques permitted
- Mat area
- Time allowed
- The limitations should allow the performer to concentrate on the basic combinations and techniques.

Suggested mat work includes:

- points fighting (semi contact)
- continuous (light contact)
- continuous low kick (light contact)

Safe practice:

Assessments and coaching will be organised through ISKA affiliated clubs, with ISKA qualified coaches; therefore this will comply with any safety recommendations. All candidates will have had to become licensed members of ISKA in order to participate and compete, and so will have adequate insurance.

Fighting Area (Point-Fighting, Forms and Light-Contact)

- The fighting area has to be square, and each side must have a length of 8m.
- On two sides facing each other, 1m from the centre of the square to the outside, two parallel lines have to be marked, on which the competitors line up at the beginning of the fight.
- Around the fighting area, a safety strip of 2m has to be kept clear. No spectators or referee-tables are allowed to be placed within that strip. The strip can be marked.
- The time- and scorekeeper are located at the referee-table facing the head-referee.
- In case there is only one fighting area, sufficient space for the medics and/or emergency personnel has to be provided at the referee-table.

Clothing

- The fighter must be dressed in a clean and appropriate outfit.
- The competitors should be wearing a clean T-shirt with long Kickboxing trousers. At least the top half of the upper arm must be covered and sleeves maybe up to the elbow.
- The trousers must reach the feet and be open on the bottom. There should be no zip fasteners, pockets or buttons.
- Competitors cannot wear any metal objects that may cause injuries to the opponent. (no piercing, chains, watches or earrings are allowed). Eyeglasses are forbidden, soft contact-lenses are possible but at competitors own risk.
- Traditional Karate GI or Taekwondo uniforms are permitted. Every fighter must wear a belt, to see the "waistline". They may fight without such a belt if the waistline is clearly visible due to a clearly recognisable colour (for instance white shirt and black trousers).

All competitors have to wear compulsory:

- helmet
- gum shield (mouth guard)
- open hands (in USA called foam gloves) must have the fingers and thumbs enclosed
- groin protector (men and women) must be worn under the clothes
- shin guard must be worn under the clothes
- chest protector for female Juniors and adults permitted
- hand bandages, maximum length 2.5 meters, no tape on the fist or knuckles
- elbow and knee protectors

A contest is refereed by a main referee and two side-judges. The side-judges have to check the fighter's safety equipment. Each judge is responsible for the fighter at his/her end. If in case of an injury the fighter was found not to have the correct protective equipment he/she will be disqualified immediately.

Combat Activities - Unit G454: A2 Kickboxing

The candidate is assessed in performing the acquired and developed skills of Kickboxing. The following criteria must be used in conjunction with the G454 generic assessment criteria for Combat Activities.

The candidate is assessed in their ability to perform in the formal, authentic, combat situation. The formal combat situation will conform to the ISKA rules of weight and age classification.

The focus of the tasks will include:

Basic:

- Punching technique (jab, hook, uppercut)
- Kicking technique (knee, front kick, axe kick, side kick, turning kick)
- Basic combinations (5 basic hands, 5 basic legs, pattern 1, turning kick 1, side kick 1)
- Hook Punches
- 5 Basic Legs, Double turn and Kick, Double Side Kick
- Pattern 1; Jumping front kick, Triple turn and kick, triple side kick
- Pattern 2

Advanced:

- Counter attacks
- Body shifting
- Punching techniques (blitzing and fakes)
- Kicking Techniques (back kick, jumping kicks, spinning kicks, 360 kicks, doubles and overhead)
- Advanced combinations (Bo dan lee gan routine)
- Incorporating Mixed Martial Arts (MMA) into routine work

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

- Defending
 - Stance
 - Guard
 - Footwork
 - Balance
 - Overall Efficiency
- Attacking
 - Stance
 - Guard
 - Footwork
 - Balance and Timing
 - Overall Efficiency

Candidates will be expected to demonstrate their knowledge and understanding of:

- Rules and procedures for class sparring
- Tenets of Korean Martial arts and its theory
- Health and Safety in Kickboxing

Conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situation will be in the form of formal ISKA competition that should enable the Kick boxer to demonstrate the full range of required skills in an authentic contextual situation.

Suggested competition should be regulated by age and weight division and also provide an appropriate level of competition to include:

- Full-contact kickboxing
- K1 (full contact)

Safe practice:

Assessments and coaching will be organised through ISKA affiliated clubs, with ISKA qualified coaches; therefore this will comply with any safety recommendations. All candidates will have had to become licensed members of ISKA in order to participate and compete, and so will have adequate insurance.

Box Ring (Full Contact)

- Full-contact fights are to be fought in the ring. The box rings must correspond to the norm of AIBA (Association International de Box Amateur).
- The Box ring, all side protections and the ropes must be inspected for suitability and safety prior to the first fight.
- The usual side length of the square is minimum 4.5m and maximum 6.10m (side length of the ropes), and consists of 4 ropes.
- The 4 corners must be of metal; the diagonal distance between them shall not exceed 10.6m (outside measurement).
- The height of the corners shall not be more than 1.32m (52") above the platform of the ring.
- All corners must be covered with commonly used cushions in order to avoid possible injuries.
- None of the 4 ropes may have a diameter of less than 2.5cm (1").
- The lowest rope must be placed 33.02 (13") above the platform, the top rope no more than 1.32m.
- All ropes must be covered with a soft tightly fitted material.
- The platform itself may not be placed higher than 1.21m above the ground and must be covered with a filth or similar material below the ring floor layer.

Clothing

- The fighter must be dressed in a clean and appropriate outfit.
- The competitors should be wearing a clean T-shirt with long Kickboxing trousers. At least the top half of the upper arm must be covered and sleeves maybe up to the elbow.
- The trousers must reach the feet and be open on the bottom. There should be no zip fasteners, pockets or buttons.
- Competitors cannot wear any metal objects that may cause injuries to the opponent. (no piercings, chains, watches or earrings are allowed). Eyeglasses are forbidden, soft contact-lenses are possible but at competitors own risk.
- Traditional Karate GI or Taekwondo uniforms are permitted. Every fighter must wear a belt, to see the "waistline". They may fight without such a belt if the waistline is clearly visible due to a clearly recognisable colour (for instance white shirt and black trousers).

All competitors have to wear compulsory:

- helmet
- gum shield (mouth guard)
- open hands (in USA called foam gloves) must have the fingers and thumbs enclosed
- groin protector (men and women) must be worn under the clothes
- shin guard must be worn under the clothes
- chest protector for female Juniors and adults permitted
- hand bandages, maximum length 2.5 meters, no tape on the fist or knuckles
- elbow and knee protectors

A contest is refereed by a main referee and two side-judges. The side-judges have to check the fighter's safety equipment. Each judge is responsible for the fighter at his/her end. If in case of an injury the fighter was found not to have the correct protective equipment he/she will be disqualified immediately.

Combat Activities - Unit G452: AS Ju Jitsu

The candidate is assessed performing the acquired and developed skills of Ju Jitsu. The following criteria must be used in conjunction with the G452 generic assessment criteria for Combat Activities.

The focus of the tasks will include:

Entry from grips (perform the following techniques while holding the opponent):

- Shoulder throw standing (right hand grips the lapel)
- Shoulder throw kneeling (right hand grips the lapel)
- Shoulder wheel (left hand grips the lapel)
- Valley throw (long leg)
- Reverse valley throw (long leg behind opponent)
- Double leg throw 1 (shoot through legs and hook one leg)
- Double leg throw 2 (shoot through legs, lift and throw)
- Double leg throw 3 (Get to side of opponent and drive through both legs)
- Single leg throw 1 (head on inside of thigh with control of ankle – drive down)
- Single leg throw 2 (control leg go behind opponent, lift and throw)

Ground techniques (while in contact with the floor, perform different fighting techniques):

- Chin sweep (from closed guard)
- Leverage sweep (from closed guard)
- Triangle (from closed guard)
- Passing the guard (stand up, control sleeve and pressure on legs)
- Guard 2 (control legs and upper body – Dela riva guard)
- Guard 2 sweep 1 (control their high shoulder, kick out leg and roll)
- Mount / Back mount
- Back control with hooks
- Arm bar from mount
- Side control

The level of success of the acquired and developed skills is measured through the following movement phases:

Defending

- Entry (Defending against grabs or holds and also defending against opponents throw)
- Controlling opponent (Standing or ground restraints, e.g. side control)
- Execution
- Completion/effectiveness
- Overall efficiency

Attacking

- Grip (Control the sleeves, lapels, possibly waist/hips for throws)
- Set up, breaching balance (moving into the opponent or pulling them off balance)
- Entry, balance, timing
- Throw, completion, effectiveness
- Overall efficiency

Conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situations will be in the form of technique demonstration (individual) and sparring (paired/group), that should enable the candidate to demonstrate the full range of required skills and take place in the authentic contextual situation.

- i) Technique (individual) – demonstration of techniques below through demonstration
- ii) Conditioned sparring (paired/group)

Ground techniques permitted (standing positions):

- Double leg takedown
- Single leg takedown
- Half shoulder (standing or kneeling)
- Leg throw (variations)

While in contact with the floor the candidate will demonstrate/perform the different attacking techniques):

- Chin sweep (from closed guard)
- Leverage sweep (from closed guard)
- Triangle (from closed guard)
- Passing the guard (stand up, control sleeve and pressure on legs)
- Guard 2 (control legs and upper body – Dela riva guard)
- Guard 2 sweep 1 (control their high shoulder, kick out leg and roll)
- Mount / Back mount
- Back control with hooks
- Arm bar from mount
- Side control

Condition 1 :

Focus on groundwork skills with a partner. The candidate must demonstrate control and the ability to take advantage of the opponent using appropriate groundwork techniques when the opposition present opportunities for the groundwork techniques to be executed.

Condition 2 :

Circle work - Candidate is based around a circle of 4/5 opponents. Each one provides a different attack and the candidate must execute the appropriate skill to achieve success. Attacks include; single punch, double punch, lapel grab, hand grab.

Safe Practice:

Recognised in the AFPE safe practice booklet as a martial art – it advises all coaches must have a relevant NGB award. All sessions will be led by a qualified instructor (head coach from local association) and supervised by HOD.

Performer must follow association rules during performance

Checks are made with regards to clothing (set clothing needed).

Hygiene checks made on opponent due to contact nature of sport.

Space - an allocated matted area is used for performance and an additional matted area is designated which the performer should not enter. In a training environment marshals will be provided to stop this happening; in competition referees will enforce this and penalise competitors if they move out of the allocated area.

In whichever setting is used care must be used to ensure that:-

- the practice area is well away from obstructions
- the practice area is big enough to avoid overcrowding

- The practice area is level, non slip, clean and provides secure footing with no potential for slipping
- All equipment is checked regularly and removed from use when necessary
- Appropriate clothing should be worn, long hair tied back, nails cut short and jewellery removed before the activity is undertaken
- All chewing of gum or sweets should not be allowed to avoid the risk of choking

Combat Activities - Unit G454: A2 Ju Jitsu

The candidate is assessed performing the acquired and developed skills of Ju Jitsu. The following criteria must be used in conjunction with the G454 generic assessment criteria for Combat Activities.

The candidate is assessed in a formal British Ju Jitsu Association or equivalent competition.

