

# **CIE ADVANCED SUBSIDIARY/ADVANCED GCE IN PHYSICAL EDUCATION 9396**

## **Coursework Guidelines**

This Coursework Guidelines booklet is designed to accompany the CIE AS/A Level GCE in Physical Education for examination from **November 2010**.

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## Introduction

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

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

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

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

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

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

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

## Categories of Physical Activities

1	Athletic Activities	Cross Country Running, Track and Field Athletics, Track Cycling, Triathlon
2	Fitness Activities	Weight Training (AS), Olympic Weight Lifting (A2)
3	Combat Activities	Judo, Karate (non-contact)
4	Dance Activities	Various styles
5	Invasion Games	Association Football, Basketball, Field Hockey, Goalball, Handball, In-line Hockey, Lacrosse, Netball, Rugby League, Rugby Union, Water Polo
6	Net/Wall Games	Badminton, Squash, Table Tennis, Tennis, Volleyball
7	Striking/Fielding Games	Baseball, Cricket, Rounders, Softball
8	Target Activities	Archery, Flat Green Bowling, Golf

9	Gymnastic Activities	Gymnastics, Individual Ice (figure) Skating, Rhythmic Gymnastics, Trampolining
10	Outdoor and Adventurous Activities	Canoeing, Horse Riding (dressage/cross-country/show jumping/three-day eventing), Mountain Biking, Mountain/Hill Walking with Campcraft or Hostelling, Orienteering, Rock Climbing, Rowing and Sculling, Sailing, Skiing, Snowboarding, Windsurfing
11	Swimming	Competitive Swimming, Life Saving, Personal Survival

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

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

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

## Assessment

### Advanced Subsidiary

During the first year of study candidates are assessed on their performance and its improvement in **two** activities chosen from **two of the eleven different** activity categories offered. The assessment will take place in conditioned competitive situations. In addition the candidate should design, explain and follow a written action plan for improvement in **one** of their chosen activities.

#### Performance and its improvement

The candidate should be aware of the correct techniques, methods and rules appropriate to his/her two chosen activities. He/she should be able to identify his/her strengths and weaknesses and carry out a 10 week action plan for improvement. This action plan should be recorded and not exceed 20 sides of A4.

Each activity will be assessed out of 30 marks (a total of 60 for two practical activities).

The action plan will be assessed out of 30 marks.

This gives a total of 90 marks for AS coursework component.

The assessment is divided and weighted as follows:

Performance and its improvement	20% of the AS
Action Plan	10% of the AS

### Advanced Level

During the second year of study candidates are assessed on the selection, application and improved performance of skills in an open environment (effective performance) in **two** activities chosen from **two of the eleven different** activity categories offered. The assessment will take place in the 'normal' environment for each of the two activities. Candidates will also be required to evaluate and appreciate, verbally, a live performance in one of their chosen activities through observation and synopsis of knowledge.

#### Effective performance

Candidates should be able to select, apply and perform the skills in his/her two chosen activities. This effective performance will be assessed against the criteria identified for each activity. The candidate's oral response to the observation of a live performance in one of their chosen activities is also assessed.

### Assessment

Each activity will be assessed out of 30 marks (a total of 60 for two practical activities). Evaluation and Appreciation of a live performance will be assessed out of 30 marks. This gives a total of 90 marks for A2 coursework component.

Effective Performance	20% of A2
Evaluation and Appreciation	10% of A2

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

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

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

### **Internal Standardisation**

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

### **Moderation**

For both AS and A Level, all coursework is marked by the teacher and internally standardised by the centre. Coursework mark sheets, video/DVD recorded evidence of candidate's performance in practical activities, together with evidence of the action plan (AS level) and video/DVD evidence of the evaluation and appreciation of performance (A level) are then submitted to the CIE appointed external moderator.

Marks for each activity and for the action plan (AS Level) should be entered on separate assessment sheets. The candidate's names should be entered on these sheets in **rank order**.

Marks and codes for both the assessed practical activities and action plan (AS Level) and for the evaluation and appreciation of performance (A Level) should then be entered onto the **final** practical activity assessment form. Candidate's names should be entered here in **candidate number order**.

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

Centres will be expected to provide recorded evidence of performance of a sample of five candidates from across the ability range in each of the practical activities offered by the Centre. If there are fewer than five candidates in any activity, then all candidates should be included on the video evidence.

Centres will arrange the practical activities to suit the particular abilities and interests of candidates, their own facilities, staff expertise and time available.

Final marks are submitted at the end of the AS level course to represent candidates' performance and its improvement in two activities, and their action plan on **one** of these activities.

Final marks are submitted at the end of the A2 level course to represent candidates' effective performance in two activities, and evidence of their evaluation and appreciation of performance in **one** of their chosen activities.

Marks should be received by CIE by mid-October for the November examination.

### **Guidance on the Requirements for Video Evidence of Coursework**

The videotape should ideally be in VHS format. DVD is acceptable.

Each activity should be between 5 and 10 minutes duration.

All candidates should be identified by large numbered bibs or card numbers pinned back and front, or clearly numbered t-shirts.

Candidates shown on the tape should be identified by their number on the accompanying Practical Activity Assessment Forms. The video/DVD ID number can be entered alongside the candidate number on the practical activity assessment form.

A running commentary, constantly identifying candidates, is also very helpful to the Moderator. Captions are helpful but not essential.

The video/DVD-recorded evidence for indoor activities should be shot in good light.

The use of white on yellow bibs should be avoided, as the numbers are difficult to read on a television screen.

Accompanying notes are useful, especially those giving the running order of the video/DVD. An accurate description of how well candidates are performing should be given because the marks of unseen candidates will be affected. If a candidate is, off form the reasons should be stated.

The following documentation should be sent with the videotape/DVD showing evidence of the candidate's performance in practical activities:

#### **AS**

MS1, Final Practical Activity Assessment Form, Individual Activity Assessment forms for each activity, Written action plans for improvement for the sample of students. These must reach CIE by mid-October for the November examination.

#### **A2**

MS1, Final Practical Activity Assessment Form, Individual Activity Assessment forms for each activity, video/DVD evidence of the evaluation and appreciation of performance for the sample of students. These must reach CIE by mid-October for the November examination.

**There should be no need to submit more than one 3 hour videotape/DVD.**

## **Minimum Coursework Requirements**

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

## **Special Arrangements and Special Consideration**

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

## **Bibliography**

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

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

governing body handbook publications covering:

rules/laws of the activity

safety regulations

administration and promotion of the activity

relevant maps and guides

a text covering the techniques, tactics and training methods

information/guidelines on safe practice in Physical Education.

## Activities

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

<b>Activity Categories</b>	<b>Activity</b>
<b>1 Athletic Activities</b>	Cross Country Running Track and Field athletics Track Cycling Triathlon
<b>2 Fitness Activities</b>	Weight Training (AS) Olympic Weight Lifting (A2)
<b>3 Combat Activities</b>	Judo Karate (non-contact)
<b>4 Dance Activities</b>	Various styles
<b>5 Invasion Game Activities</b>	Association Football Basketball Field Hockey Goalball Handball In-Line Hockey Lacrosse Netball Rugby League Rugby Union Water Polo
<b>6 Net/Wall Game Activities</b>	Badminton Squash Table tennis Tennis Volleyball
<b>7 Striking/Fielding Game Activities</b>	Baseball Cricket Rounders Softball



<b>8</b>	<b>Target Activities</b>	Archery Flat Green Bowling Golf
<b>9</b>	<b>Gymnastic Activities</b>	Gymnastics Individual Ice (figure) Skating Rhythmic Gymnastics Trampolining
<b>10</b>	<b>Outdoor and Adventurous Activities</b>	Canoeing Horse Riding (dressage/cross-country/ show jumping/three-day eventing) Mountain Biking Mountain/Hill Walking with Campcraft or Hostelling Orienteering Rock Climbing Rowing and Sculling Sailing Skiing Snowboarding Windsurfing
<b>11</b>	<b>Swimming</b>	Competitive swimming Life saving Personal survival

### **Advanced Subsidiary Coursework**

The candidate should:

- 1 choose two activities **from two different activity categories**
- 2 decide which activity is to be used for the action plan
- 3 assess their strengths and weaknesses in both activities
- 4 create and follow an action plan for improvement of **one** chosen activity
- 5 work on conditioned competitive situations to improve performance in both activities.

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

## **The Selection and Application of Acquired and Developed Skills**

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

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

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

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

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

## **Assessment of Performance and its Improvement**

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

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

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## Action Planning

### Creating the Action Plan

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

It may be possible to work to improve elements in three areas; techniques, tactics and fitness.

The plan should identify:

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

This action plan should be put into place for a minimum of ten weeks, and a record maintained. The action plan is assessed out of 30 marks.

The action plan should cover all of the following aspects:

- assessment of strengths and weaknesses
- analysis of techniques, tactics or fitness elements to be improved
- clear, realistic, achievable goals
- method to be used to achieve goals
- recording the plan, throughout ten weeks
- evaluation of the plan.