The focus of the tasks will include:

Entry from grips (perform the following techniques while holding the opponent):

- Shoulder throw standing (right hand grips the lapel)
- Shoulder throw kneeling (right hand grips the lapel)
- Shoulder wheel (left hand grips the lapel)
- Valley throw (long leg)
- Reverse valley throw (long leg behind opponent)
- Double leg throw 1 (shoot through legs and hook one leg)
- Double leg throw 2 (shoot through legs, lift and throw)
- Double leg throw 3 (Get to side of opponent and drive through both legs)
- Single leg throw 1 (head on inside of thigh with control of ankle – drive down)
- Single leg throw 2 (control leg go behind opponent, lift and throw)

Ground techniques (while in contact with the floor perform the different fighting techniques):

- Chin sweep (from closed guard)
- Leverage sweep (from closed guard)
- Triangle (from closed guard)
- Passing the guard (stand up, control sleeve and pressure on legs)
- Guard 2 (control legs and upper body – Dela riva guard)
- Guard 2 sweep 1 (control their high shoulder, kick out leg and roll)
- Mount/Back mount
- Back control with hooks
- Arm bar from mount
- Side control

The level of success of the acquired and developed skills is measured through the following movement phases:

Defending

- Entry (Defending against grabs or holds and also defending against opponents throw)
- Controlling opponent (Standing or ground restraints, e.g. side control)
- Execution
- Completion/effectiveness
- Overall efficiency

Attacking

- Grip (Control the sleeves, lapels, possibly waist/hips for throws)
- Set up, breaching balance (moving into the opponent, or pulling them off balance)
- Entry, balance, timing
- Throw, completion, effectiveness
- Overall efficiency

Formal Competition:

Assessment will take place in formal competitive situations (1v1), which must conform to all regulations. The focus of the assessment should be on the application of the following techniques:

Ground techniques permitted (standing positions):

- Double leg takedown
- Single leg takedown
- Half shoulder (standing or kneeling)
- Leg throw (variations)

While in contact with the floor the candidate will demonstrate/perform the different attacking fighting techniques):

- Chin sweep (from closed guard)
- Leverage sweep (from closed guard)
- Triangle (from closed guard)
- Passing the guard (stand up, control sleeve and pressure on legs)
- Guard 2 (control legs and upper body – Dela riva guard)
- Guard 2 sweep 1 (control their high shoulder, kick out leg and roll)
- Mount / Back mount
- Back control with hooks
- Arm bar from mount
- Side control

Tactical awareness :

- Awareness of size and weight of opponent - appropriate techniques used
- Recognition of opponents' strengths and weaknesses – can adapt quickly and effectively e.g. if an opponent has strong upper body moves the performer would use techniques which would aim to stay on top of the opponent when fighting on the ground
- Timing – able to choose appropriate techniques when needed in situations where required e.g. when the candidate is in a leading position in terms of scores and little time is left on the clock, he/she is able to use defensive holding techniques to maintain score/advantage

Safe Practice:

Recognised in the AFPE safe practice booklet as a martial art – it advises all coaches must have a relevant NGB award. All sessions will be led by a qualified instructor (head coach from local association) and supervised by HOD.

Performer must follow association rules during performance:

- Checks are made with regards to clothing (set clothing needed).
- Hygiene checks made on opponent due to contact nature of sport.
- Space - an allocated matted area is used for performance and an additional matted area is designated which the performer should not enter. In a training environment marshals

will be provided to stop this happening; in competition referees will enforce this and penalise competitors if they move out of the allocated area.

In whichever setting is used care must be used to ensure that:-

- The practice area is well away from obstructions
- The practice area is big enough to avoid overcrowding
- The practice area is level, non slip, clean and provides secure footing with no potential for slipping
- All equipment is checked regularly and removed from use when necessary
- Appropriate clothing should be worn, long hair tied back, nails cut short and jewellery removed before the activity is undertaken
- All chewing of gum or sweets should not be allowed to avoid the risk of choking

Invasion Game Activities - Unit G452: AS American Football

The candidate is assessed performing the acquired and developed skills of American Football. The following criteria must be used in conjunction with the G452 generic assessment criteria for Invasion Game Activities.

The focus of the tasks will include:

- Passing & Receiving
- Running with the ball (carrying)
- Tackling
- Retaining the ball
- Skills appropriate to the candidates position (defensive line)
- Beating an opponent (shedding a blocker)
- Supporting (gang tackling)

The level of success in appropriate tactical awareness will include:

- Running with the ball to beat an opponent
- Skills appropriate to the candidates position
- Set pieces
- Beating an opponent
- Pass rushing

Conditioned competitive situations in which the activity will be assessed:

The following relate specifically to the position of 'Defensive Lineman' and are intended to exemplify the type of drills & practices which may be used; alternatives will need to be devised to suit other specific positions.

Close drill

Purpose

To develop quickness and good body position while closing the distance between offensive blocker while pass rushing.

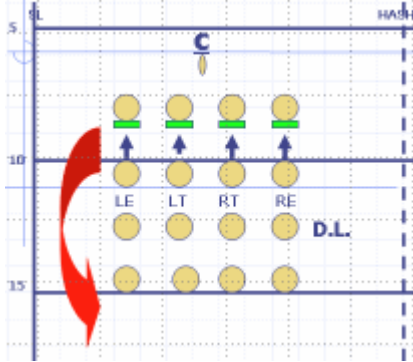
Description

Defensive linemen assume good pass rush stance on LOS, offensive linemen align off of defenders approximately 3 to 4 yards off of LOS. On snap the offensive linemen shuffle straight back trying to avoid 'their' defensive lineman, while defenders close to 'their' offensive lineman with good body lean and execute a pass rush technique when reaching OL.

Coaching Points

- Good movement off of ball
- Good body lean
- Eyes on blocker
- Make defensive lineman use a move.

Hit Progression



Purpose

These Drills for Defensive Linemen help to teach and work on taking on the contact correctly with full body control.

Description & Coaching Points

1. Coach holds football on ground
2. Defensive Linemen on knees and toes, hands in crotch, sitting on heels.
3. Coach "snaps" the football
4. Defensive Lineman gets off on snap, hand shiver pad
5. Throws hips, arch back, head up!
6. Hips should be end up on sled pad
7. Knees should come off the ground
8. Go three times

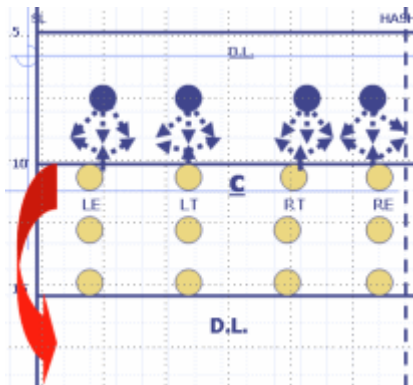
One-on-One Read Drill

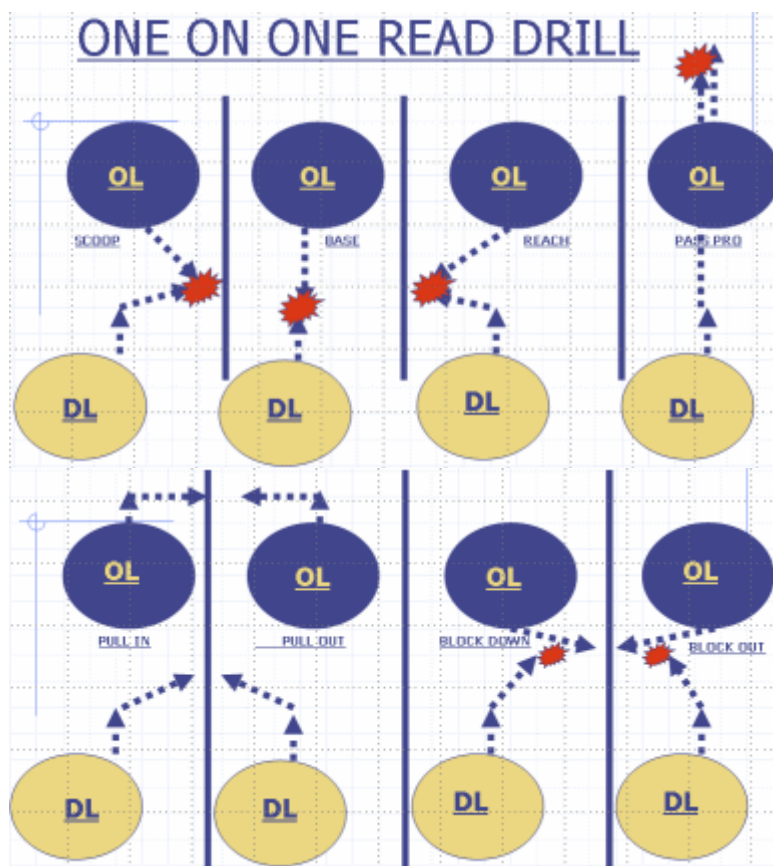
Purpose

Defensive Line Drill to work on and automate the correct reaction to the different blocking attempts of the offensive linemen.

Description & Coaching Points

1. Coach gives direction to Offensive Line
2. Defensive Linemen assume their proper stance
3. Coach "snaps" the ball
4. Get off on snap with correct foot
5. Take a six inch step. Don't stand up!!
6. Get off at a good pad level
7. Read the helmet direction of the offensive lineman
8. Use your hands, lockout





Pass rush technique drills

Purpose

To practice and improve the different pass rush techniques. The pop-ups drill works feet, hips, hands and power.

Description

HAND FIGHT

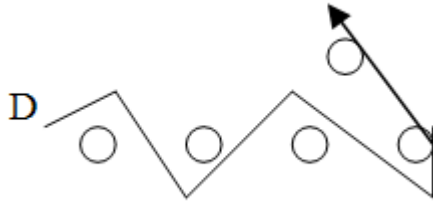
1. Basic drill for quick hands

POP UPS

1. We work through the area in between each bag, executing a certain pass rush technique at each bag or a different technique at each bag.
2. We will always finish with our off arm strip technique at the last bag.

Coaching Points

- Good body position
- Quick hands
- make phases when you stress technique over violence and vice versa
- always stay close to the bags



Pass-rush, Force and Recover a Fumble Drill

Purpose

Defensive Line Drill to work on the ultimate goal of a pass rush: the sack with forcing a fumble and recovering a fumble.

Description

1. Put a heavy stand up dummy at the QB launch point (7yds behind LOS) with a football attached with a strong rubber band or similar. The football should be at about shoulder height of your players or on a smaller dummy as high as possible.
2. Line up 2 defensive linemen in their normal stance at their normal position.
3. 2 other defensive linemen line up as offensive blockers opposite to the two rushers.
4. The coach stands behind the pass rushers signaling to the blockers who should give serious resistance and who should give light resistance, just enough to make the pass rusher to make a move.
5. The first rusher reaching the Quarterback/Dummy tackles the dummy and tries to slap the ball free, but mainly focusing on tackling.
6. The second rusher should then find the ball and recover it, once the first pass rusher securely tackled the dummy to the ground, he will also go for the fumble, trying to recover it - or if it's already recovered by the second pass rusher, secure his recovery (protecting him from offensive players trying to steal it from him again).

Coaching Points

- Make sure that the main goal for the tackler is still to tackle and not chasing the fumble!
- Make sure both pass rushers don't arrive at the dummy at the same time.
- Blockers might use hand shields
- Ball should be firmly attached so it won't fall out on the slightest contact
- Stripping the Football and tackling should be one combined action

Pass-rush technique drill

Purpose

To develop good feeling and automatism for the different passrush techniques

Description

Have DL pair up facing each other in a 2-point football position, designate one row as the pass rushers and the other as pass blockers. Call the technique they should use (bull, rip, swim, ...) and the side they should pass the blocker. On command the pass blockers drop back like a pass blocker, and the pass rusher close on them and use the correct technique to pass him. On the whistle they reset, with changed designations.

This drill can be done with or without pads (without pads it's a good pre-practice warm-up routine).

Coaching Points

- Since this is not a physical drill, hand quickness and correct technique is most important.

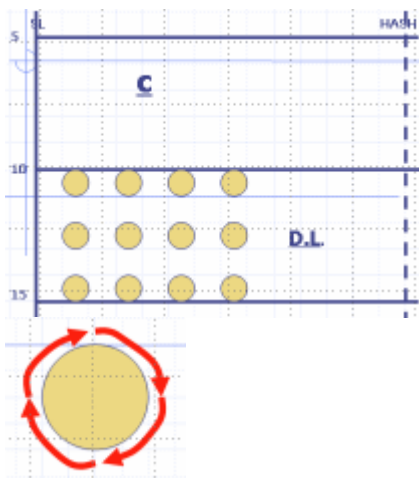
Quarter Eagle Drill

Purpose

To work on good hit position for the defensive line player, and make it a "natural" body position for him.

Description & Coaching Points

1. Feet shoulder width apart
2. Toes pointed straight downfield
3. Weight on balls of feet, heels flat
4. Knees bent at 90 degrees
5. Head up, back straight
6. Arms relaxed between knees
7. On command **HIT!** bring hands up
8. On command **FEET!** chop feet in place
9. On command **RIGHT!** turn 1/4 turn right
10. On command **LEFT!** turn 1/4 turn left
11. Defensive Line Player must not stand up in "**HIT**" position
12. This position is key to playing football



Read

Purpose

The purpose of this drill is to improve the reaction of the defensive lineman to the movement of the offensive lineman.

Description

Set up 3 cones in a triangle about 10 yards apart. Put two linemen facing each other in the middle between two cones, put a designated ball carrier at the third cone. The player facing the ball carrier will be the defender, the other player the OL. The coach should stand behind the DL and signaling the direction and the snap count. On the command, the ball carrier runs in a straight line to the designated cone, while the OL blocks accordingly. The DL reacts to the movement of the OL, controls & escapes the OL and makes the tackle before the ball carrier reaches the cone. (After the DL got comfortable with the drill, you might bring in 'real' OL and Running backs to increase intensity and speed.)

Coaching Points

- Defenders shoulders and hips should stay square to LOS.
- Check for proper hand and arm technique to control and escape OL,
- Feet should be moving all the time and never get close together.

Tackling progression drill

Purpose

To teach and improve proper tackling technique

Description

1. Fit

On command the designated defenders walk up to their partner and into a fit position. They should stay in that position until the coach checked and possibly corrected the position.

2. Fit and lift

On command the designated defenders walk up to their partner and into a good fit position.

On the next command they follow through, rolling their hips and lifting their partner and taking him back a few steps.

3. Form tackle

Partners should be about 5 yards apart. On command the designated offender jogs toward the defender.

The defender meets him in proper tackling position and performs a form tackle. Have offenders jog in a 45° angle also.

For each progression step: start off one after the other, and as the players get better, let them execute simultaneously.

Do right and left shoulder.

Coaching Points

1. Fit

Feet shoulder width apart, knees bent, back straight, head up, arms around butt, shoulder at belt-buckle.

2. Fit and lift

Additional: hips should roll, the lift should be caused by the rolling hips and the extension of the legs. The offenders should assist the lift by hopping up on the second command. Stress the importance of leverage.

3. Form tackle

Same as above, make sure the form tackle will be done in one fluid motion. Offenders should not change direction or speed, nor fight the tackle.

Increase speed as players get better but not intensity of contact.

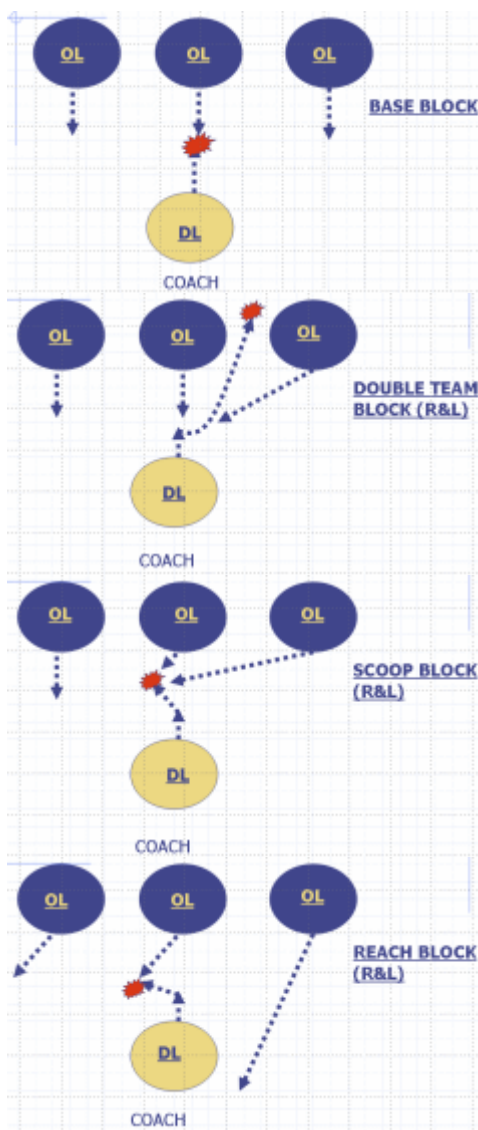
Three-on-One Read Drills

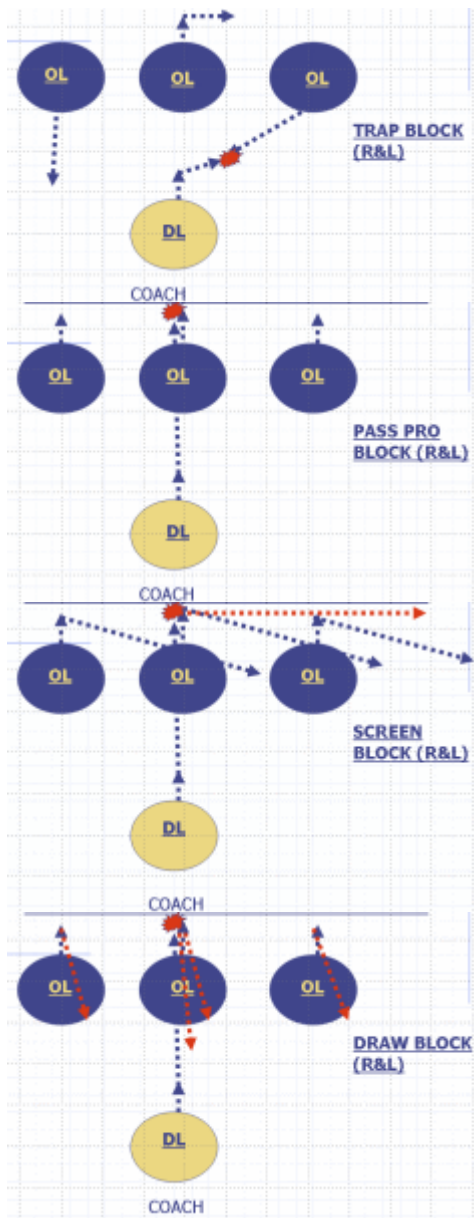
Purpose

Defensive Line Drills to work on and automate the correct reaction to the different blocking schemes of the offense. The 3-on-1 Read Drills work especially on the correct reaction to combination blocks, and also give the defensive line a better understanding about what will happen around them...

Description & Coaching Points

1. 3 Offensive Linemen line up at a given line
2. Defensive Lineman lines up in his stance on the man in the middle
3. Coach signals blocking scheme to the offensive line.
4. On command Center snaps or snap will be simulated and the offensive line runs their "play"/scheme.
5. Defensive Lineman reacts according to his rules.





Throw the Hands Drill

Purpose

Defensive Line Drill to develop powerful use of the hands to attack and shed off the blocker, keeping good balance to break away to different pursuit / tackling angles.

Description

The players form two lines - the defensive linemen who play on the defensive left form the left line, and the defensive linemen who play on the right go to the right line.

A player holding a hand shield just above his knees stands in front of each line, the first lineman of each line gets into his stance.

The coach kneels between the players and simulates the snap of the ball.

On movement of the ball, the defensive linemen get off and shoot their hands into the hand shields.

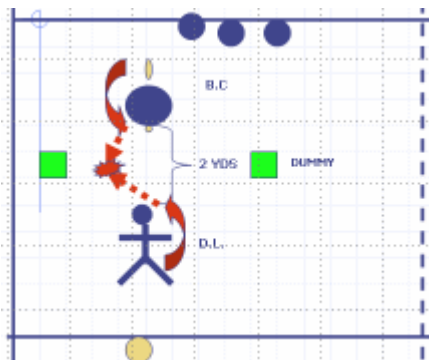
The defensive lineman strikes the shield with the heels of his hands and drives the shield upward, at the same time he drives the shield holder, who gives moderate resistance, backwards for two or three steps, then releases and sprints to the tackling dummy, standing 3-7 yards (varying during the drill) behind, and 3 yards to the outside the original position of the shield holders.

The defensive lineman should then execute a form tackle on the dummy.

Good drill to be run without and with pads

Coaching Points

- proper stance
- length of the first step
- emphasize the explosive/violent punch of the hands (without leaning) and make sure that the shield is driven upward.



Safe practice:

Coach – those involved in the direct supervision and delivery of games activities will have a current working knowledge and understanding of the activity. The coach and support staff will ensure that the student is aware of the inherent risks and are fully involved in the processes of risk assessment and risk management.

Facilities – The playing surfaces and environment will be suitable for the activity and needs of the student. This is carried out by fully qualified coaches and BAFRA match officials.

Equipment – All equipment will be suitable for the activity and consideration by the BAFRA qualified staff, who will supervise the state of repair, maintenance and replacement of equipment, ensuring that all equipment is fit for the purpose and functional.

Clothing – personal protective equipment will be worn and fit for purpose and in good repair. Footwear will be appropriate for the activity and playing surface.

Football is an aggressive, rugged contact sport. Only the highest standards of sportsmanship and conduct are expected of players, coaches and others associated with the game. There is no place for unfair tactics, unsportsmanlike conduct or manoeuvres deliberately designed to inflict injury.

The British American Football Coaches Association (BAFCA) Code of Ethics states:

1. The Football Code which appears in the official BAFCA Rulebook shall be considered an integral part of this Code of Ethics and should be carefully read and observed.
2. Each coach is responsible for having the rules taught to and interpreted for his players.
3. Both the letter and the spirit of the rules must be adhered to by the coaches.
4. To gain an advantage by circumvention or disregard for the rules brands a coach or player as unfit to be associated with football.

5. A coach is responsible for flagrant roughing tactics. He is responsible for illegal substitutions. He shall not permit faking of injuries in order to stop the clock. He shall not permit an illegal shift with the intent of drawing an opponent offside.
6. A coach must always remember that IT IS NOT the purpose of football to hurt or injure an opponent by legal or illegal methods.

Invasion Game Activities - Unit G454: A2 American Football

The candidate is assessed performing the acquired and developed skills of American Football. The following criteria must be used in conjunction with the G454 generic assessment criteria for Invasion Game Activities.

The focus of the tasks will include:

- Passing & Receiving
- Running with the ball (carrying)
- Tackling
- Retaining the ball
- Skills appropriate to the candidates position (defensive line)
- Beating an opponent (shedding a blocker)
- Supporting (gang tackling)

The level of success in appropriate tactical awareness will include:

- Running with the ball to beat an opponent
- Skills appropriate to the candidates position
- Set pieces
- Beating an opponent
- Pass rushing

Conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situation will be in the form of BAFA (or equivalent) organised matches that should enable the candidate to demonstrate the full range of required skills and tactics relevant to their position in authentic match situations.

Safe practice:

Coach – those involved in the direct supervision and delivery of games activities will have a current working knowledge and understanding of the activity. The coach and support staff will ensure that the student is aware of the inherent risks and are fully involved in the processes of risk assessment and risk management.

Facilities – The playing surfaces and environment will be suitable for the activity and needs of the student. This is carried out by fully qualified coaches and BAFRA match officials.

Equipment – All equipment will be suitable for the activity and consideration by the BAFRA qualified staff, who will supervise the state of repair, maintenance and replacement of equipment, ensuring that all equipment is fit for the purpose and functional.

Clothing – personal protective equipment will be worn and fit for purpose and in good repair. Footwear will be appropriate for the activity and playing surface.

Football is an aggressive, rugged contact sport. Only the highest standards of sportsmanship and conduct are expected of players, coaches and others associated with the game. There is

no place for unfair tactics, unsportsmanlike conduct or manoeuvres deliberately designed to inflict injury.

The British American Football Coaches Association (BAFCA) Code of Ethics states:

7. The Football Code which appears in the official BAFA Rulebook shall be considered an integral part of this Code of Ethics and should be carefully read and observed.
8. Each coach is responsible for having the rules taught to and interpreted for his players.
9. Both the letter and the spirit of the rules must be adhered to by the coaches.
10. To gain an advantage by circumvention or disregard for the rules brands a coach or player as unfit to be associated with football.
11. A coach is responsible for flagrant roughing tactics. He is responsible for illegal substitutions. He shall not permit faking of injuries in order to stop the clock. He shall not permit an illegal shift with the intent of drawing an opponent offside.
12. A coach must always remember that IT IS NOT the purpose of football to hurt or injure an opponent by legal or illegal methods.

Invasion Game Activities - Unit G452: AS Wheelchair Basketball

The candidate is assessed performing the acquired and developed skills of Wheelchair Basketball. The following criteria must be used in conjunction with the G452 generic assessment criteria for Invasion Game Activities.

Classification:

The following regulations are in accordance with those stipulated by the Great Britain Wheelchair Basketball Association (GBWBA). Candidates must meet these regulations in order to be assessed in this activity.