**Action Plan: Criteria for Assessment**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• The candidate shows an excellent understanding of the strengths and weaknesses of their performance.</li> <li>• The candidate shows an excellent understanding of how to plan a training programme to improve the performance.</li> <li>• The candidate has set out clear, realistic achievable goals from different aspects of performance such as skills, tactics and fitness. An accurate time scale is given for improvement.</li> <li>• The method given to achieve the goals is based upon recognised training principles, appropriate exercises, recognised strategies and training techniques.</li> <li>• The recording of the plan is full and accurate.</li> <li>• The candidate is able to make excellent comment on the success of the action plan, and is able to give excellent reasons for the outcome of the plan.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• The candidate shows a good understanding of the strengths and weaknesses of their performance.</li> <li>• The candidate shows a good understanding of how to plan a training programme to improve the performance.</li> <li>• The candidate has set out achievable goals from different aspects of performance. A time scale is given for improvement.</li> <li>• The method given to achieve the goals is based upon recognised training principles, appropriate exercises, strategies and training techniques.</li> <li>• The recording of the plan is accurate.</li> <li>• The candidate is able to make good comment on the success of the action plan, and is able to give good reasons for the outcome of the plan.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• The candidate shows an adequate understanding of the strengths and weaknesses of their performance.</li> <li>• The candidate shows an adequate understanding of how to plan a training programme to improve the performance.</li> <li>• The candidate has set out goals, and a time scale is given for improvement.</li> <li>• The method given to achieve the goals is based on training principles, exercises, strategies and training techniques which may lead to improvement in performance.</li> <li>• The recording of the plan is sound.</li> <li>• The candidate is able to make adequate comment on the success of the action plan, and is able to give reasons for the outcome of the plan.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• The candidate shows a moderate understanding of the strengths and weaknesses of their performance.</li> <li>• The candidate shows a moderate understanding of how to plan a training programme to improve the performance.</li> <li>• The candidate has set out some goals and a time scale for improvement.</li> <li>• Some of the methods given are based on recognised training principles, exercises, and strategies and training techniques.</li> <li>• The recording of the plan is brief.</li> <li>• The candidate is able to make some comment on the result of the plan.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• The candidate shows a limited understanding of the strengths and weaknesses of their performance.</li> <li>• The candidate shows a limited understanding of how to plan a training programme to improve the performance.</li> <li>• The candidate has set out some vague goals and a vague time scale for improvement.</li> <li>• The programme set out shows a limited understanding of training principles, exercises, and strategies and training techniques.</li> <li>• The recording of the plan is limited.</li> <li>• The candidate is able to make limited comment on the result of the plan.</li> </ul>

## Activity Categories and Assessment Criteria at AS

### Athletic Activities (AS)

Cross Country Running  
Track and Field Athletics  
Track Cycling  
Triathlon

#### Cross Country Running (AS)

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

posture  
leg action  
arm action  
head carriage  
overall efficiency

The candidate should work towards and be assessed over a 5 km (3.1 mile) cross country circuit.

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

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

#### Track and Field Athletics (AS)

The candidate is assessed performing **two** events, these being selected from two different event areas: track, jumps, throws.

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

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

##### Track events

posture  
leg action  
arm action  
head carriage  
overall efficiency

##### Jumping events

approach  
take off  
flight  
landing  
overall efficiency

##### Throwing events

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

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

These assessment phases are used in conjunction with the assessment criteria (p17) for the conditioned competitive situations.

### **Track Cycling (AS)**

- Track Sprint
  - Start position
  - Posture
  - Position on track
  - Leg action
  - Overall efficiency
  
- Pursuit
  - Posture
  - Pacing
  - Leg action
  - Tactics
  - Overall Efficiency
  
- Time Trial
  - Posture
  - Pacing
  - Leg action
  - Overall Efficiency

These assessment phases are used in conjunction with the criteria (p17) for the conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

### **Conditioned Competitive Situation**

Sprint Start  
Bend Cycling  
Sprint Techniques  
Sprint finish

- 1 Lap to focus on bend technique
- 1 Lap to focus on finish technique

### **Triathlon (AS)**

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

The candidate should work towards and be assessed over a

1. 300 metre swim
2. 8 kilometre bike ride
3. 2 kilometre run

The event must be continuous. The swim can be either in open water or a pool. The cycling should be round a marked course on public roads. The run can also be on public roads. It is vital that the courses are marshalled and appropriate safety equipment is worn.

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

Swim: arm action  
body position  
breathing  
leg action  
overall efficiency

Cycling: body position  
leg action  
head carriage  
breathing  
overall efficiency

Run: posture  
leg action  
arm action  
head carriage  
overall efficiency

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

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

The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations.

Swimming Phase: Longer distances to focus on pacing and technique.  
Shorter distances to focus on change over.

Cycling Phase: Longer distance rides focusing on pacing and techniques.  
Shorter distance rides focusing on change over.

Running Phase: Longer distance endurance runs focusing on pacing and techniques.  
Shorter distance endurance runs focusing on finishing.



**Assessment Criteria: Athletic Activities (AS)**

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

## **Fitness Activities (AS)**

## **Weight Training**

### **Weight Training (AS)**

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

The following regulations will apply:

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

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

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

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

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

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

**Assessment Criteria: Weight Training (AS)**

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

## Combat Activities (AS)

### Judo Karate (non-contact)

#### Judo (AS)

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

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

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

#### Ground work

entry  
controlling opponent  
execution  
completion/effectiveness  
overall efficiency

#### Throwing

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

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

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

### Karate (non-contact) (AS)

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

- KIHON – a range of basic techniques including basic combinations
- KATA – a formal exercise sequence
- KUMITE – sparring

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

- KIHON – Speed, form, focus, power, smoothness of application, attitude.
- KATA – Speed, form, focus, smoothness of application, attitude.
- KUMITE – Speed, form, focus, smoothness of application, timing, distance, safe control of techniques.

In their performances in the conditioned competitive situations candidates will be expected to demonstrate their knowledge and understanding of:

- the rules of dojo etiquette
- the dojo code
- the general code of conduct for Karateka
- the procedures for Kata performance
- the rules and procedures for basic sparring

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

The following conditioned competitive situations are Shotokan based and could be appropriately adapted for Goju Ryu, Shito Ryu or Wado Ryu etc. Most of the terms are generic and will be understood by qualified instructors and assessors.

	Shotokan term
<b>a) KIHON</b>	
Three punch combination	Sanbon tsuki
Rising block, reverse punch, downward block	Age uke, gyaku tsuki, gedan barai
Outside block, reverse punch	Soto uke, gyaku tsuki
Outside block, elbow strike, backfist strike	Soto uke, empi uchi
Inside block, double punch	Uchi uke, gyaku tsuki
Hand block, front kick, spear hand thrust	Shuto uke, mae ashi gen, nukite
Double front kick (changing legs)	Mae ren geri
Double side kick (same leg)	Yoko ren gen
Roundhouse kick	Mawashi geri
<b>b) KATA</b>	
2nd Basic Kata	Heian Shodan
3rd Basic Kata	Heian Nidan
<b>c) KUMITE</b>	
One step Basic sparring – Attacker using stepping punch to the face and chest	

## Assessment

In addition to the generic banded criteria Centres may find the following activity specific assessment criteria helpful.

Level	1–2	3–4	5–6	7–8	9–10
<b>KIHON</b>	All techniques or combinations performed with reasonable form and co-ordination.	All techniques or combinations at medium speed with reasonable form and co-ordination.	All techniques or combinations at full speed with good form and co-ordination.	All techniques or combinations at full speed with very good form, good focus, power and smoothness of application.	All techniques or combinations at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
All techniques and combinations must be performed a minimum of three times, with Kiai on the last technique or combination.					
<b>KATA</b>			2nd Basic Kata at full speed with good form, and co-ordination.	2nd Basic Kata at full speed with very good form, good focus, power and smoothness of application.	2nd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
	3rd Basic Kate performed with reasonable form and co-ordination.	3rd Basic Kate at medium speed with reasonable form and co-ordination.	3rd basic Kata at full speed with good form and co-ordination.	3rd Basic Kata at full speed with very good form, good focus, power and smoothness of application.	3rd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
<b>KUMITE</b>	Kihon Ippon Kumite performed with reasonable form and co-ordination and Kiai.	Kihon Ippon Kumite at medium speed with reasonable form and co-ordination and Kiai.	Kihon Ippon Kumite full speed with good form and co-ordination and Kiai.	Kihon Ippon Kumite at full speed with very good form, good focus, power, smoothness of application, good timing and vigorous Kiai.	Kihon Ippon Kumite at full speed with very good form, very good focus, maximum power, smoothness of application, very good timing, correct distance and vigorous Kiai.
At all levels of Kumite, the emphasis <b>must</b> be on good control and safe delivery of attacks and counter-attacks. Kiai should be delivered on every counter-attack, or, where a combination counter is used, on the last technique.					

**Assessment Criteria: Combat Activities (AS)**

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

## Dance Activities (AS)

### Various styles

The candidate is assessed on the ability to choreograph and perform a solo dance with the use of music as a sound stimulus lasting between two and three minutes.

Candidates will produce a written programme prior to assessment.

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

#### Shape

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

#### Form

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

#### Consistency

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

#### Control

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

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

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



**Assessment Criteria: Dance (AS)**

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

## Game Activities

### Invasion Games (AS)

**Association Football**  
**Basketball**  
**Field Hockey**  
**Goalball**  
**Handball**  
**In-Line Hockey**  
**Lacrosse**  
**Netball**  
**Rugby League**  
**Rugby Union**  
**Water Polo**

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

- passing and receiving
- attacking or defending

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

preparation

execution

recovery

results

overall efficiency

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

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

**Assessment Criteria: Game Activities – Invasion Games (AS)**

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

## **Net/Wall Games (AS)**

**Badminton  
Squash  
Table tennis  
Tennis  
Volleyball**

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

- attacking play
- defensive play

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

preparation

execution

recovery

results

overall efficiency

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

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

**Assessment Criteria: Game Activities – Net/Wall Games (AS)**

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

## **Striking/Fielding Games (AS)**

**Baseball  
Cricket  
Rounders  
Softball**

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

- batting or bowling
- fielding

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

preparation

execution

recovery

results

overall efficiency

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

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

**Assessment Criteria: Games Activities – Striking/Fielding Games (AS)**

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

## Target Activities (AS)

**Archery**  
**Flat Green Bowling**  
**Golf**

### Archery (AS)

The candidate is assessed in the selection and application of acquired and developed skills, whilst participating in a physically and technically demanding archery round. This should take place in an outdoor environment which presents an appropriate challenge and allows candidates to fulfil the assessment phases.

The following regulations will apply:

- rules and guidelines will be followed as laid down by the Grand National Archery Society
- appropriate safety procedures must be applied
- the candidate must maintain a score book and log which covers both the preparation and performances prior to competition

The log should contain:

- details of personal equipment
- discussion of safety principles to be applied
- identification of the code of ethics to be followed
- evaluative comments in relation to the performance

### Archery Round

Assessment is based on performance in a conditioned competitive situation where the candidate performs under pressure in one of the following rounds depending on age.

Assessment will be carried out by the candidate's coach/leader in association with the teacher responsible for AS Physical Education.