Classification Philosophy:

Wheelchair basketball classification is based on the players' functional capacity to complete the skills necessary to play - pushing, pivoting, shooting, rebounding, dribbling, passing and catching. It is not an assessment of a player's level of skill, merely their functional capacity to complete the task. In particular, the trunk movement and stability observed during these actual basketball situations, forms the basis for the assignment of a player to a particular class.

Classes:

Players are assigned points as their classification - 1, 2, 3, and 4 are the recognized classes, with 0.5 classes between for the exceptional cases which do not fit exactly into one class, and the 4.5 category for the player with least or minimal disability.

Team Balance:

The total number of points allowed on court at any time is 14.0. That is, the total points of all five players actually playing. If a coach allows the team to have over 14.0 points, they will incur a technical foul on the bench.

The focus of the tasks will include:

- Passing and receiving
- Dribbling
- Shooting
- Marking
- Intercepting

The level of success in tactical awareness will be based on:

- Beating opponents
- Support/positioning
- Ball distribution
- Set pieces.

Details of the conditioned competitive situations in which the activity will be assessed:

- Half court conditioned games, player to player defence, no pressing defence, no zone defence
- Conditioned competitive situations such as
- Attack 3v3

- Defence 3v3

Coaching points – Passing:

- Chest pass: the most important pass in wheelchair basketball; the chest is the safest place in which to guard the ball and the strongest launch point for sending the pass; when you have rebounded defensively, or offensively, bring the ball strongly into your chest and then release the outlet pass; reach for your team mate as if you want to touch his chest with your fingertips; bring the ball into the chest and flex fingers and forearms and feel power of the chest; the ball should not rotate if it has been released correctly; practice the full toss pass and also the pass aimed just in front to the fast break wing-man which, when it hits the floor, should rise up onto his knee.
- Feed-off pass: this pass is best used when heavily marked; it is very important to have good ball control in each hand. Hold the ball in two hands and throw with one releasing the ball very positively and with the correct weight, sometimes straight through or over or under the defenders outstretched arms.
- Hand-off pass: again, good ball control is needed to properly execute this pass. Horizontally pass the ball off your lap onto the lap or into the hands of a team mate. Good timing is also very important to maintain accuracy in passing.
- Bounce pass: a true two handed chest bounce pass for one and two point players is very difficult, but it is a very good pass for three and four pointers, who are more able to rotate their chest in order to propel the ball downwards. One handed bounce passes are most important when passing forward or behind in order to break a tight defence and get a fast break going. You must propel the ball with power and confidence into the ground. Practice these passes in pairs over areas of the court.
- Overhead pass: two handed outlet pass for three and four point players immediately after rebounding.
- Hook pass: many variations but has limited use. The pass has to be executed from about shoulder level the ball in the extended hand. The hand is raised and the ball released when passing overhead. Because of the distance the hand has to be extended away from the safety of the body the ball is exposed to interception from an unseen opponent.

Coaching points – Catching:

- Always catch with two hands where possible - not easy for one and two point players.
- Catching is the opposite of passing - in fact, CATCHING IS PASSING IN REVERSE.
- Go out and meet the ball as it comes towards you, and then let your arms telescope the ball into the safety of your body.
- Good touch is vital.
- Never block the ball powerfully on the catch or you will lose it. Relax as you catch the ball and take up a position ready to shoot, pass or dribble, i.e. the triple threat position.

Coaching points – Shooting:

- Always practice shooting with one hand - this is not easy, especially for one pointers who lack balance but a one handed shot is more accurate.
- Ball control and a delicate touch are vital. Release the ball at the last possible moment, putting height on the ball and remember to follow through.
- Keep the elbows into the body, but relaxed, thus ensuring an upward/downward movement with no sideways movement.
- Do not reach forward for the basket but reach high with your hand/arm keeping the hand close to and in front of your face.
- The speed of the shot is very important - do not shoot too slow, go for the basket and lift the ball into the net.

- How to LIFT the ball:
- Do not be afraid of the ball touching the palm of the hand initially;
- The power and lift for the shot comes from the fingers, between the knuckles and the first finger joint.

Safe Practice:

Standard Great Britain Wheelchair Basketball Association Health and Safety Regulations apply, along with the following BAALPE recommendations:

- regular maintenance of the wheelchair is essential
- tyres, wheels and brakes should be subject to regular checks and repairs;
- footrests should be at the correct level so that the feet are well supported and neither feet nor legs are at risk from other chairs;
- a strap of webbing or leather at least 5 cm wide should be attached to each of the telescopic uprights of the footrest;
- cushions where used should be well fitted and not affect the balance of a child nor impede the movement;
- teachers and helpers should be aware of the individual needs of a child when getting into and out of the wheelchair and they should be able to help as necessary;
- a child should not stand on the footrests;
- consideration should be given to ensuring that the wheelchair does not become a hazard for other pupils;
- deliberate 'blocking' by using the wheelchair should be discouraged;
- legs need to be secured.

In addition, the standard recommendations for Basketball should be adhered to – see AfPE Safe Practice in Physical Education 2008, p172 sections 22.3.7 – 22.3.11.

Invasion Game Activities - Unit G454: A2 Wheelchair Basketball

The candidate is assessed performing the acquired and developed skills of Wheelchair Basketball. The following criteria must be used in conjunction with the G454 generic assessment criteria for Invasion Game Activities.

Classification:

The following regulations are in accordance with those stipulated by the Great Britain Wheelchair Basketball Association (GBWBA). Candidates must meet these regulations in order to be assessed in this activity.

Classification Philosophy:

Wheelchair basketball classification is based on the players' functional capacity to complete the skills necessary to play - pushing, pivoting, shooting, rebounding, dribbling, passing and catching. It is not an assessment of a player's level of skill, merely their functional capacity to complete the task. In particular, the trunk movement and stability observed during these actual basketball situations, forms the basis for the assignment of a player to a particular class.

Classes:

Players are assigned points as their classification - 1, 2, 3, and 4 are the recognized classes, with 0.5 classes between for the exceptional cases which do not fit exactly into one class, and the 4.5 category for the player with least or minimal disability.

Team Balance:

The total number of points allowed on court at any time is 14.0. That is, the total points of all five players actually playing. If a coach allows the team to have over 14.0 points, they will incur a technical foul on the bench.

The focus of the tasks will include:

- Passing and receiving
- Dribbling
- Shooting
- Marking
- Intercepting

The level of success in tactical awareness will be based on:

- Beating opponents
- Support/positioning
- Ball distribution
- Set pieces.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play.

Conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situation will be in the form of GBWBA (or equivalent) organised matches that should enable the candidate to demonstrate the full range of required skills and tactics relevant to their position in authentic match situations.

Safe practice:

Standard Great Britain Wheelchair Basketball Association Health and Safety Regulations apply, along with the following BAALPE recommendations:

- regular maintenance of the wheelchair is essential
- tyres, wheels and brakes should be subject to regular checks and repairs;
- footrests should be at the correct level so that the feet are well supported and neither feet nor legs are at risk from other chairs;
- a strap of webbing or leather at least 5 cm wide should be attached to each of the telescopic uprights of the footrest;
- cushions where used should be well fitted and not affect the balance of a child nor impede the movement;
- teachers and helpers should be aware of the individual needs of a child when getting into and out of the wheelchair and they should be able to help as necessary;
- a child should not stand on the footrests;
- consideration should be given to ensuring that the wheelchair does not become a hazard for other pupils;
- deliberate 'blocking' by using the wheelchair should be discouraged;
- legs need to be secured.

In addition, the standard recommendations for Basketball should be adhered to – see AfPE Safe Practice in Physical Education 2008, p172 sections 22.3.7 – 22.3.11.

Invasion Game Activities - Unit G452: AS Wheelchair Rugby

The candidate is assessed performing the acquired and developed skills of Wheelchair Rugby. The following criteria must be used in conjunction with the G452 generic assessment criteria for Invasion Game Activities.

Classification:

The following regulations are in accordance with those stipulated by the Great Britain Wheelchair Rugby (GBWR) and the International Wheelchair Rugby Federation (IWRF). Candidates must meet these regulations in order to be assessed in this activity.

Classification Philosophy:

Wheelchair rugby classification is based on the players' functional capacity to complete the skills necessary to play. To determine an athlete's classification, classifiers observe athletes as they perform a variety of movements. Firstly, classifiers test athletes' limbs for strength, flexibility, sensation, and muscle tone; and athletes' trunks (abdominal and back muscles) for balance, ability to bend over and rise up and the ability to rotate to both sides (in combination with leg function, if present). The athlete is then observed performing both ball handling and wheelchair skills prior to game play and during game play, if necessary. In addition, the athlete's execution of ball and wheelchair handling skills are observed on court during actual game play.

Classes:

There are seven classes ranging from 0.5 to 3.5 with functional characteristics identified for each athlete class. In general, the 0.5 class includes those athletes with the most disability and the 3.5 class includes those athletes with the least disability or "minimal" disability eligible for the sport of wheelchair rugby.

Team Balance:

The total number of points allowed on court at any time is 8.0. That is, the total points of all four athletes actually playing cannot exceed 8.0 points. A team may play with a lineup that totals less than 8.0 points, but not more.

The focus of the tasks will include:

- Passing and receiving
- Moving with the ball
- Ball distribution
- Tackling/blocking
- Retaining possession
- Beating an opponent
- Supporting
- Skills appropriate to candidate's position

The level of success in tactical awareness will be based on:

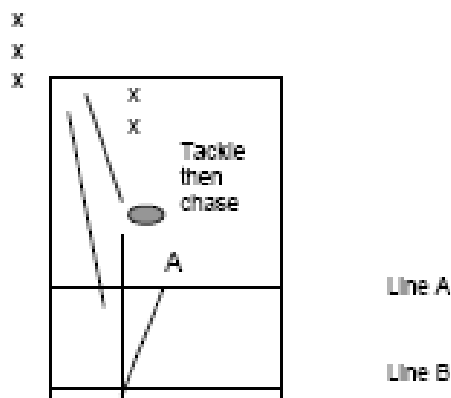
- Beating opponents
- Support/positioning
- Ball distribution
- Set pieces.

Details of the conditioned competitive situations in which the activity will be assessed:

Conditioned drills as detailed below exemplify the type of drills & practices which may be used; alternatives will need to be devised to suit individual centres'.

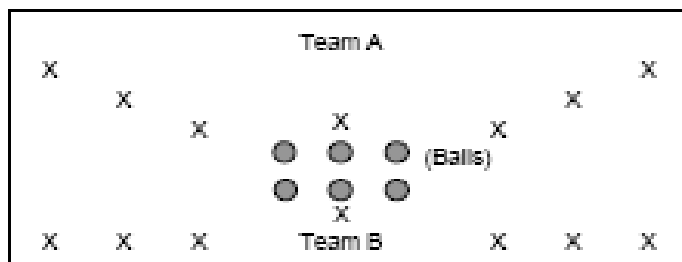
Defending

1. Player A is the defender whose task it is to tackle the other five members of the group in turn. Player A starts from line A, retreats to line B and at this point the attacker commences their run forward. Player A must advance and make the tackle, driving the attacker backwards and then assume marker position and finish with a chase to the end of the grid before repeating the drill with the next attacker.



2. Two teams line up in opposition 10m apart with six balls placed in the centre position indicated. Team A attacks and retains possession even if they make a mistake. Team B must therefore continually defend. After a set of six tackles the teams return to the start and repeat. All six balls should be used to overload the defence.

A set of cones should mark the defending team's position and coaches should look for the initial upwards movement before commencing a slide.

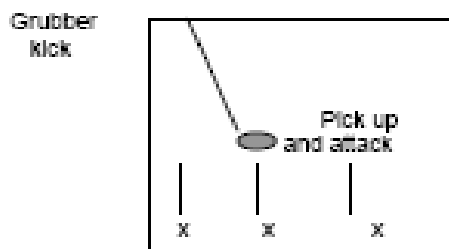


Attacking

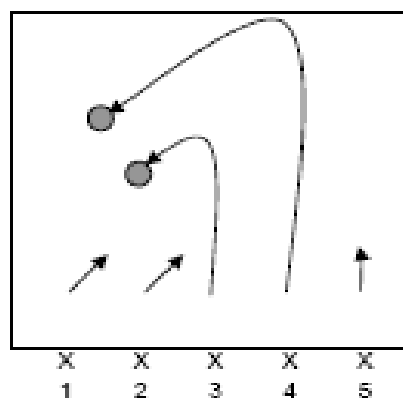
1.

3 v 2

Two defenders face three attackers in a 20m grid. The defenders grubber kick the ball towards the attackers who pick it up and commence an attack against the defence, looking for space as they see fit. After a score or an error; attackers become defenders and the drill is a continuous practice.



2. Five players line up at the end of a 20m grid. Each player is numbered one to five and the coach calls out any two of those numbers who become the defenders by racing out to the marked cones, as soon as the defenders reach the cones the remaining three players start their attack attempting to score by any means they see fit.



Safe Practice:

Standard Great Britain Wheelchair Rugby Limited Health and Safety Regulations apply, along with the following AfPE/BAALPE recommendations:

- regular maintenance of the wheelchair is essential
- tyres, wheels and brakes should be subject to regular checks and repairs;
- footrests should be at the correct level so that the feet are well supported and neither feet nor legs are at risk from other chairs;
- a strap of webbing or leather at least 5 cm wide should be attached to each of the telescopic uprights of the footrest;

- cushions where used should be well fitted and not affect the balance of a child nor impede the movement;
- teachers and helpers should be aware of the individual needs of a child when getting into and out of the wheelchair and they should be able to help as necessary;
- a child should not stand on the footrests;
- consideration should be given to ensuring that the wheelchair does not become a hazard for other pupils;
- deliberate 'blocking' by using the wheelchair should be discouraged;
- legs need to be secured.

In addition, the standard recommendations for Rugby should be adhered to – see AfPE Safe Practice in Physical Education 2008.

Invasion Game Activities - Unit G454: A2 Wheelchair Rugby

The candidate is assessed performing the acquired and developed skills of Wheelchair Rugby. The following criteria must be used in conjunction with the G454 generic assessment criteria for Invasion Game Activities.

Classification Philosophy:

Wheelchair rugby classification is based on the players' functional capacity to complete the skills necessary to play. To determine an athlete's classification, classifiers observe athletes as they perform a variety of movements. Firstly, classifiers test athletes' limbs for strength, flexibility, sensation, and muscle tone; and athletes' trunks (abdominal and back muscles) for balance, ability to bend over and rise up and the ability to rotate to both sides (in combination with leg function, if present). The athlete is then observed performing both ball handling and wheelchair skills prior to game play and during game play, if necessary. In addition, the athlete's execution of ball and wheelchair handling skills are observed on court during actual game play.

Classes:

There are seven classes ranging from 0.5 to 3.5 with functional characteristics identified for each athlete class. In general, the 0.5 class includes those athletes with the most disability and the 3.5 class includes those athletes with the least disability or "minimal" disability eligible for the sport of wheelchair rugby.

Team Balance:

The total number of points allowed on court at any time is 8.0. That is, the total points of all four athletes actually playing cannot exceed 8.0 points. A team may play with a lineup that totals less than 8.0 points, but not more.

The focus of the tasks will include:

- Passing and receiving
- Moving with the ball
- Ball distribution
- Tackling/blocking
- Retaining possession
- Beating an opponent
- Supporting
- Skills appropriate to candidate's position

The level of success in tactical awareness will be based on:

- Beating opponents
- Support/positioning
- Ball distribution
- Set pieces.

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play.

Conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situation will be in the form of GBWR (or equivalent) organised matches that should enable the candidate to demonstrate the full range of required skills and tactics relevant to their position in authentic match situations.

Safe Practice:

Standard Great Britain Wheelchair Rugby Limited Health and Safety Regulations apply, along with the following AfPE/BAALPE recommendations:

- regular maintenance of the wheelchair is essential
- tyres, wheels and brakes should be subject to regular checks and repairs;
- footrests should be at the correct level so that the feet are well supported and neither feet nor legs are at risk from other chairs;
- a strap of webbing or leather at least 5 cm wide should be attached to each of the telescopic uprights of the footrest;
- cushions where used should be well fitted and not affect the balance of a child nor impede the movement;
- teachers and helpers should be aware of the individual needs of a child when getting into and out of the wheelchair and they should be able to help as necessary;
- a child should not stand on the footrests;
- consideration should be given to ensuring that the wheelchair does not become a hazard for other pupils;
- deliberate 'blocking' by using the wheelchair should be discouraged;
- legs need to be secured.

In addition, the standard recommendations for Rugby should be adhered to – see AfPE Safe Practice in Physical Education 2008.

Striking/fielding Game Activities - Unit G452: AS Blind Cricket

The candidate is assessed performing the acquired and developed skills of Blind Cricket. The following criteria must be used in conjunction with the G452 generic assessment criteria for Striking/fielding Game Activities.

Classification

The following regulations are in accordance with those stipulated by Blind Cricket England and Wales (BCEW). Candidates must meet these regulations in order to be assessed in this activity.

All players shall be classified as blind or partially sighted (in the UK this usually means that a BD8/CVI has been issued to the player concerned). All players should be classified under the BCEW sight classification procedures. British Blind Sport, World Blind Cricket Council and International Blind Sport Association classification will be recognised.

Candidates are assessed in:

- Either batting or bowling;
- And fielding.

The focus of the tasks will include:

Batting

- Defensive shots off front and back foot
- Drives off front and back foot
- Cut/Glance shots
- Pull shots
- Sweep shots

Bowling

- Fast or Medium
- Accuracy in terms of Line and Length.

Fielding

- Approaching ball
- Stopping ball – short and long barriers
- Catching – close and deep
- Pick up and throw – over arm
- Pick up and roll – underarm

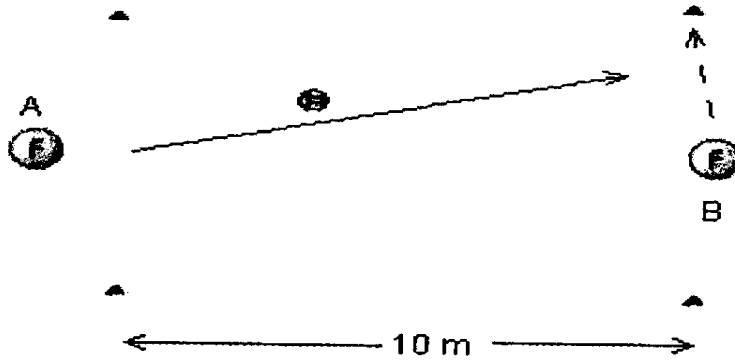
The level of success in tactical awareness will be based on:

- Outwitting opponents
- Support/positioning
- Ball distribution
- Field placing.

Details of the conditioned competitive situations in which the activity will be assessed:

Conditioned drills as detailed below exemplify the type of drills & practices which may be used; alternatives will need to be devised to suit individual centres'.

Fielding Drill 1

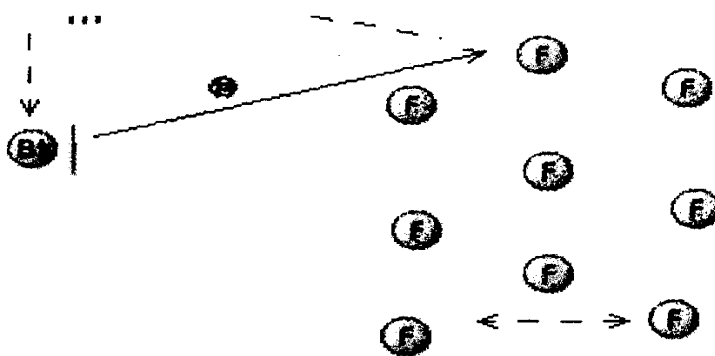


This is a drill to practice defensive techniques specifically the long barrier, it is also good for improving general hand eye coordination which is essential in cricket.

- Set out four cones parallel to each other to act as goals, one fielder stands between each goal as shown below.
- Player A starts with the ball and throws the ball under arm along the ground to try and score past prayer B
- Player B has to try and stop the ball using the long barrier.
- Player B repeats the exercise to try and score past player A.
- The winner is the first to reach a set number of goals or whoever scores the most goals in a given time frame.

To vary this drill, instead of throwing the ball under arm along the ground, player A could throw the ball under arm into the air for player B to stop by catching with two hands.

Fielding Drill 2



This drill is aimed at improving the catching, throwing and stopping skills as well as to improve communication skills within the team.

- The players assemble as shown in the diagram below, with the fielders closest to the batsman standing around 20m away and those standing furthest away from the batsman around 30-35m away (make sure you are well spaced apart).
- The batsman (Bt) starts by hitting the ball high into the air towards the fielders, one of the fielders must CALL for the ball, take the catch and throw it into the wicket keeper (WK) over the top of the stumps.
- The wicket keeper then passes the ball back to the batsman to start again.
- After everyone has taken a catch, rotate those fielders who are closest to the bat with those furthest away, to ensure everyone receives a variety of catches, so that everyone faces new challenges and changing conditions.

You can vary this drill easily by hitting the ball along the ground for the fielders to stop with a long barrier, or by varying the height that the ball is hit in the air and the power with which the ball is hit. This drill can also be easily made into a game, just split the players into two teams, carry out the drill with each team and whichever team drops the least catches is the winner.

Batting Drill 1

Players must alternate hitting the ball into the off-side, or the leg-side no matter where the ball is bowled. In this way they must use their feet and body to manipulate the ball. Set a target of how many times they can do it successfully in a row.

Use of footwork and body position will aid them in this task.

Bowling Drill 1

Set a target length either by chalk line, or by use of markers on the edge of the wicket. This should be a length which provokes indecision in the batsman as to whether to play forward or back. Player scores a point every time ball lands in this area. Count points and set targets of points per number of deliveries.

Bowling Drill 2

As per Drill 1, although also rate the shot that the batsman has to play into either attacking shot (zero extra points), defensive shot (1 extra point) or play and miss/leave (2 extra points). Bowler scores extra points only when ball pitches in target zone, and doesn't go down leg side.

Safe practice:

Standard Blind Cricket England and Wales (BCEW) Health and Safety Regulations apply, along with the following AfPE/BAALPE recommendations:

Rules

The rules of blind cricket are based on the standard Laws of cricket with some essential modifications. In terms of playing equipment, the major adaptation is the ball, which is significantly larger than a standard cricket ball and filled with ball bearings. The size allows partially sighted players to see the ball and the contents allow blind players to hear it. The wicket (stumps) is also larger, to allow partially sighted players to see and blind players to touch it in order to correctly orient themselves when batting or bowling. Various other modifications to the rules apply. Verbal signals are widely used both by umpires and players: in particular, the bowler must shout 'Play!' as he releases the ball. The delivery is required to pitch at least twice when bowled to a completely blind batsman (once when bowled to a partially sighted batsman), but must not be rolling. Totally blind batsmen cannot be out stumped, and must be found to be LBW twice before going out. Totally blind fielders are allowed to take a catch on the bounce.

Batting

- Wearing of pads, helmets and gum shields
- B1 players have runners

- B1 players have two bounces

Bowling

- Wearing of spikes
- Bowler calls 'ready' and waits for batsman to reply with 'yes'. Bowler will then call 'play' before bowling

Fielding

- Optional wearing of helmets and pads
- B1 players fielding close to the crease wear helmets

Umpires

- Call instructions as well as use signals

Etiquette

- Players must be silent during bowling deliveries

In addition, the standard recommendations for Cricket should be adhered to – see AfPE Safe Practice in Physical Education 2008.

Striking/fielding Game Activities - Unit G454: A2 Blind Cricket

The candidate is assessed performing the acquired and developed skills of Blind Cricket. The following criteria must be used in conjunction with the G454 generic assessment criteria for Striking/fielding Game Activities.

Classification

The following regulations are in accordance with those stipulated by Blind Cricket England and Wales (BCEW). Candidates must meet these regulations in order to be assessed in this activity.

All players shall be classified as blind or partially sighted (in the UK this usually means that a BD8/CVI has been issued to the player concerned). All players should be classified under the BCEW sight classification procedures. British Blind Sport, World Blind Cricket Council and International Blind Sport Association classification will be recognised.

Candidates are assessed in:

- Either batting or bowling;
- And fielding.

The focus of the tasks will include:

Batting

- Defensive shots off front and back foot
- Drives off front and back foot
- Cut/Glance shots
- Pull shots
- Sweep shots

Bowling

- Fast or Medium
- Accuracy in terms of Line and Length.

Fielding

- Approaching ball

- Stopping ball – short and long barriers
- Catching – close and deep
- Pick up and throw – over arm
- Pick up and roll – underarm

The level of success in tactical awareness will be based on:

- Outwitting opponents
- Support/positioning
- Ball distribution
- Field placing.