Over 16 years: (Juniors can choose from the rounds below or the over-18 rounds)

- Ladies: Bristol 2 – Targets at 60, 50 and 40 yards. Arrows 6 x 12, 4 x 12 and 2 x 12
- Ladies: Bristol 1 (As with Hereford Round)
- Men: York Round – Targets at 100, 80 and 70 yards. Arrows 6 x 12, 4 x 12 and 2 x 12

Over 18 years:

- Ladies: Hereford Round – Targets at 80, 60 and 50 yards. Arrows 6 x 12, 4 x 12 and 2 x 12
- Men: York Round – Targets at 100, 80 and 70 yards. arrows 6 x 12, 4 x 12 and 2 x 12

N.B. for all Rounds the targets have 122 cm faces with 5 zone scoring.

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

- preparation
- execution
- recovery
- results
- overall efficiency

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.



### **Flat Green Bowling (AS)**

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

- Bowling action
- Target accuracy

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

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

- preparation
- executions
- results
- overall efficiency

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

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

### **Golf (AS)**

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

- club selection and distance
- stroke action and target accuracy

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

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

preparation

execution

recovery

results

overall efficiency

**Assessment Criteria: Target Activities (AS)**

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

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## Gymnastic Activities (AS)

**Gymnastics (Floor and vaulting)**  
**Individual Ice (figure) Skating**  
**Rhythmic Gymnastics**  
**Trampolining**

### Gymnastics (AS)

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

#### Cross-box vaults

- through vault
- straddle vault

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

#### Floor agility

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

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

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

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

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

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

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

Vaults

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

Short Agility Sequence

Shape

- aesthetic quality
- consistency
- control
- overall efficiency

Form

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

Consistency

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

Control

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

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

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

### Individual Ice (Figure) Skating (AS)

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

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

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

#### Shape

aesthetic quality  
consistency  
control  
overall efficiency

#### Form

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

#### Consistency

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

#### Control

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

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

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

### Rhythmic Gymnastics (AS)

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

#### Floor agility 1

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

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

#### Floor agility 2

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

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

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

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

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

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

#### Short Agility Sequences

##### Shape

- aesthetic quality
- consistency
- control
- overall efficiency

##### Form

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

##### Consistency

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

##### Control

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

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

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



**Assessment Criteria: Gymnastic Activities (AS)**

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

## Trampolining (AS)

The candidate is assessed on the ability to perform a ten contact sequence. This sequence is made up from the elements identified below with at least one from each of the first four sections. Very able candidates will be able to perform skills from the somersault section.

- Jumps            straight 180° twist  
                      tuck  
                      pike  
                      straddle
- Twists            drop half twist to feet (2 contacts)  
                      swivel hips (3 contacts)
- Drops            seat (2 contacts)  
                      front (2 contacts)  
                      back (2 contacts)
- Somersaults    front (tucked)  
                      back (tucked)
- Control           success in both the individual elements and the sequence as a whole

Suggested sequences:    For moderate candidates                      For very able candidates

- |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. half twist</li> <li>2. piked straddle jump</li> <li>3. half twist to seat drop</li> <li>4. half twist to seat drop</li> <li>5. tucked jump</li> <li>6. back drop</li> <li>7. half twist to feet</li> <li>8. back drop</li> <li>9. front drop</li> <li>10. to feet</li> </ol> | <ol style="list-style-type: none"> <li>1. back somersault</li> <li>2. piked straddle jump</li> <li>3. east drop</li> <li>4. half twist to seat drop</li> <li>5. half twist to feet</li> <li>6. back drop</li> <li>7. half twist to back drop</li> <li>8. half twist to feet</li> <li>9. tuck jump</li> <li>10. somersault (tucked)</li> </ol> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Candidates of a lesser ability will plan and perform sequences with easier movements. More able candidates will be expected to perform more linked and technically more difficult movements. Candidates performing at the highest level will be expected to perform at least one rotational movement.

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

- Shape            aesthetic quality  
                      consistency in height and centring  
                      control in production of early movement  
                      overall efficiency
- Form            the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations
- Consistency    continuity/flow of the sequence  
                      aesthetic quality  
                      quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness
- Control           success in both the individual elements and the sequence as a whole

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

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

**Assessment Criteria: Gymnastic Activities – Trampolining (AS)**

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

## **Outdoor and Adventurous Activities (AS)**

**Canoeing**  
**Horse Riding** (dressage/cross-country/  
show jumping/three-day eventing)  
**Mountain Biking**  
**Mountain/Hill Walking with Campcraft or Hostelling**  
**Orienteering**  
**Rock Climbing**  
**Rowing and Sculling**  
**Sailing**  
**Skiing**  
**Snow Boarding**  
**Windsurfing**

### **Canoeing (AS)**

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

The following regulations will apply:

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

The log should contain:

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

### **CANOEING EXPEDITION**

The route should be unfamiliar to the candidate and include wild water of grade 2–3 or sheltered coastal waters. The expedition should include 5 hours of paddling. The group size should be a minimum of 4 and maximum of 7. Each candidate must wear, and the boat must be fitted with, appropriate safety equipment. During the expedition the candidate will be expected to exhibit an understanding of the spirit and contents of the water code.

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

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

navigation using maps/guides

planning the route and taking account of the need for portage

organisation and the use of equipment

application of safety principles, conservation practices and respect for others

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

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

**Assessment Criteria: Outdoor and Adventurous Activities – Canoeing (AS)**

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

### **Horse Riding (Dressage) (AS)**

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

The following regulations will apply:

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

The log should contain:

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

### **Horse Riding Test**

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

### **Assessment**

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

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

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

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

### **Horse Riding (Cross-Country) (AS)**

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

The following regulations will apply:

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

The log should contain:

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

### **Horse Riding Course**

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

### **Assessment**

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

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

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

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

### **Horse Riding (Show Jumping) (AS)**

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

The following regulations will apply:

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

The log should contain:

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

### **Horse Riding Course**

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

### **Assessment**

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

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

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

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



### **Horse Riding (Three-Day Eventing) (AS)**

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

The following regulations will apply:

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

The log should contain:

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

### **Assessment**

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

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

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

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

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

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

safe preparation of track and equipment

knowledge of health and condition of the horse

appropriate walking and planning of the cross-country course

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

basically correct riding position

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

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

**Assessment Criteria: Outdoor and Adventurous Activities – Horse Riding (AS)**

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

## **Mountain Biking (AS)**

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

The following regulations will apply:

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

The log should contain:

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

## **Expedition**

The route should be unfamiliar to the candidate and include various levels of off-road difficulty or gradients. The expedition should include three hours of cycling. The group size should be a minimum of 4 and a maximum of 7. Each candidate must wear appropriate clothing and the bike must be in top technical condition. During the expedition the candidate will be expected to exhibit an understanding of the spirit and contents of the country code as it applies to mountain biking.

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

- the range and quality of the candidates biking skills; – i.e. Up-hill/Down-hill technique, gearing, control over a range of terrain
- navigation using maps/guides
- planning the route and the appropriate selection of the need for carrying
- organisation and the use of equipment
- application of safety principles, conservation practices and respect for others

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

**Assessment Criteria: Outdoor and Adventurous Activities – Mountain Biking (AS)**

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

### **Mountain/Hill Walking with Hostelling or Campcraft (AS)**

The candidate is assessed in the selection and application of acquired and developed skills whilst planning and taking part in a physically and technically demanding three day expedition with two nights spent hostelling or camping. The walking should take place in unknown, open country remote from habitation.

The following regulations apply:

- the appropriate safety measures must be applied
- the candidate must maintain a detailed log book which covers both the planning and preparation and the carrying out of the expedition

The log should contain:

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

#### **Expedition**

The candidate will take part in a physically and technically demanding three day expedition with two nights spent hostelling or camping in unknown open country remote from habitation. The use of roads will be limited to those necessary to move between areas of open country.

The distance walked should be 30 miles (50 kms).

When undertaking an expedition in unfamiliar country, the candidates should spend some time there prior to the expedition in order to become well acquainted with the conditions of the area.

The type of terrain should allow the candidates to fulfil the assessment requirements, being open country where walkers are dependent on themselves and remote from any immediate help.

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

The group size should be a minimum of 4 and maximum of 7.

Due account should be taken of seasonal conditions and, unless candidates have had considerable experience of high level summit ridges, these should be avoided. Expeditions should not take place in hazardous conditions. During the expedition candidates will be expected to exhibit an understanding of the spirit and content of the country code.

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

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

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

- use and interpretation of maps and their symbols
- navigation across country using map and compass
- planning route
- calculation of distance using a map
- organisation and use of equipment, application of safety principles, conservation practice and respect for others
- obtaining grid and magnetic bearings
- choosing a campsite/hostel
- pitching/striking a tent
- planning and cooking a meal

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

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

**Assessment Criteria: Outdoor and Adventurous Activities – Mountain/Hill Walking with Campcraft or Hostelling (AS)**

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

## **Orienteering (AS)**

The candidate is tested in the selection and application of acquired and developed skills, while planning and taking part in a physically and technically demanding orienteering course, visiting a designated number of control sites in a prescribed order. The type of terrain must allow candidates to fulfil the assessment phases. The route should be a minimum of 4 miles over varied terrain.

The following regulations apply:

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

The log should contain:

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

## **Assessment**

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

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

use and interpretation of maps and their symbols

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

planning the route

calculation of distances

organisation and use of equipment, application of safety principles

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

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



**Assessment Criteria: Outdoor and Adventurous Activities – Orienteering (AS)**

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

## Rock Climbing (AS)

The candidate is tested in the selection and application of acquired and developed skills, while planning and taking part in a physically and technically demanding day's climbing at a suitable outdoor venue. The height of the climb should be 30–40 metres with a variety of challenges.

The following regulations apply:

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

The log should contain:

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

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

## Assessment

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

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

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

route finding using guide books

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

organisation and use of equipment

application of safety principles, conservation practices and respect for others

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

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

**Assessment Criteria: Outdoor and Adventurous Activities – Rock Climbing (AS)**

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

## **Rowing and Sculling (AS)**

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

- **Rowing**  
Leg position/action  
Body position/action  
Arm position/action  
Posture  
Overall efficiency
- **Sculling**  
Leg position/action  
Body position/action  
Arm position/action  
Posture  
Overall efficiency

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

The candidate will focus on either:

### **Sprint Events**

Shorter distance sprint events – 2000 metres (usually situated on Lakes with lanes), focusing on starts, technique and race tactics.

Or

### **'Head race' Events**

Longer distance 'Head race' events – 2500 to 6000 metres, focusing on 'rolling starts', positioning on the river, technique and race tactics.

### **Conditioned competitive situations**

Possible situations:

**Sprints** – starts, short sprints e.g. 20 stroke efforts

**Heads** – Part race distances

**Assessment Criteria: Outdoor and Adventurous Activities – Rowing and Sculling (AS)**

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

## Sailing (AS)

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

The following regulations apply:

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

The log should contain:

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

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

organisation and use of equipment

rigging the boat

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

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

application of knowledge of where to sail

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

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

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

**Assessment Criteria: Outdoor and Adventurous Activities – Sailing (AS)**

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

## **Skiing (AS)**

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

The following regulations apply:

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

The log should contain:

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

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

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

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

application of safety principles, conservation practices and respect for others

The course should include at least four hours skiing.

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

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

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



**Assessment Criteria: Outdoor and Adventurous Activities: Skiing (AS)**

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

## **Snowboarding (AS)**

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

The following regulations apply:

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

The log should contain:

- details of personal equipment for the course and the reasons for taking it
- details of group equipment and the reasons for taking it
- safety principles to be applied
- identification of the code of ethics to be followed
- evaluative comments in relation to the course

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

The falling leaf pattern – heelside edge and toeside edge  
J Turn – heelside edge and toeside edge  
Linked turns

Safe preparation of equipment and general maintenance of snowboard

Application of safety principles.

The course should include at least 4 hours snowboarding.

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

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

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

**Assessment Criteria: Outdoor and Adventurous Activities – Snowboarding (AS)**

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

## **Windsurfing (AS)**

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

The following regulations apply:

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

The log should contain:

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

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

organisation and use of equipment

rigging the board

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

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

application of knowledge of where to sail

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

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

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

**Assessment Criteria: Outdoor and Adventurous Activities: Windsurfing (AS)**

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

## Swimming (AS)

**Competitive Swimming**  
**Life Saving**  
**Personal Survival**

### Competitive Swimming (AS)

The candidate is assessed selecting and performing **two** acquired and developed skills from:

- front crawl
- back stroke
- breast stroke
- butterfly

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

arm action

body position

breathing

leg action

overall efficiency

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

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

**Assessment Criteria: Swimming – Competitive Swimming (AS)**

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

## Life Saving (AS)

The candidate is assessed selecting and performing the following acquired and developed skills:

### 1. Cardio Pulmonary Resuscitation (CPR)

- (a) Perform emergency resuscitation techniques on a casualty who is not breathing and shows no sign of circulation.
- (b) Demonstrate competence in:
  - (i) the technique for turning a face down casualty into a face up position;
  - (ii) the techniques for determining signs of circulation in adults, young children and babies;
  - (iii) the technique for managing a casualty who is vomiting;
  - (iv) the technique used to place a casualty in the recovery position.
- (c) Demonstrate competence in the application of single CPR on a range of approved manikins.

### 2. Two water rescue skills selected from:

- (a) Practical rescue – immediate response  
Demonstrate a rescue using the principles of reaching, throwing or wading during a simulated incident.
- (b) Contact rescue – deep water  
Demonstrate a contact rescue of a casualty in deep water over a short distance (minimum of 5 metres).
- (c) Deep water recovery (minimum depth of 1.5 metres)  
Demonstrate the rescue and recovery of a casualty who is lying on the bottom of the deepest part of the pool.
- (d) Swim rescue – conscious casualty  
Demonstrate personal fitness through performing the rapid rescue, over a distance, of a conscious casualty who is in deep water. (Swim 20 metres, Tow 20 metres).
- (e) Swim rescue – unconscious casualty  
Demonstrate personal fitness through performing the rapid rescue, over a distance, of an unconscious casualty who is in deep water. (Swim 20 metres, Tow 10 metres).

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

- Assessment of the situation
- Preparation for the rescue
- Recovery of the casualty
- Landing of the casualty
- Treatment of the casualty

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

- Candidates will not be timed.



**Assessment Criteria: Swimming – Life Saving (AS)**

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

### **Personal Survival (AS)**

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

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

Clothing should be worn throughout.

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

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

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

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

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

### **ASSESSMENT**

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

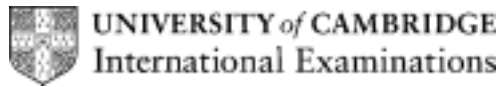
The candidate is assessed out of a maximum of 30 marks.

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

**Assessment Criteria: Swimming – Personal Survival (AS)**

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

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PHYSICAL EDUCATION

GCE Advanced Subsidiary Level

Practical Activity Assessment Form (9396) Component 2

Centre Number		Centre Name	
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Activity	
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Complete the boxes above. Then below list the candidates in descending mark order with their marks. Complete a separate sheet for each activity, photocopied as required. Please sign and date the form.

Where appropriate, please indicate the candidate's events.

Video ID	Candidate Number	Candidate Name	Events	Conditioned Competitive Situation / 30

Name of Teacher completing this form	
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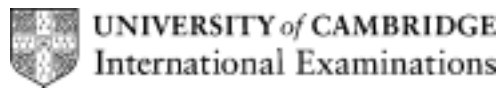
Signature		Date	
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Activity Category	Activity	Activity Codes
Athletic Activities	Cross Country Running	Cc
	Track and Field Activities	Ath
	Track Cycling	TC
	Triathlon	Tri
Fitness Activities	Weight Training (AS)	Wt
	Olympic Weight Lifting (A2)	OWL
Combat Activities	Judo	Ju
	Karate (non-contact)	Ka
Dance Activities	Various Styles	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Field Hockey	Ho
	Goalball	Goa
	Handball	Ha
	In-Line Hockey	ILH
	Lacrosse	La
	Netball	Ne
	Rugby League	RL
	Rugby Union	RU
	Water Polo	Wp
Net/Wall Games	Badminton	Bad
	Squash	Sq
	Table Tennis	TT
	Tennis	Te
	Volleyball	Vo
Striking/Fielding Games	Baseball	Bb
	Cricket	Cri
	Rounders	Ro
	Softball	So
Target Activities	Archery	Ar
	Flat Green Bowling	Bo
	Golf	Go
Gymnastic Activities	Gymnastics	AG
	Individual Ice (figure) Skating	FS
	Rhythmic Gymnastics	RG
	Trampolining	Tr
Outdoor/Adventurous	Canoeing	Ca
	Horse Riding (dressage/cross-country/ show jumping/three-day eventing)	HR
	Mountain Biking	MB
	Mountain/Hill Walking with Campcraft or Hostelling	Hw
	Orienteering	Or
	Rock Climbing	Rc
	Rowing and Sculling	Row
	Sailing	Sa
	Skiing	Sk
	Snowboarding	Sb
	Windsurfing	Ws
Swimming Activities	Competitive Swimming	Sw
	Life Saving	LS
	Personal Survival	PS

Marks and codes for assessed practical activities and action plan should be entered onto the Final Practical Activity Assessment Form and despatched to CIE, together with video evidence, written action plans, copies of individual activity sheets and 2 copies of the MS1 by 15 October.

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





PHYSICAL EDUCATION

GCE Advanced Subsidiary Level

Final Practical Activity Assessment Form (9396) Component 2

Centre Number		Centre Name	
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Complete the boxes above. Then below list the candidates in candidate number order with their marks. Please sign and date the form.

Candidate Number	Candidate Name	Activity One		Activity Two		Action Plan	Total / 90
		Activity Code*	Mark / 30	Activity Code*	Mark / 30	Mark / 30	

\*Enter the relevant Activity Code from those listed (e.g. Ath, AF, Bad etc.).

Name of Teacher completing this form	
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Signature		Date	
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## **Advanced Level Coursework**

### **Introduction**

Physical Education is a worthwhile experience involving 'intelligent' personal performance at a practical level, which identifies a physically educated person. In this component candidates develop a wide range of acquired and developed skills to be performed with unconscious fluency and adopted easily to varying conditions and circumstances. This application of skills to varying conditions and circumstances requires the candidate to extend and expand the skills acquired and developed within component 2 or indeed to acquire a new range of skills and develop them into this autonomous phase. This contextualising of the skills into the open environment permits the candidate to experience the spiritual, moral and cultural aspects of the activity whilst also applying and appreciating these aspects within their own performance. This also enables candidates to develop these activities for lifetime use.

Within Component 4, the candidate is required to evaluate and appreciate the performance of a fellow candidate. Additionally, candidates draw on and apply subject matter from physiological, psychological and socio-cultural disciplines in order to prescribe and prioritise strategies to improve the performance observed. This synthesis of theory and practice is reflected in the aims and objectives of the syllabus and exemplifies the link between physical performance and theoretical study. The experience of performing and observing provides a variety of learning experiences, which allows candidates not only to understand relationships between physical activity and the complexity of factors underlying performance, but also to experience these relationships themselves.

### **Assessment**

The candidate is assessed in the **selection, application and improved performance of skills in an open environment** (effective performance) in two activities which can be those studied at AS level or new activities from the activity categories given, together with the **evaluation and appreciation of performance through observation and synopsis of knowledge** (oral). Each of the two effective performances and the oral is assessed out of 30 marks. Each candidate offers two activities from different activity categories. The oral focuses on one of these activities.

**Activities**

Candidates follow a minimum of two activities from two of the following thirteen different activity categories.