Details of the conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situation will be in the form of Blind Cricket England and Wales National League, British Blind Sport Cup (or equivalent) organised matches that should enable the candidate to demonstrate the full range of required skills and tactics relevant to their position in authentic match situations.

Safe practice:

Standard Blind Cricket England and Wales (BCEW) Health and Safety Regulations apply, along with the following AfPE/BAALPE recommendations. In addition the standard AfPE recommendations for Cricket should be adhered to.

Rules

The rules of blind cricket are based on the standard Laws of cricket with some essential modifications. In terms of playing equipment, the major adaptation is the ball, which is significantly larger than a standard cricket ball and filled with ball bearings. The size allows partially sighted players to see the ball and the contents allow blind players to hear it. The wicket (stumps) is also larger, to allow partially sighted players to see and blind players to touch it in order to correctly orient themselves when batting or bowling. Various other modifications to the rules apply. Verbal signals are widely used both by umpires and players: in particular, the bowler must shout 'Play!' as he releases the ball. The delivery is required to pitch at least twice when bowled to a completely blind batsman (once when bowled to a partially sighted batsman), but must not be rolling. Totally blind batsmen cannot be out stumped, and must be found to be LBW twice before going out. Totally blind fielders are allowed to take a catch on the bounce.

Batting

- Wearing of pads, helmets and gum shields
- B1 players have runners
- B1 players have two bounces

Bowling

- Wearing of spikes
- Bowler calls 'ready' and waits for batsman to reply with 'yes'. Bowler will then call 'play' before bowling

Fielding

- Optional wearing of helmets and pads
- B1 players fielding close to the crease wear helmets

Umpires

- Call instructions as well as use signals

Etiquette

- Players must be silent during bowling deliveries

Target Game Activities – Unit G452: AS Boccia

The candidate is assessed performing the acquired and developed skills of Boccia. The following criteria must be used in conjunction with the G452 generic assessment criteria for Target Game Activities.

Classification

The following regulations are in accordance with those stipulated by the Great Britain Boccia Federation. Candidates must meet these regulations in order to be assessed in this activity.

Players are divided into four classifications depending on their disability and functional ability.

All players have impaired functional ability in all four limbs.

- **BC1** - Players with Cerebral Palsy who are able to use their hands or feet to consistently propel a ball into play. BC1 athletes may have an aide on court to pass them their ball before each shot;
- **BC2** - Players with Cerebral Palsy who are able to use their hands to consistently propel a ball into play and have greater functional ability than a BC1 athlete;
- **BC3** - Players with Cerebral Palsy or other disability with locomotor dysfunction in all four limbs who are unable to throw or kick a ball into play and as such are permitted to use an assistive device such as a ramp to propel the ball into play and are supported by an assistant ('ramper');
- **BC4** - Players who do not have Cerebral Palsy but have another disability with locomotor dysfunction in all four limbs and have similar functional ability to BC2 athletes. Disabilities such as Muscular Dystrophy and Tetraplegia will fall under this classification.

The focus of the tasks will include:

- Short jack with roll up of coloured ball
- Medium jack with roll up of coloured ball
- Long jack with roll up of coloured ball
- Blocking
- Knocking

The level of success in tactical awareness will be based on:

- Accuracy
- Selection and appropriate use of equipment
- Achievement of goals

Details of the conditioned competitive situations in which the activity will be assessed:

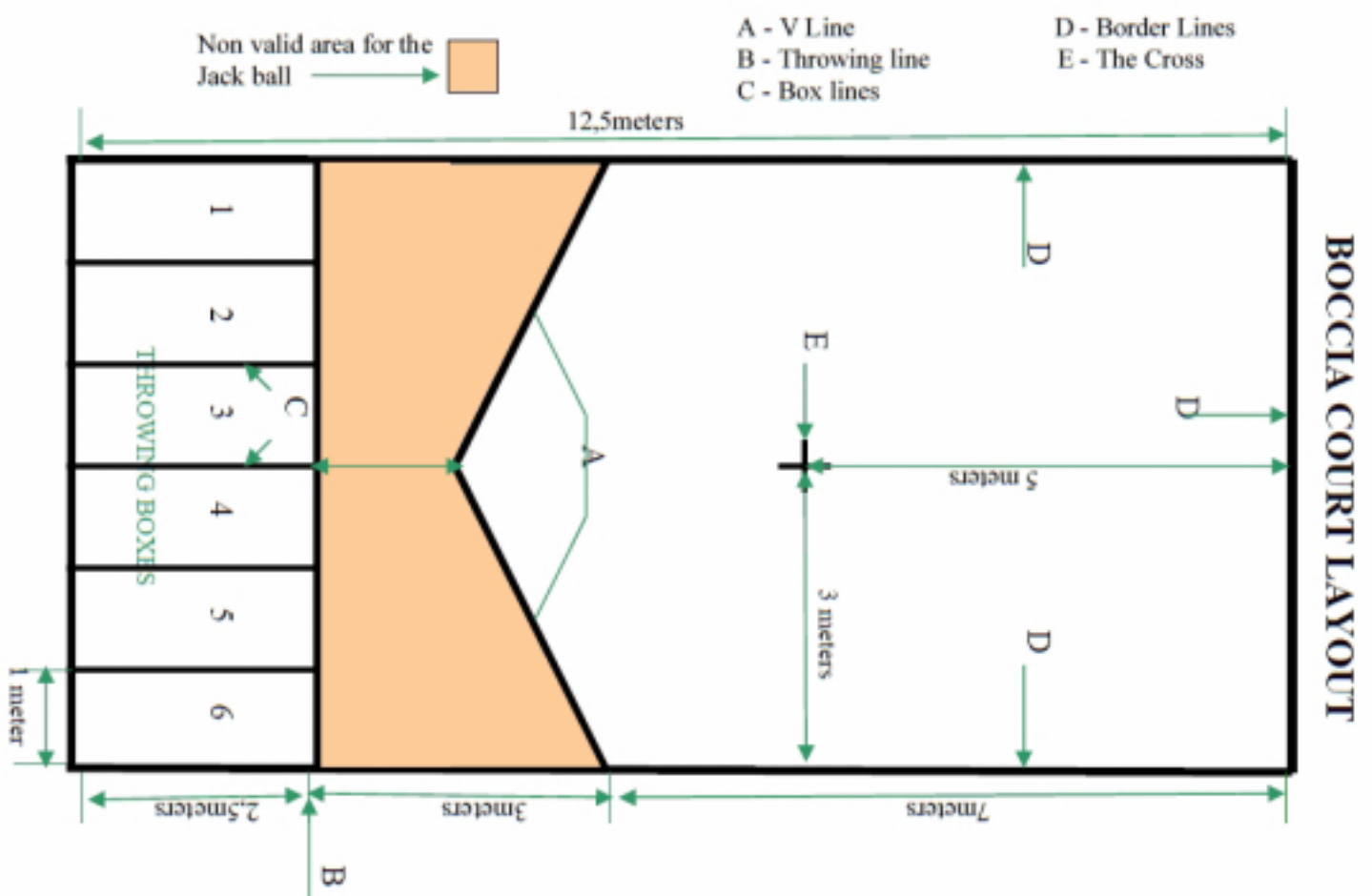
Conditioned drills as detailed below exemplify the type of drills and practices which may be used; alternatives will need to be devised to suit individual centres'.

On a Boccia court the athlete is positioned in the right centre throwing box (Box4),

The assessment has three depths; short (S), middle (M), and long (L) with left (L), central (C) and right (R) targets a teach depth, a ruler or tape measure will be used to identify the targets. SC is placed 0.5m from the centre of the V.

From the intersection of the V line with the outside line 0.5m is measured along and then the jack is placed 0.5m in from the outside of the court to position SL and SR. MC is over the jack position with ML and MR a further 0.5m behind this (i.e.5.5m) and 0.5m from the edge of the court on either side. Finally, LC is and 0.5m from the backline with LR and LL positioned 0.5m in from the backline and 0.5m in from the side.

Each throw is scored using a ruler or tape measure. A ball finishing within 0-15cm of the jack position is awarded 5points, 16-30cm 3points and 31 - 45cm 1point. When a ball overlaps two zones the higher score is given. The total score per target is calculated and then an overall score is given. The maximum for a target is 30points and the maximum overall is 270.



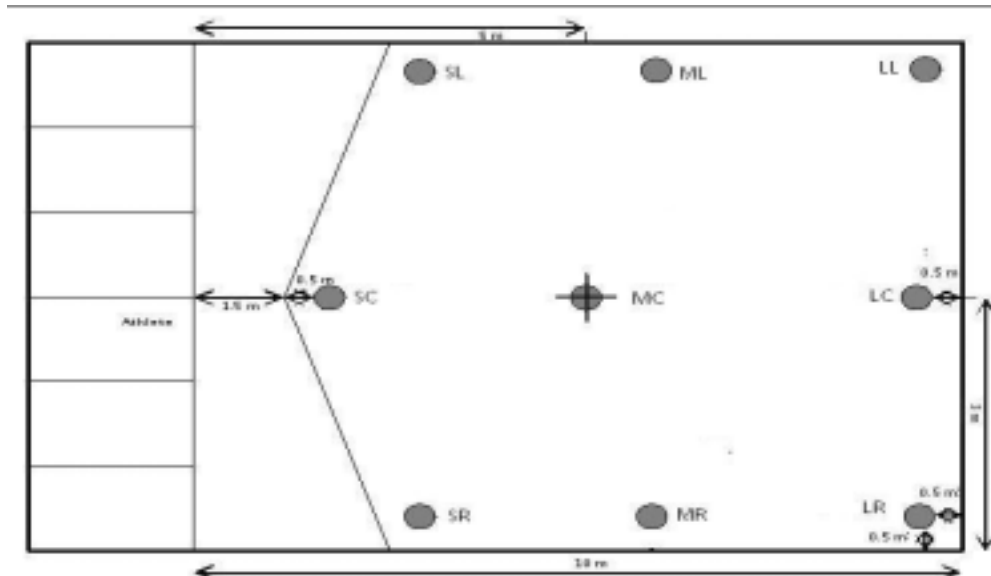


Figure 1 - nine targets are set out equidistant to each other, and the player works through them in a random order. Each left (L) or right (R) location is positioned 0.5 m from the side of the court. All central targets are placed 3 m in from the side. SC is 0.5 m from the V, while the SR and SL targets are 0.5 m from the intersection of the V line and the side of the court. ML and MR are also staggered to maintain an equal distance, and these are at 5.5 m from the throwing boxes. All of the long (L) targets are 0.5 m from the back.

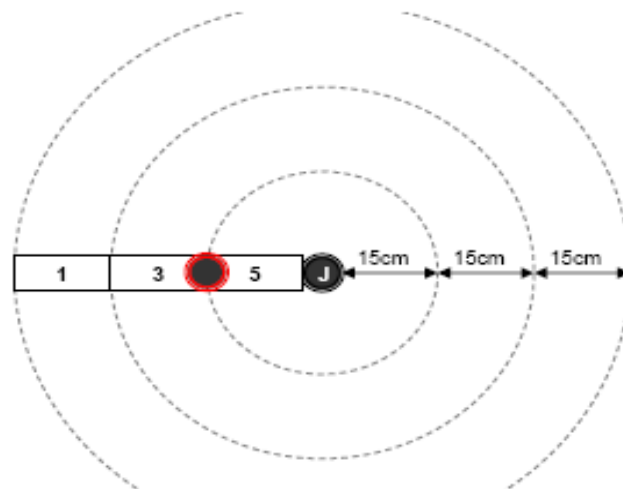


Figure 2: The 3 scoring zones as denoted by the scoring device and in relation to the jack ball (J). Balls that land across two scoring areas are given the highest score (i.e. red ball would be awarded 5 points) and those landing outside the outer scoring zone score zero points.

Boccia Training Practices

Each one to be completed 3 times before you move onto the next. Short, medium and long ends should be used.