<b>Activity Categories</b>	<b>Activity</b>
<b>1 Athletic Activities</b>	Cross Country Running Track and Field Athletics Track Cycling Triathlon
<b>2 Fitness Activities</b>	Weight Training (AS) Olympic Weight Lifting (A2)
<b>3 Combat Activities</b>	Judo Karate (non-contact)
<b>4 Dance Activities</b>	Various styles
<b>5 Invasion Game Activities</b>	Association Football Basketball Field Hockey Goalball Handball In-Line Hockey Lacrosse Netball Rugby League Rugby Union Water Polo
<b>6 Net/Wall Game Activities</b>	Badminton Squash Table tennis Tennis Volleyball
<b>7 Striking/Fielding Game Activities</b>	Baseball Cricket Rounders Softball

<b>8</b>	<b>Target Activities</b>	Archery Flat Green Bowling Golf
<b>9</b>	<b>Gymnastic Activities</b>	Gymnastics Individual Ice (figure) Skating Rhythmic Gymnastics Trampolining
<b>10</b>	<b>Outdoor and Adventurous Activities</b>	Canoeing Horse Riding (dressage/cross-country/ show jumping/three-day eventing) Mountain Biking Mountain/Hill Walking with Campcraft or Hostelling Orienteering Rock Climbing Rowing and Sculling Sailing Skiing Snowboarding Windsurfing
<b>11</b>	<b>Swimming</b>	Competitive swimming Life saving Personal survival

### **The Selection, Application and Improved Performance of Skills in an Open Environment**

Candidates are assessed on their ability to perform effectively in the contextual situation in which the activity is normally performed. This effective performance is assessed against the criteria identified for each activity.

Throughout the course the candidate is assessed in the normal environment in which the activity takes place. This enables the candidate to develop the acquired and applied skills from the activities they have previously experienced.

The environment in which the candidate selects, applies and improves their skills as well as being assessed in, must meet the following criteria:

- reflect the open environment in which the activity normally takes place
- involve the application of the activity's rules, regulations and code of practice
- have the aim of the candidate performing to their optimum
- enable the candidates to be placed in rank order according to ability
- each of the two practical activities is assessed out of a maximum of 30 marks

## Evaluation and Appreciation of Performance through Observation and Synopsis of Knowledge

The candidate's oral response to their observation of a live performance in one of their chosen activities is assessed.

The evaluation and appreciation of performance through observation and synopsis of knowledge is assessed out of 30 marks.

Candidates are assessed in one of their chosen activities.

Candidates are assessed on their ability to evaluate and appreciate the live effective performance of a fellow candidate through observation whilst applying their knowledge from a range of disciplines in order to recommend an appropriate strategy to improve the performance.

The candidate should be asked to observe the performance with a view to:

- (i) making evaluative and appreciative comments in order to judge the quality of performance using relevant technical language
- (ii) describing an appropriate strategy designed to improve performance
- (iii) supporting their evaluative comments and their strategy with the application of relevant principles and concepts from the disciplines they have studied utilising appropriate terminology

If the candidate needs prompting, this should be done in the form of open-ended questions which allow the candidate latitude to express their applied knowledge.

The following are exemplar questions that could be used after the initial question. It should be noted, however, that the open ended questions which need to be asked are very much determined by the stage the candidate has reached in their response and the comments they have already made.

The initial question should be:

"You have just observed the effective performance of ..... In your own words, describe the strengths and weaknesses of the performance and prescribe a detailed strategy to improve a major weakness of the performance. You should apply knowledge from the disciplines you have studied to support your comments and strategies."

Other questions which may need to be asked:

What were the good elements of the performance you have just seen?

Why is .....strong in those aspects?

What were the weaknesses/faults you have just seen?

What are the causes of those weaknesses/faults?

Which physiological concepts can you apply to the performance you have just seen?

Which psychological concepts can you apply to the performance you have just seen?

Which socio-cultural concepts can you apply to the performance you have just seen?

If you were .....’s coach, what would you do in order to improve one of the major weaknesses which you have identified in their effective performance?

What are the physiological, psychological and socio-cultural concepts that support and justify this strategy?

**The following represent some of the knowledge and concept areas which the candidate could apply: The candidate is expected to refer to each theoretical area, but is not required to cover every topic outlined below.**

### Anatomical and Physiological

- identification of joint type and its movement range
- identification of muscles involved and the type of movements and contractions
- a movement analysis of the skills/techniques involved
- muscle fibre types
- the heart rate in relation to exercise
- the vascular system
- the respiratory system

### **Psychological**

- classification of the skill/technique involved
- identification of the abilities needed
- information processing demands
- influences of reaction time
- use of feedback
- motivation
- involvement of schema
- application of learning theories
- S-R bond application
- observational learning
- phases of learning
- transfer of learning

### **Contemporary Studies**

- the activity in relation to the leisure, recreation, play, sport, physical education context
- influence of cultural factors on performance
- achieving excellence
- mass participation
- factors affecting participation
- issues affecting the activity

### **Exercise and Sport Physiology**

- energy systems used in the activity
- energy
- recovery process
- components of fitness
- training for the activity in relation to the relevant components of fitness
- influence of ergogenic aids on the activity

### **Psychology of Sports Performance**

- personality
- attitudes
- achievement motivation
- group and team theories and their relevance/influence in the activity
- leadership
- importance of mental preparation, commitment, self confidence, concentration, emotional control
- competition effects on sports performance – social facilitation, aggression
- attribution theory

### **Olympic Games – a global perspective**

- activity from a global perspective
- position of the activity in the modern Olympic games
- functions of the Olympic games
- politics
- economics
- dysfunctional aspects

**Evaluation and Appreciation of Performance through Observation and Synopsis of Knowledge****Criteria for Assessment**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• The candidate shows an excellent knowledge of the analytical phases of the activity.</li> <li>• All major strengths and weaknesses of the performance are identified.</li> <li>• The candidate supports and justifies all observations with an excellent application of a wide range of knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.</li> <li>• Where appropriate the candidate makes excellent evaluative comments relating to all aspects of the performance.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• The candidate shows a sound knowledge of the analytical phases of the activity.</li> <li>• Most of the major strengths and weaknesses of the performance are identified accurately.</li> <li>• The candidate supports all observations with a sound application of a good range of knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.</li> <li>• Where appropriate the candidate makes sound evaluative comments relating to all aspects of the performance.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• The candidate shows an adequate knowledge of the analytical phases of the activity.</li> <li>• Some of the major strengths and weaknesses of the performance are identified.</li> <li>• The candidate supports all observations with the application of some of the concepts from each of the physiological, psychological and socio-cultural disciplines.</li> <li>• Where appropriate the candidate makes adequate evaluative comments relating to all aspects of the performance.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• The candidate, with some supplementary questioning, shows knowledge of the analytical phases of the activity.</li> <li>• With supplementary questioning some of the major strengths and weaknesses of the performance are identified.</li> <li>• With supplementary questioning the candidate supports the observations with some knowledge of the concepts from some of the theoretical areas studied.</li> <li>• Where appropriate the candidate makes some evaluative comments relating to all aspects of the performance.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• The candidate with extensive supplementary questioning shows knowledge of the analytical phases of the activity.</li> <li>• With extensive supplementary questioning a major strength is identified.</li> <li>• With extensive supplementary questioning the candidate supports the observations with limited knowledge of the concepts from some of the theoretical areas studied.</li> <li>• Where appropriate the candidate makes limited evaluative comments relating to all aspects of the performance.</li> </ul>

## Activity Categories and Assessment Criteria at A2

### Athletic Activities (A2)

**Cross Country Running**  
**Track and Field Athletics**  
**Track Cycling**  
**Triathlon**

#### Cross Country Running (A2)

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

posture  
leg action  
arm action  
head carriage  
overall efficiency

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

The candidate should be assessed over a marked course of 10k (6.2 miles) (men) and 8k (5 miles) (women).

#### Track and Field Athletics (A2)

The candidate is assessed performing two events, these being selected from two different event areas: track, jumps, throws. The candidate's assessed events should be identified clearly on the Assessment Sheet.

There are two parts to the assessment.

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

##### Track events

Posture  
leg action  
arm action  
head carriage  
overall efficiency

##### Jumping events

Approach  
take off  
flight  
landing  
overall efficiency

##### Throwing events

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



These assessment phases are used in conjunction with the assessment criteria (p91).

- (b) Assessment is based on the performance as measured against the performance assessment tables. (see Appendix A)

Each event is marked out of a total of 90 raw marks, calculated as follows:

critical assessment mark (out of 30) + performance assessment mark (out of 60) = mark for event.

The total mark for Athletic Activities is then calculated as follows:

$$\frac{\text{Mark for Event 1} + \text{Event 2}}{6} = \text{TOTAL MARK FOR ATHLETICS}$$

### Track Cycling (A2)

The candidate is assessed performing **one** acquired and developed skill, this being selected from the following event areas: Track Sprint, Pursuit and Time Trial. The candidate's assessed event should be identified clearly on the Assessment Sheet. There are two parts to the assessment.

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

- Track Sprint

Start position  
Posture  
Leg action  
Position on track  
Overall efficiency

- Pursuit

Posture  
Pacing  
Leg action  
Tactics  
Overall Efficiency

- Time Trial

Posture  
Pacing  
Leg action  
Overall Efficiency

These assessment phases are used in conjunction with the following criteria

- (b) Assessment is based on the performance as measured against the performance assessment tables (see Appendix A).

The event is marked out of a total of 90 raw marks, calculated as follows:

Critical assessment marks (out of 30) + performance assessment mark (out of 60) = mark for event.

The total mark for Track Cycling is then calculated as follows:

$$\frac{\text{Mark for Event}}{3} = \text{TOTAL MARK FOR TRACK CYCLING}$$

## Triathlon (A2)

The candidate is assessed performing the acquired and developed skills, these being the combination of swimming, cycling and running in order to complete a triathlon event. There are two parts to the assessment.

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

- **Swimming**  
body position  
leg action  
arm action  
head carriage  
transition
- **Cycling**  
posture  
leg action  
head carriage  
balance  
transition
- **Running**  
posture  
leg action  
arm action  
head carriage  
finishing

These assessment phases are used in conjunction with the assessment criteria.

(b) Assessment is based on the performance as measured against the performance assessment tables (see Appendix A).

The performance will be based on: Swim 400 metres, Cycle 20 kilometres, Run 5 kilometres.

The event is marked out of a total of 90 raw marks, calculated as follows:

Critical assessment mark (out of 30) + performance assessment mark (out of 60).

$$\frac{\text{Mark for Triathlon}}{3} = \text{TOTAL MARK FOR TRIATHLON}$$

**Assessment Criteria: Athletic Activities (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactic and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirement of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li> </ul>

## **Fitness Activities (A2)**

### **Olympic Weight Lifting (A2)**

The candidate is assessed performing the acquired and developed skills of the Clean & Jerk and the Snatch. The candidate's assessed events should be identified clearly on the Assessment sheet. There are two parts to the assessment.

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

#### **CLEAN AND JERK**

**Preparation phase**

**Starting position**

**First pull phase**

**Second pull phase**

**First catch**

**First recovery phase**

**Jerk**

**Second catch**

**Second recovery phase**

**Placement of the bar**

#### **Preparation phase**

Relaxed focussed approach to the bar, check safety of the lifting area and equipment ensure that bar is placed correctly on the platform.

#### **Starting position**

Back remains flat, heels flat, feet hip width apart, head facing forwards and in line with spine, grip at shoulder width apart, secure grip, relaxed arms, shins close to the bar, elbows out, chest proud, weight towards the front of the foot.

#### **First pull**

Extension of the knees is the first dynamic movement of the lift and is responsible for the bar raising to just above knee level. Throughout this movement the bar remains close to the lifter's shins and the hips should not extend and the knees rapidly re-bend slightly. This aspect of the lift is called the double knee bend.

#### **Second pull phase**

The bar will be at mid thigh level, the knees will be flexed, the hip slightly extended and the ankle dorsi-flexed. The lifter rapidly extends the knees and hips together with planter flexion of the ankles. The shoulders are shrugged to complete the pulling part of the lift.

#### **First catch phase**

As soon as the pulling part of the lift is complete the lifter pushes the elbows under the bar. The lifter may then drop under the bar to assist this phase of the lift, the elbows are then pushed forwards and upwards to provide a platform for the lifter to catch the bar.

#### **First recovery phase**

The lifter holds the bar in a steady position based centrally on the platform, the elbows and chest remaining high and supporting the weight. Breathing should be controlled.

#### **Jerk**

The bar is propelled upwards at speed using the legs and arms in an explosive manner. The movement should be fluent and the arms locked at the end of this phase. The lifter should hold this position for 3 seconds or until the officials indicate.

#### **Second catch phase**

The bar is to be returned back to the chest in a controlled manner, the elbows still remaining high and the chest still as a platform for the bar.

### **Second recovery phase**

The bar should be dropped to the hips or mid thigh level at a controlled pace.

### **Placement of the bar**

The bar should be placed in a safe condition on the platform, the lifter's head facing forwards and in line with the spine.

## **THE SNATCH**

### **Preparation phase**

### **Starting position**

### **First pull phase**

### **Second pull phase**

### **Catch**

### **Recovery phase**

### **Placement of the bar**

### **Preparation phase**

Relaxed, focussed approach to the bar, check safety of the lifting area and equipment, ensure that bar is placed correctly on the platform.

### **Starting position**

Back remains flat, heels flat, feet hip width apart, head facing forwards and in line with spine, grip wide apart, secure grip, elbows slightly locked, shins close to the bar (at 5 cm), chest proud, weight towards the front of the foot.

### **First pull**

Extension of the knees is the first dynamic movement of the lift and is responsible for the bar raising to just above knee level. Throughout this movement the bar remains close to the lifter's shins and the hips should not extend and the knees rapidly re-bend slightly. This aspect of the lift is called the double knee bend.

### **Second pull phase**

The bar will be a mid thigh level, the knees will be flexed, the hip slightly extended and the ankle dorsi-flexed. The lifter rapidly extends the knees and hips together with planter flexion of the ankles. The shoulders are shrugged and the elbows are rapidly lifted upwards to elevate the bar above the lifter's head, the chest remains proud throughout this movement to assist in elevating the bar upwards.

### **Catch**

As the bar is lifted above the lifter's head the lifter then drops underneath the bar and flicks the wrist backwards to assist elevating the bar to its maximum height above the lifter's head. The lifter then proceeds to lock the elbows out and catch the bar above the head. Once the bar is at its peak height the lifter must ensure the catch phase is secure and strong. The elbows must be locked (not hyperextended) and not bent, the bar must be flicked and not pressed into position.

### **Recovery phase**

The lifter must drop the bar to the hips in a controlled manner, ensuring that the bar is not dropped on the platform. The head must remain forwards and the back flat, chest proud.

### **Placement of the bar**

The bar should be placed in a safe position on the platform, the lifter's head facing forwards and in line with the spine.

These assessment phases are used in conjunction with the assessment criteria.

B) Assessment is based on the performance as measured against the performance assessment tables (see Appendix A)

The event is marked out of a total of 90 marks, calculated as follows:

Critical assessment mark (out of 30) + performance assessment mark out of 60 = mark for the event

The total mark for Olympic Weight Lifting is then calculated as follows:

$$\frac{\text{Mark for Lifts}}{3} = \text{TOTAL MARK FOR OLYMPIC WEIGHT LIFTING}$$

**Assessment Criteria: Olympic Weight Lifting (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li> </ul>

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## Combat Activities (A2)

### Judo Karate

#### Judo (A2)

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in a formal competitive situation which focuses on:

- groundwork
- throwing

The level of success of the acquired and developed skill will be measured through the movement phases identified below:

##### Groundwork

- entry
- controlling opponent
- execution
- completion/effectiveness
- overall efficiency

##### Throwing

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

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

#### Karate (non-contact) (A2)

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- KIHON – a range of basic techniques including basic combinations
- KATA – formal exercise sequence
- KIMITE – sparring

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

- KIHON – speed, form, focus, power, smoothness of application, attitude
- KATA – speed, form, focus, smoothness of application, attitude
- KUMITE – speed, form, focus, smoothness of application, timing, distance, safe control of techniques

In their performances in the formal competitive situations candidates will be expected to demonstrate their knowledge and understanding of:

- the rules of dojo etiquette
- the dojo code
- the general code of conduct for Karateka
- the procedures for Kata performance
- the rules and procedures for basic sparring



These assessment phases are used in conjunction with the following assessment criteria for the formal competitive situations. The candidate is assessed out of a maximum of 30 marks.

The following formal competitive situations are Shotokan based and could be appropriately adapted for Goju Ryu, Shito Ryu or Wado Ryu etc. Most of the terms are generic and will be understood by qualified instructors and assessors.

	<b>Shotokan term</b>
<b>a) KIHON</b>	
Three punch combination	Sanbon tsuki
Rising block, reverse punch, downward block	Age uke, gyaku tsuki, gedan barai
Outside block, reverse punch	Soto uke, gyaku tsuki
Outside block, elbow strike, backfist strike	Soto uke, empi uchi, uraken
Inside block, double punch	Uchi uke, gyaku tsuki
Hand block, front kick, spear hand thrust	Shuto uke, mae ashi gen, nukite
Double front kick (changing legs)	Mae ren gen
Double side kick (same leg)	Yoko ren gen
Roundhouse kick	Mawashi gen
Back kick	Ushiro gen
<b>b) KATA</b>	
2nd Basic Kata	Heian Shodan
3rd Basic Kata	Heian Nidan
<b>4th Basic Kata</b>	Heian Sandan
<b>5th Basic Kata</b>	Heian Yondan
<b>c) KUMITE</b>	
One step Basic sparring – Attacker using stepping punch to the face and chest and front kick and side thrust kick to the chest.	Kihon Ippon Kumite – Jodan and Chudan Okuid, Chudan Mae geri and yoko geri kekomi.

## Assessment

In addition to the generic banded criteria Centres may find the following activity specific assessment criteria helpful.

Level	1–2	3–4	5–6	7–8	9–10
<b>KIHON</b>	All techniques or combinations performed with reasonable form and co-ordination.	All techniques or combinations at medium speed with reasonable form and co-ordination.	All techniques or combinations at full speed with good form and co-ordination.	All techniques or combinations at full speed with very good form, good focus, power and smoothness of application.	All techniques or combinations at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
All techniques and combinations must be performed a minimum of three times, with Kiai on the last technique or combination.					
<b>KATA</b>			2nd Basic Kata at full speed with good form, and co-ordination.	2nd Basic Kata at full speed with very good form, good focus, power and smoothness of application.	2nd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
	3rd Basic Kate performed with reasonable form and co-ordination.	3rd Basic Kate at medium speed with reasonable form and co-ordination.	3rd basic Kata at full speed with good form and co-ordination.	3rd Basic Kata at full speed with very good form, good focus, power and smoothness of application.	3rd Basic Kata at full speed with very good form, very good focus, maximum power, smoothness of application and vigorous attitude.
	4 <sup>th</sup> and 5 <sup>th</sup> Basic Kata as above	4 <sup>th</sup> and 5 <sup>th</sup> Basic Kata as above	4 <sup>th</sup> and 5 <sup>th</sup> Basic Kata as above	4 <sup>th</sup> and 5 <sup>th</sup> Basic Kata as above	4 <sup>th</sup> and 5 <sup>th</sup> Basic Kata as above
<b>KUMITE</b>	Kihon Ippon Kumite performed with reasonable form and co-ordination and Kiai.	Kihon Ippon Kumite at medium speed with reasonable form and co-ordination and Kiai.	Kihon Ippon Kumite full speed with good form and co-ordination and Kiai.	Kihon Ippon Kumite at full speed with very good form, good focus, power, smoothness of application, good timing and vigorous Kiai.	Kihon Ippon Kumite at full speed with very good form, very good focus, maximum power, smoothness of application, very good timing, correct distance and vigorous Kiai.
At all levels of Kumite, the emphasis <b>must</b> be on good control and safe delivery of attacks and counter-attacks. Kiai should be delivered on every counter-attack, or, where a combination counter is used, on the last technique.					

**Assessment Criteria: Combat Activities (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the contest. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the contest.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the contest and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the contest.</li> <li>• There is an attempt to select and apply advanced techniques in the contest and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.</li> </ul>

## **Dance Activities (A2)**

### **Various Styles (A2)**

The candidate is assessed on their ability to choreograph and perform a formal solo dance with the use of music as a sound stimulus lasting a maximum of four minutes.