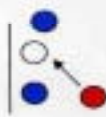
1. Draw up to the jack



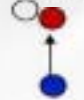
2. Drive the jack back



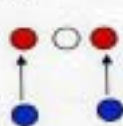
3. Drive the jack out of court



4. Move the red ball so blue is scoring



5. Move the two red balls so blue is scoring



6. Block the end up



7. Move the blue ball then draw up



8. Score three points to win the end



9. Use the red to come off and score



10. Cannon the ball to score



Safe practice:

Standard Great Britain Boccia Federation Health and Safety Regulations apply, along with the following recommendations:

- all participants must play the game from a seated position
- for those in particular groups or classifications, there is the option, if they are unable to throw or kick the ball, to use an 'assistive device' (commonly known as 'ramps' or 'chutes')
- teachers and helpers should be aware of the individual needs of a child when getting into and out of the wheelchair and they should be able to help as necessary
- consideration should be given to ensuring that the wheelchair does not become a hazard for other pupils

In addition, the standard recommendations for Target Games should be adhered to – see AfPE Safe Practice in Physical Education 2008.

Target Game Activities – Unit G454: A2 Boccia

The candidate is assessed performing the acquired and developed skills of Boccia. The following criteria must be used in conjunction with the G454 generic assessment criteria for Target Game Activities.

Classification

The following regulations are in accordance with those stipulated by the Great Britain Boccia Federation. Candidates must meet these regulations in order to be assessed in this activity.

Players are divided into four classifications depending on their disability and functional ability.

All players have impaired functional ability in all four limbs.

- **BC1** - Players with Cerebral Palsy who are able to use their hands or feet to consistently propel a ball into play. BC1 athletes may have an aide on court to pass them their ball before each shot;
- **BC2** - Players with Cerebral Palsy who are able to use their hands to consistently propel a ball into play and have greater functional ability than a BC1 athlete;
- **BC3** - Players with Cerebral Palsy or other disability with locomotor dysfunction in all four limbs who are unable to throw or kick a ball into play and as such are permitted to use an assistive device such as a ramp to propel the ball into play and are supported by an assistant ('ramper');
- **BC4** - Players who do not have Cerebral Palsy but have another disability with locomotor dysfunction in all four limbs and have similar functional ability to BC2 athletes. Disabilities such as Muscular Dystrophy and Tetraplegia will fall under this classification.

The focus of the tasks will include:

- Short jack with roll up of coloured ball
- Medium jack with roll up of coloured ball
- Long jack with roll up of coloured ball
- Blocking
- Knocking

The level of success in tactical awareness will be based on:

- Accuracy
- Selection and appropriate use of equipment
- Achievement of goals

Additionally the following factors will influence the candidate's success:

- Creativity
- Physical endeavour
- Sportsmanship/fair play

Details of the conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situation will be in the form of Great Britain Boccia Federation (or equivalent) organised matches that should enable the candidate to demonstrate the full range of required skills and tactics relevant to their position in authentic match situations.

Safe practice:

Standard Great Britain Boccia Federation Health and Safety Regulations apply, along with the following recommendations:

- all participants must play the game from a seated position
- for those in particular groups or classifications, there is the option, if they are unable to throw or kick the ball, to use an 'assistive device' (commonly known as 'ramps' or 'chutes')
- teachers and helpers should be aware of the individual needs of a child when getting into and out of the wheelchair and they should be able to help as necessary
- consideration should be given to ensuring that the wheelchair does not become a hazard for other pupils

In addition, the standard recommendations for Target Games should be adhered to – see AfPE Safe Practice in Physical Education 2008.

Target Game Activities – Unit G452: AS Clay Pigeon Shooting

The candidate is assessed performing the acquired and developed skills of Clay Pigeon Shooting. The following criteria must be used in conjunction with the G452 generic assessment criteria for Target Game Activities.

The candidate will be assessed in one discipline from:

- Trap
- Skeet
- Sporting

The focus of the tasks will include:

- stance and body position
- pre-shot routine, mount
- trigger discipline
- visual pick up and gun hold points
- break zone, sight picture, firing
- gun down and unload
- shot analysis (quality of the hit)

The level of success in tactical awareness will be based on:

- Accuracy
- Selection and appropriate use of equipment.
- Achievement of goals
- Tactics to be used when shooting in the Trap, Skeet or Sporting competitions

Candidates must also demonstrate knowledge of:

- Other methods of applying lead to a target:
 - CPSA Method
 - Swing Through
 - Maintained lead
- Knowledge of procedures for CPSA tournaments
- Recognition of equipment issues that could affect performance
- An understanding of the affects of forward allowance caused by target speed, height and angle are important in this area. Forward allowance will need adjustment at the various distances shot. Wind and weather conditions may have an effect on these allowances.
- Knowledge of personal equipment and its component parts
- Knowledge and understanding of the rules and regulations of the sport/discipline

Details of the conditioned competitive situations in which the activity will be assessed:

Four 25 target rounds of the discipline or 100 targets will be shot to achieve the required scores on a range to suit the specific discipline (Trap, Skeet or Sporting).

The candidate will achieve the desired levels of performance in accordance with the CPSA system of classification which is based on the average percentage of hits for all competitors, from C Class, which equates to a novice, through C, B and A classes to AA Class at the Elite end of the scale.

Safe practice:

Standard Clay Pigeon Shooting Association (CPSA) Health and Safety Regulations apply, along with the following recommendations:

(The Clay Pigeon Shooting Association “Shotgun Skills” Certificate could be used as supporting evidence during the course as a measure of satisfactory gun handling, safety and basic shooting skills).

- Anyone involved in coaching will be fully qualified and staff will ensure candidates are fully aware of safety aspects.
- Facilities will be suitable for the activity and take place at a regulated clay shooting centre.
- Weather conditions will have to be appropriate and the shooting area must be safe for secure footing. There must be ‘reliable communication systems’ in place in case of emergencies.
- Equipment must be in excellent working order and clothing suitable for the activity.
- Staff to ensure that the designated shooting site is licensed and that any other people present (spectators, participants, passers by, are not inadvertently ‘wandering into the line of shot’. Non shooters or people waiting to shoot are well away from the ‘active’ candidate).
- The activity will be organised and supervised by suitably qualified and experienced personnel who are members of the CPSA.
- The member of staff undertaking the assessment, the Coach and candidate must refer to the CPSA Safety Officer’s Handbook for the safe operation of clay target shooting activities.

Target Game Activities – Unit G454: A2 Clay Pigeon Shooting

The candidate is assessed performing the acquired and developed skills of Clay Pigeon Shooting. The following criteria must be used in conjunction with the G454 generic assessment criteria for Target Game Activities.

The candidate will be assessed in one discipline from:

- Trap
- Skeet
- Sporting

The focus of the tasks will include:

- stance and body position
- pre-shot routine, mount
- trigger discipline
- visual pick up and gun hold points
- break zone, sight picture, firing
- gun down and unload
- shot analysis (quality of the hit)

The level of success in tactical awareness will be based on:

- Selection of distance and trajectory
- Technical action and target accuracy
- Tactics to be used when shooting in the Trap, Skeet or Sporting competitions

Candidates must also demonstrate knowledge of:

- Other methods of applying lead to a target:
 - CPSA Method
 - Swing Through
 - Maintained lead
- Knowledge of procedures for CPSA tournaments
- Recognition of equipment issues that could affect performance
- An understanding of the affects of forward allowance caused by target speed, height and angle are important in this area. Forward allowance will need adjustment at the various distances shot. Wind and weather conditions may have an effect on these allowances.
- Knowledge of personal equipment and its component parts
- Knowledge and understanding of the rules and regulations of the sport/discipline

Details of the conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situation will be in the form of Clay Pigeon Shooting Association (CPSA) (or equivalent) organised competitions that should enable the candidate to demonstrate the full range of required skills and tactics relevant to their position in authentic match situations.

The candidate is assessed in their ability to perform effectively in the chosen discipline; the performance table included shows the results required to be assessed at specific marks.

Candidates should be assessed both subjectively in terms of technique using the assessment criteria and objectively using the published OCR performance tables, which are included in these criteria. The different elements should each be assessed out of 40, and then an average mark calculated to reach an overall final assessment out of 40 for the activity as a whole.

Safe practice:

Standard Clay Pigeon Shooting Association (CPSA) Health and Safety Regulations apply, along with the following recommendations:

(The Clay Pigeon Shooting Association “Shotgun Skills” Certificate could be used as supporting evidence during the course as a measure of satisfactory gun handling, safety and basic shooting skills).

- Anyone involved in coaching will be fully qualified and staff will ensure candidates are fully aware of safety aspects.
- Facilities will be suitable for the activity and take place at a regulated clay shooting centre.
- Weather conditions will have to be appropriate and the shooting area must be safe for secure footing. There must be ‘reliable communication systems’ in place in case of emergencies.
- Equipment must be in excellent working order and clothing suitable for the activity.
- Staff to ensure that the designated shooting site is licensed and that any other people present (spectators, participants, passers by, are not inadvertently ‘wandering into the line of shot’. Non shooters or people waiting to shoot are well away from the ‘active’ candidate).

- The activity will be organised and supervised by suitably qualified and experienced personnel who are members of the CPSA.
- The member of staff undertaking the assessment, the Coach and candidate must refer to the CPSA Safety Officer's Handbook for the safe operation of clay target shooting activities.

G454 Clay Pigeon Shooting Performance Tables

A combination of the candidates CSPA classification based on adjusted scores for the 12 month period during which A2 assessment has taken place along with their best score in a round of 100 shots should be used to determine the mark awarded.

Mark /40	CSPA Classification for the assessment period	Best score/100 during classification period
40	AAA	95
39	AAA	94
38	AAA	93
37	AAA	92
36	AAA	91
35	AAA	90
34	AAA	89
33	AAA	88
32	AAA	87
31	AA	86
30	AA	85
29	AA	84
28	AA	83
27	A	82
26	A	81
25	A	80
24	A	79
23	A	78
22	A	77
21	A	76
20	A	75
19	B	74
18	B	73
17	B	72
16	B	71
15	B	70
14	B	69
13	B	68
12	B	67
11	C	66
10	C	65
9	C	64
8	C	63
7	C	62
6	C	61
5	C	60
4	C	59
3	C	58
2	C	57
1	C	56
0	C	55

Gymnastic Activities – Unit G452: AS Cheerleading

The candidate is assessed performing the acquired and developed skills of Cheerleading. The following criteria must be used in conjunction with the G452 generic assessment criteria for Gymnastic Activities.

The focus of the tasks will include:

1. A group stunt sequence in which the candidate may take either a base role or a flyer role. The sequence must include 5 stunts with at least one from each of the sections below:
 - 1 toss e.g. basket toss, toe touch basket, twist basket
 - 1 one leg skill e.g. liberty, hill stretch, arabesque
 - 1 dismount e.g. twisting rotation, flipping rotation
2. A solo routine to include movements from each of the following movement categories:
 - Tumbling – two runs to include two moves
 - Motions – 8 motions from high 'v', low 'v', low touchdown, touchdown, bow and arrow, table top, 'T', half 'T', punch, 'L', 'K'
 - Jumps – 4 from toe touch, pike, side hurdler, front hurdler, herkie, tuck
 - Dance – 4 x 8 counts dance to include change in levels

The floor square should be a minimum of 10m x10m

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

Shape

- aesthetic quality
- flight
- quality of individual elements in relation to technique, timing and spatial awareness

Form

- accuracy of routine
- support and smooth transitions
- maintaining form in static actions
- spirit and enthusiasm

Consistency

- continuity/flow of routine
- overall efficiency of sequences

Control

- success in individual elements and sequence as a whole
- strength of movement
- co-ordination between team members

Conditioned competitive situations in which the activity will be assessed:

The candidates will be expected to perform their whole routines either at the centre or at a locally held display for cheerleading teams.

Safe practice:

Standard British Cheerleading Association Health and Safety Regulations apply, along with the following recommendations:

- Cheerleading must be taught by a qualified coach and teachers who have attended specific training.
- Candidates performing have been taught how to spot for stunts and how to perform all skills.
- All routines are performed on appropriate 'tiffin' matting.
- If you have not been shown how - then don't stunt.
- Ensure clothing and footwear is suitable. No hoods, baggy sweaters, jewellery, or low grip materials. Avoid unnecessary frills, trim, and pockets.
- Check the surrounding area for dangerous obstructions such as chairs or railings.
- Check overhead for ceiling height, light fixtures or roof beams.
- Before practising a stunt or pyramid talk through each stage, especially the dismount, before building.
- Practice building a stage at a time, and dismounting from each stage.
- Beginners should start off mastering the basics and not be lead into advanced stunts.
- Bases should be set, and where applicable locked, before the flyer starts to mount.
- Use 'Step Lock' technique for climbing.
- Get stage one right before going onto stage two.
- Dismounting from each stage generates good control for bringing it down safely at any point.
- Every stunt or pyramid should be practised with spotters, ideally one person covering for every person off the ground. Everyone on the squad should become proficient in spotting techniques.
- Only one person should be talking during stunt building practice, and then only to count.
- The keyword 'Down' is an imperative, called by any person it initiates an immediate controlled dismount.
- The final set should be held for at least a count of two, both for visual effect, and to aid dismount timing.
- Always dismount from the top down whilst continuing the count.
- Practice makes perfect, but beware that repetition can make for complacency.