The following regulations apply:

- no floor size requirement
- choreography and performance of a solo dance sequence of a maximum of 4 minutes
- use of music or sound stimulus
- the candidate will produce a written programme prior to assessment and moderation

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

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

### **Form**

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

### **Consistency**

the continuity/flow of the sequence

the aesthetic quality

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

### **Control**

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

These assessment phases are used in conjunction with the following assessment criteria for the formal choreographed solo dance.

**Assessment Criteria: Dance (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite performance pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of sequence composition and choreography.</li> <li>• Performances in the formal performance situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the dance. Under performance pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful sequence compositional and choreographic strategies.</li> <li>• Performances in the formal performance situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the dance.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the dance and under performance pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound sequence compositional and choreographic strategies to show an understanding of the performance requirements.</li> <li>• Performances in the formal performance situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/ Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the dance.</li> <li>• There is an attempt to select and apply advanced techniques in the dance and under performance pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies.</li> <li>• Performances in the formal performance situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal performance situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate dances occasionally in a team.</li> </ul>

## Game Activities (A2)

### Invasion Games (A2)

Association Football	Lacrosse
Basketball	Netball
Field Hockey	Rugby League
Goalball	Rugby Union
Handball	Water Polo
In-Line Hockey	

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- techniques
- tactical awareness
- behaviour

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

- preparation
- execution
- recovery
- results
- overall efficiency

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

**Assessment Criteria: Invasion Games (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the game. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the game.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the game and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the game.</li> <li>• There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.</li> </ul>

## **Net/Wall Games (A2)**

**Badminton**  
**Squash**  
**Table Tennis**  
**Tennis**  
**Volleyball**

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- attacking play
- defensive play

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

- preparation
- execution
- recovery
- results
- overall efficiency

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



**Assessment Criteria: Net/Wall Games (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the game. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the game.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the game and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the game.</li> <li>• There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.</li> </ul>

## **Striking/Fielding Games (A2)**

**Baseball**  
**Cricket**  
**Rounders**  
**Softball**

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- batting or bowling
- fielding

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

- preparation
- execution
- recovery
- results
- overall efficiency

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

**Assessment Criteria: Striking/Fielding Game (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the game. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the game.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the game and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the game.</li> <li>• There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.</li> </ul>

**Target Activities (A2)**

**Archery**  
**Flat Green Bowling**  
**Golf**

**Archery (A2)**

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- bow selection and distance
- bow action and target accuracy

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

- preparation
- execution
- recovery
- results
- overall efficiency

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

**Guideline Score Chart**

Using a recurve bow and sight (well set up).

Indoor Fiza 18 (Distance 18 m – target size 40 cm).

6 sighters (practice) 60 arrows (12 x 5) shot in groups of 3.

Score	Points
30	550
29	530
28	510
27	490
26	470
25	450
24	440
23	430
22	420
21	410
20	400
19	390
18	380
17	370
16	360

Score	Points
15	350
14	340
13	330
12	320
11	310
10	300
9	290
8	280
7	270
6	260
5	250
4	200
3	150
2	100
1	50

## **Flat Green Bowling (A2)**

### **SAFETY**

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- Bowling action
- Target accuracy

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

- preparation
- execution
- results
- overall efficiency

These assessment phases are used in conjunction with the following assessment criteria for the formal competitive situation.

## **Golf (A2)**

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- club selection and distance
- stroke action and target accuracy

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

- preparation
- execution
- recovery
- results
- overall efficiency

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

**Assessment Criteria: Target Games (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the game. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the game.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the game and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the game.</li> <li>• There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.</li> </ul>

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## **Gymnastic Activities (A2)**

**Gymnastics**  
**Individual Ice (figure) Skating**  
**Rhythmic Gymnastics**  
**Trampolining**

### **Gymnastics (A2)**

The candidate is assessed selecting and applying acquired and developed skills in a formal agility sequence. The following regulations apply:

- agility sequence 10 m x 10 m minimum
- no other equipment may be used
- a supporter may stand in but assistance will detract from the mark awarded
- the candidate must produce a written sequence schedule prior to assessment and moderation
- music may be used
- the formal agility sequence should include a minimum of:
  - three rolls from forward (for example, tuck, pike, straddle), backward (for example, tuck, pike, straddle)
  - three balances from shoulder, arabesque, lunge, handstand, headstand
  - three jumps from tuck, star, piked, straddle, half turn, full turn
  - three agilities from cartwheel, round-off, handspring, backflip, somersault
  - and a minimum of two linking movements.

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

#### **SHAPE**

- aesthetic quality
- consistency
- control
- overall efficiency

#### **FORM**

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

#### **CONSISTENCY**

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

#### **CONTROL**

- success in both the individual elements and the sequence as a whole
- these assessment phases are used in conjunction with the following assessment criteria for the formal agility sequence



### **Individual Ice (figure) Skating (A2)**

The candidate is assessed selecting and applying acquired and developed skills in a formal sequence. The routine should last approximately 3 minutes.

The following regulations apply:

- The candidate **must** produce a written sequence schedule prior to assessment and moderation.
- Music may be used.
- All elements in the sequence should be linked by connecting steps and movements.
- In addition to the AS criteria, the routine should include a minimum from the requirements (in brackets) from the following list:

#### **1. Step Sequence (One Step Sequence)**

- Perimeter stroking forwards clockwise and counter-clockwise
- Figure 8 backward crossovers, clockwise and counter-clockwise
- Perimeter power crossover stroking
- Straight line step sequence
- Forward drag

#### **2. Spins and Spirals (Two Spins & Spiral, fully using the ice surface)**

- Upright or cross-toe spin
- Split spin
- Camel spin
- Forward spiral
- Backward spiral

#### **3. Jumps (Three Jumps)**

- Salchow
- Toe loop
- Flip
- Lutz
- Axel Paulsen
- Split-jump
- Loop/loop combination

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

#### **SHAPE**

- Aesthetic quality
- Consistency
- Control
- Overall efficiency

#### **FORM**

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

#### **CONSISTENCY**

- Continuity/flow of the sequence
- Aesthetic quality
- Quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness

#### **CONTROL**

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

## Rhythmic Gymnastics (A2)

The candidate is assessed selecting and performing acquired and developed skills in a formal agility sequence.

The following regulations apply:

- Agility square 10m x 10m minimum
- Selection of one piece of apparatus from ribbon, hoop, ball, clubs or rope
- The candidate must produce a written sequence schedule prior to assessment and moderation
- Music may be used. Can be a full orchestral but must have no vocal accompaniment
- A sequence should be 1 minute 15 seconds – 1 minute 30 seconds in length

The sequence should include:

- Leaps (e.g. split, fish, stag, cabriole, cossack, side)
- Balances (e.g. passe, attitude, arabesque, side, front)
- Pivots (e.g. passe, attitude, arabesque, fondu, high leg)
- Flexibility skills (e.g. flexion, cobra, pull-up, illusion)

Skills to be included in the sequence could include moves from the British Gymnastics proficiency awards for hand held apparatus.

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

### SHAPE

- Aesthetic quality
- Consistency
- Control
- Overall efficiency

### FORM

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

### CONSISTENCY

- Continuity/flow of the sequence
- Aesthetic quality
- Quality of the individual elements of the overall sequence in relation to amplitude, timing and spatial awareness

### CONTROL

- Success in both the individual elements of the sequence as a whole

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

**Assessment Criteria: Gymnastics, Individual Ice (figure) Skating, Rhythmic Gymnastics (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the sequence. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful compositional and choreographic strategies.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the sequence.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the sequence and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound compositional and choreographic strategies to show an understanding of the performance requirements.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/ Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the sequence.</li> <li>• There is an attempt to select and apply advanced techniques in the sequence and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li> </ul>

## Trampolining (A2)

The candidate is assessed on the ability to perform a ten contact formalised sequence. The following regulations apply:

- a standard size trampoline is required
- spotters may stand in, but assistance detracts from the mark awarded
- the candidate must produce a written schedule prior to assessment and moderation

The formalised sequence should be made up from the elements identified below with at least one from each section:

- Jumps                    straight 180° twist  
                              tuck  
                              pike  
                              straddle
- Twists                    drop half twist to feet (2 contacts)  
                              swivel hips (3 contacts)  
                              roller (3 contacts)
- Drops                    seat (2 contacts)  
                              front (2 contacts)  
                              back (2 contacts)
- Somersaults            front (tucked)  
                              front (open)  
                              back (tucked)  
                              back (open)  
                              barani

Suggested sequences:    For moderate candidates

1. half twist
2. piked straddle jump
3. half twist to seat drop
4. half twist to seat drop
5. tucked jump
6. back drop
7. half twist to feet
8. back drop
9. front drop
10. to feet

For very able candidates

1. back somersault
2. piked straddle jump
3. east drop
4. half twist to seat drop
5. half twist to feet
6. back drop
7. half twist to back drop
8. half twist to feet
9. tuck jump
10. somersault (tucked)

Candidates of a lesser ability will plan and perform sequences with easier movements. More able candidates will be expected to perform more linked and technically more difficult movements.

Any free bounces will count in the 10 contacts. The first 10 contacts count for assessment. The level of success of the acquired and developed skill is measured through the movement phases, identified below:

- Shape                    aesthetic quality  
                              consistency in height and centring  
                              control in production of early movement  
                              overall efficiency
- Form                    the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations
- Consistency            continuity/flow of the sequence  
                              aesthetic quality  
                              quality of the individual elements and the overall sequence in relation to amplitude, timing and spatial awareness
- Control                    success in both the individual elements and the sequence as a whole

These assessment phases are used in conjunction with the following assessment criteria for the ten contact formalised sequence.