In addition, the standard recommendations for Gymnastic Activities should be adhered to – see AfPE Safe Practice in Physical Education 2008.

Gymnastic Activities – Unit G454: A2 Cheerleading

The candidate is assessed performing the acquired and developed skills of Cheerleading. The following criteria must be used in conjunction with the G454 generic assessment criteria for Gymnastic Activities.

The focus of the tasks will include:

A cheer routine containing a minimum of:

- Two stunts in groups
- Two stunts linked to other stunt groups
- Three agility movements from walkovers, front handsprings, cartwheels, round offs, back handsprings, somersaults.
- Motions – 8 motions from high 'v', low 'v', low touchdown, touchdown, bow and arrow, table top, 'T', half 'T', punch, 'L', 'K'
- Jumps – 4 from toe touch, pike, side hurdler, front hurdler, herkie, tuck

- Dance – 4 x 8 counts
- Music should be used

The floor square should be a minimum of 10m x10m

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

Shape

- aesthetic quality
- flight
- quality of individual elements in relation to technique, timing and spatial awareness

Form

- accuracy of routine
- support and smooth transitions
- maintaining form in static actions
- spirit and enthusiasm

Consistency

- continuity/flow of routine
- overall efficiency of sequences

Control

- success in individual elements and sequence as a whole
- strength of movement
- co-ordination between team members

Conditioned competitive situations in which the activity will be assessed:

The conditioned competitive situation will be in the form of British Cheerleading Association (or equivalent) organised competitions that should enable the candidate to demonstrate the full range of required skills.

Safe practice:

Standard British Cheerleading Association Health and Safety Regulations apply, along with the following recommendations:

- Cheerleading must be taught by a qualified coach and teachers who have attended specific training.
- Candidates performing have be taught how to spot for stunts and how to perform all skills.
- All routines are performed on appropriate 'tiffin' matting.
- If you have not been shown how - then don't stunt.
- Ensure clothing and footwear are suitable. No hoods, baggy sweaters, jewellery, or low grip materials. Avoid unnecessary frills, trim, and pockets.
- Check the surrounding area for dangerous obstructions such as chairs or railings.
- Check overhead for ceiling height, light fixtures or roof beams.
- Before practising a stunt or pyramid talk through each stage, especially the dismount, before building.
- Practice building a stage at a time, and dismounting from each stage.
- Beginners should start off mastering the basics and not be lead into advanced stunts.
- Bases should be set, and where applicable locked, before the flyer starts to mount.
- Use 'Step Lock' technique for climbing.
- Get stage one right before going onto stage two.

- Dismounting from each stage generates good control for bringing it down safely at any point.
- Every stunt or pyramid should be practised with spotters, ideally one person covering for every person off the ground. Everyone on the squad should become proficient in spotting techniques.
- Only one person should be talking during stunt building practice, and then only to count.
- The keyword 'Down' is an imperative, called by any person it initiates an immediate controlled dismount.
- The final set should be held for at least a count of two, both for visual effect, and to aid dismount timing.
- Always dismount from the top down whilst continuing the count.
- Practice makes perfect, but beware that repetition can make for complacency.

In addition, the standard recommendations for Gymnastic Activities should be adhered to – see AfPE Safe Practice in Physical Education 2008.

Gymnastic Activities – Unit G452: AS Synchronised Swimming

The candidate is assessed performing the acquired and developed skills of Synchronised Swimming. The following criteria must be used in conjunction with the G452 generic assessment criteria for Gymnastic Activities.

The focus of the tasks will include:

The candidate should perform a solo routine to a choice of music lasting 2 minutes (+/- 15 seconds). The students should select **one** of the following routines and must include the following elements in this order:

Routine 1

- Full twist- in opposite direction 360 degree rotation as legs open to split position. In the same direction as the full twist, legs close to vertical position with rapid spin at least 720 degrees.
- A double arm head-first boost
- Double arm eggbeater sequence
- A rocket split bent knee twirl
- Knight figure with compulsory head first travel assuming ballet leg
- A combined spin
- Barracuda continuous spin.

Routine 2

- Figure performed containing: bucket, vertical bent knee and 270 spin
- Head first boost with arm movements
- Porpoise lift, bent knee, flick flack, crane, vertical, repeat, opening to splits and walkout
- Egg beater arm movements, ballet leg sequence, tilted into bent knee vertical, fast 180 spin, open into pike, crane, bent knee, join, tuck down
- Hands on surface, boost up, tilt forward, head movements, back layout. Ballet leg sequence (bent knee, ballet leg, bent knee, ballet leg, flamingo, swap flamingo, ballet leg and slam down)
- Figure (from back layout to open pike, right leg crane, left leg crane, crossed, tuck slam down)
- Another lift
- Arms and leg sequence and figure
- Boost up, head movement turning round to face opposite direction. Boost up down into pike.
- Figure (crane, flick flack, swap, swap, swap, crane, pike, lift to vertical, slam down in open pike)
- Surface and finishing arm movements.

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

In accordance with ASA and FINA regulations, assessment should consider the following, which carry different weightings dependant on the routine being individual, pair, or team:

- EXECUTION of strokes, and parts thereof, propulsion techniques, precision of patterns
- SYNCHRONISATION, with one another and/or with music
- DIFFICULTY of strokes, figures and parts thereof, patterns, synchronisation
- CHOREOGRAPHY, variety, creativity, pool coverage, patterns, transitions

- MUSIC INTERPRETATION, use of music
- MANNER OF PRESENTATION, total command

During the solo performance, more consideration should be applied to assessing the candidates in the EXECUTION and DIFFICULTY aspects. SYNCHRONISATION applies purely with the music.

Conditioned competitive situations in which the activity will be assessed:

The candidates will be expected to perform their whole routines in conditions similar to those used in formal competition.

Safe practice:

In accordance with AfPE/BAALPE safety recommendations, there will be at least one qualified adult with a life saving qualification (minimum standard RLSS/ASA Rescue Test for teachers or National Pool Lifeguard qualification) and one other supervisor on the poolside.

The supervising adults will all demonstrate the following criteria and hold first aid qualifications to meet relevant criteria. The conditions for supervision are as follows:

- have a thorough knowledge of the pool's routines, normal and emergency operating procedures, i.e. Location of telephones, emergency equipment, first aid kit, etc. and aware of potential risk factors
- to be able to administer expired air resuscitation
- to be able administer cardio-pulmonary resuscitation (CPR)
- be able to initiate emergency procedures
- be able to recognise candidates in potential difficulties
- be able and willing to effect a rescue using throwing and reaching methods using the equipment on the poolside, i.e.: pole, buoyancy aids, etc. or, if necessary and appropriate, able and prepared to enter the water to rescue and land a casualty.

In addition, the standard recommendations for Gymnastic Activities should be adhered to – see AfPE Safe Practice in Physical Education 2008.

Gymnastic Activities – Unit G454: A2 Synchronised Swimming

The candidate is assessed performing the acquired and developed skills of Synchronised Swimming. The following criteria must be used in conjunction with the G454 generic assessment criteria for Gymnastic Activities.

The focus of the tasks will include:

The candidate should perform **two** routines from either solo, pair or individual routines. A selection of routines is listed below with routine 3 being specifically focused on technical team performance. The solo performance is to a choice of music lasting 2 minutes +/- 15 seconds. The solo performance must not be the same as the one which the candidate performed at AS. The pair routine should last 2 minutes 20 seconds +/- 15 seconds. The team routine must last 3 minutes +/- 15 seconds.

Routine 1

- Full twist- in opposite direction 360 degree rotation as legs open to split position. In the same direction as the full twist, legs close to vertical position with rapid spin at least 720 degrees.
- A double arm head-first boost
- Double arm eggbeater sequence
- A rocket split bent knee twirl
- Knight figure with compulsory head first travel assuming ballet leg
- A combined spin
- Barracuda continuous spin.

Routine 2

- Figure performed containing: bucket, vertical bent knee and 270 spin
- Head first boost with arm movements
- Porpoise lift, bent knee, flick flack, crane, vertical, repeat, opening to splits and walkout
- Egg beater arm movements, ballet leg sequence, tilted into bent knee vertical, fast 180 spin, open into pike, crane, bent knee, join, tuck down
- Hands on surface, boost up, tilt forward, head movements, back layout. Ballet leg sequence (bent knee, ballet leg, bent knee, ballet leg, flamingo, swap flamingo, ballet leg and slam down)
- Figure (from back layout to open pike, right leg crane, left leg crane, crossed, tuck slam down)
- Another lift
- Arms and leg sequence and figure
- Boost up, head movement turning round to face opposite direction. Boost up down into pike.
- Figure (crane, flick flack, swap, swap, swap, crane, pike, lift to vertical, slam down in open pike)
- Surface and finishing arm movements.

Routine 3 (Technical Team Specific)

- A Cannon performed by the whole team
- Barracuda with twirl executed
- Walk over to split position followed by a 180 twist closing to vertical then followed by another 180 twist opening to splits. A walk out is then performed.
- A double arm head first boost
- A double arm eggbeater sequence
- A porpoise lift followed by a double leg sequence
- A ballet leg sequence including single and double ballet legs
- A nova figured followed by a full twist and 3 spins descending
- One of the lifts from the following: A single plank or stack lift, two jumps or two throws.

*** Alternative routines may be used by candidates, however if a routine other than those listed here is used for assessment, a written description of the routine, along with full justification of the comparability in demand of the devised routine, must be produced and available to the moderator.**

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

In accordance with ASA and FINA regulations, assessment should consider the following, which carry different weightings dependant on the routine being individual, pair, or team:

- EXECUTION of strokes, and parts thereof, propulsion techniques, precision of patterns
- SYNCHRONISATION, with one another and/or with music
- DIFFICULTY of strokes, figures and parts thereof, patterns, synchronisation
- CHOREOGRAPHY, variety, creativity, pool coverage, patterns, transitions
- MUSIC INTERPRETATION, use of music
- MANNER OF PRESENTATION, total command

During the solo performance, more consideration should be applied to assessing the candidates in the EXECUTION and DIFFICULTY aspects. SYNCHRONISATION applies purely with the music.

During the duet performance, EXECUTION, SYNCHRONISATION, and DIFFICULTY should be more evenly considered but the EXECUTION aspect carries slightly more weighting (40%, 30%, 30% split). The candidate should be assessed on this basis.

During the team performance, SYNCHRONISATION should be a specific focus in conjunction with EXECUTION. These two aspects are closely linked and the candidate should be assessed accordingly.

Conditioned competitive situations in which the activity will be assessed:

The candidates must perform their chosen routines in formal Amateur Swimming Association (or equivalent) competitions that should enable the candidate to demonstrate the full range of required skills.

Safe practice:

In accordance with AfPE/BAALPE safety recommendations, there will be at least one qualified adult with a life saving qualification (minimum standard RLSS/ASA Rescue Test for teachers or National Pool Lifeguard qualification) and one other supervisor on the poolside.

The supervising adults will all demonstrate the following criteria and hold first aid qualifications to meet relevant criteria. The conditions for supervision are as follows:

- have a thorough knowledge of the pool's routines, normal and emergency operating procedures, i.e. Location of telephones, emergency equipment, first aid kit, etc. and aware of potential risk factors
- to be able to administer expired air resuscitation
- to be able administer cardio-pulmonary resuscitation (CPR)
- be able to initiate emergency procedures
- be able to recognise candidates in potential difficulties
- be able and willing to effect a rescue using throwing and reaching methods using the equipment on the poolside, i.e.: pole, buoyancy aids, etc. or, if necessary and appropriate, able and prepared to enter the water to rescue and land a casualty.

In addition, the standard recommendations for Gymnastic Activities should be adhered to – see AfPE Safe Practice in Physical Education 2008.