**Assessment Criteria: Trampolining (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of sequence composition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the sequence. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful sequence compositional strategies.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the sequence.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the sequence and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound sequence compositional strategies to show an understanding of the performance requirements.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the sequence.</li> <li>• There is an attempt to select and apply advanced techniques in the sequence and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a perception of the requirements of performance and is able to introduce and use a satisfactory compositional strategy.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some compositional strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency thus limiting the degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate trampolines occasionally in a team.</li> </ul>

**Outdoor and Adventurous Activities (A2)**

- Canoeing**
- Horse Riding (Dressage)**
- Horse Riding (Cross-country)**
- Horse Riding (Show Jumping)**
- Horse Riding (Three-Day Eventing)**
- Mountain Biking**
- Mountain/Hill Walking with Hostelling or Campcraft**
- Orienteering**
- Rock Climbing**
- Rowing and Sculling**
- Sailing**
- Skiing**
- Snow Boarding**
- Windsurfing**

**Canoeing (A2)**

The candidate is assessed in the selection and application of the acquired and developed skills, tactical awareness and behaviour whilst planning and taking part in physically and technically demanding 2 day expedition. This should take place on water that presents an appropriate challenge and allows candidates to fulfil the assessment phases.

The following regulations apply:

- the appropriate safety procedures must be applied
- the candidate maintains a detailed log book which covers both the planning and preparation for the expedition as well as the expedition itself
- this log must be available at moderation

The log should contain:

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

The route should be unfamiliar to the candidate and include wild water of grade 2–3 or sheltered coastal waters.

The expedition should include 5 hours of paddling each day.

The group size should be a minimum of 3 and maximum of 5.

Each candidate must wear, and the boat must be fitted with, appropriate safety equipment.

During the expedition the candidate is expected to exhibit an understanding of the spirit and contents of the water code.

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

The level of success of the expedition skills is measured through the phases identified below:

- the range and quality of the candidates canoeing skills
- navigation using maps/guides

- planning the route and the appropriate selection of the need for portage
- organisation and the use of equipment
- application of safety principles, conservation practices and respect for others

These assessment phases are used in conjunction with the following assessment criteria for the formal expedition.

**Assessment Criteria: Canoeing (A2)**

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



## **Horse Riding (Dressage) (A2)**

The candidate is assessed in the selection and application of the acquired and developed skills, tactical awareness and behaviour whilst planning and taking part in a physically and technically demanding equestrian Dressage test.

The following regulations will apply:

- rules and guidelines will be followed as laid down by British Dressage
- appropriate safety procedures will be applied
- the candidate must maintain a log which covers both the planning and performance of the test. The log **must** be available for moderation

The log should contain:

- details of personal equipment for the test and the reasons for taking it
- details of the horse's equipment and the reasons for its use
- discussion of safety principles applied
- identification of the code of ethics to be followed
- detailed test planning together with relevant safety measures
- evaluative comments in regard to the test

## **Horse Riding Test**

The candidate and the horse must have appropriate safety equipment. Whilst taking part in the test the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code. The level of the test should be a British Dressage Novice test such as, 31, 32, 33, 35 or 36, or a British Dressage Elementary test such as 41, 44, 45, or 46. This should take place in a formal competitive situation which presents an appropriate challenge and allows candidates to fulfil the assessment phases. The arena should be of relevant size.

## **Assessment**

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

- demonstration of appropriate riding techniques to accommodate the horse's temperament/strengths/weaknesses
- accuracy of movements identified in the Dressage test
- hand and leg position
- body position/seat/posture
- skill action/balance/timing
- control/recovery/correction
- effectiveness/accuracy
- organisational use of equipment
- application of safety principles
- respect for horse and others

These assessment phases are used in conjunction with the following assessment criteria for the formal competitive situation.

### **Horse Riding (Cross-Country) (A2)**

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

The following regulations will apply:

- rules and guidelines will be followed as laid down by the British Horse Society
- appropriate safety procedures will be applied
- the candidate must maintain a log which covers both the planning of the course and performance on the course. The log **must** be available for moderation

The log should contain:

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

### **Cross-country Course (A2)**

The course should be unfamiliar to the candidate and include 10 to 18 jumps (efforts) or various difficulties measuring 3 ft (0.914 metres). The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

### **Assessment**

Assessment is based on performance in a formal competitive riding situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. Assessment will be carried out by the candidate's coach in association with the teacher responsible for A2 Physical Education.

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

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

These assessment phases are used in conjunction with the following assessment criteria for the formal competitive situations. The candidate is assessed out of a maximum of 30 marks.

### **Horse Riding (Show Jumping) (A2)**

The candidate is assessed in the selection and application of acquired and developed skills, whilst planning for and taking part in a physically and technically demanding equestrian show jumping course. This should take place in a competitive formal situation which allows candidates to fulfil the assessment phases.

The following regulations will apply:

- rules and guidelines will be followed as laid down by the British Show Jumping Association
- appropriate safety procedures must be applied
- the candidate must maintain a log as detailed below which **must** be available for moderation

The log should contain:

- details of personal equipment for the course and the reasons for taking it
- details of the horse's equipment and the reasons for its use
- discussion of safety principles applied
- details of preparation, training, and warm up procedures prior to jumping the course

### **Horse Riding Course**

The course should be unfamiliar to the candidate and include 10 to 18 jumps (efforts) of various difficulties measuring 3 ft 3 ins (1 metre) which is British Show Jumping Association Discovery level.

The candidate will be expected to walk the course prior to jumping it, demonstrating an understanding of striding patterns and appropriate jumping lines.

After completing this course the candidate will be expected to complete a jump off course in a safe and effective manner. This course will not be identified until the main course has been completed. The candidate will not have the opportunity to walk this course and should be able to justify the route they choose to take.

### **Assessment**

Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. Assessment will be carried out by the candidates' coach in association with the teacher responsible for A Level Physical Education.

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

- demonstration of appropriate riding techniques to accommodate the horse's temperament/strengths/weaknesses
- hand and leg position
- body position/seat/posture
- skill action/balance/timing
- control/recovery/correction
- effectiveness/correctness of aids
- organisational use of equipment
- application of safety principles
- respect for horse and others

### **Horse Riding (Three-Day Eventing) (A2)**

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

The following regulations will apply:

- rules and guidelines will be followed as laid down by British Eventing
- appropriate safety procedures must be applied
- the candidate must maintain a log which covers both the planning of the 2 courses and the dressage test and the candidate's performance in all three sections. The log **must** be available for moderation

The log should contain:

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

### **Cross-country Course**

The course should be unfamiliar to the candidate and include 10 to 18 jumps (efforts) of various difficulties measuring 3 ft 3 ins (1 metre). The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

### **Show Jumping Course**

The course should be unfamiliar to the candidate and include 8 to 10 jumps (efforts) of various difficulties measuring 3 ft 3 ins (1 metre) which is British Show Jumping Association Discovery level. The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code.

### **Dressage Test**

The candidate and the horse must have appropriate safety equipment. During the course the candidate will be expected to exhibit an understanding of the spirit and contents of the riding code. The candidate should ride a British Eventing Pre-Novice dressage test such as 110, 111, or 112. The arena should be of relevant size.

### **Assessment**

Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. Assessment will be carried out by the candidate's coach in association with the teacher responsible for A2 Physical Education.

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

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

These assessment phases are used in conjunction with the following assessment criteria for the formal competitive situations. The candidate is assessed out of a maximum of 30 marks.

**Assessment Criteria: Horse Riding (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of safety techniques.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound safety techniques.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the course.</li> <li>• There is an attempt to select and apply advanced techniques in the course and under competitive pressure accuracy, control and fluency is usually achieved.</li> <li>• The candidate has a perception of the requirements of performance and is able to introduce and use safety techniques at a satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some safety techniques with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident.</li> </ul>

## **Mountain Biking (A2)**

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

The following regulations will apply:

- the appropriate safety procedures must be applied
- the candidate maintains a detailed log book, which covers both the planning and preparation for the expedition as well as the expedition itself. This log must be available at moderation

The log should contain:

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

## **EXPEDITION**

The route should be unfamiliar to the candidate and include various levels of off-road difficulty or gradients. The expedition should include a full day of cycling. The expedition should include at least 6 hours of cycling. The group size should be a minimum of 3 and a maximum of 5. Each candidate must wear appropriate clothing and the bike must be in a top technical condition and fitted with appropriate safety equipment. During the expedition the candidate will be expected to exhibit an understanding of the spirit and contents of the country code as it applies to mountain biking.

Assessment is based on performance in a formal expedition where the candidates perform the acquired and developed skills under pressure in a strategic situation over an extended period. The level of success of the expedition skills is measured through the phases identified below:

- the range and quality of the candidates biking skills; – i.e. up-hill/down-hill technique, gearing, control over a range of terrains etc.
- navigation using maps/guides
- planning the route and appropriate selection of the need for carrying
- organisation and the use of equipment
- application of safety principles, conservation practices and respect for others

These assessment phases are used in conjunction with the following assessment criteria for the formal expedition. The candidate is assessed out of a maximum of 30 marks.

**Assessment Criteria: Mountain Biking (A2)**

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

### **Mountain/Hill Walking with Hostelling or Campcraft (A2)**

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour whilst planning and taking part in a physically and technically demanding 4 day walking expedition, with 3 nights spent hostelling or camping, in unknown, open or wild country remote from habitation.

The following regulations apply:

- the appropriate safety procedures must be applied with 3 nights hostelling or camping
- the candidate maintains a detailed log book which covers both the planning and preparation for the expedition and the expedition itself. This log must be available at moderation

The log should contain:

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

### **Expedition**

The candidate takes part in a physically and technically demanding 4 day walking expedition in unknown open or wild country remote from habitation. The use of the roads is limited to that necessary to move between the areas of open country.

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

Part of the planning process is to investigate and establish overnight stops. This could involve camping, bivouacking, barn stay etc.

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

The group size should be a minimum of 5 and a maximum of 7. Due account should be taken of seasonal conditions and, unless candidates have had considerable experience of high level summit ridges, these should be avoided. Expeditions should not take place in winter conditions. During the expedition the candidate is expected to exhibit an understanding of the spirit and content of both the country and mountain codes.

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

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



The level of success of the expedition skills is measured through the phases identified below:

- use and interpretation of maps and their symbols
- navigation using map and compass
- planning the route
- hill walking skills
- organisation and use of equipment
- application of safety principles, conservation practices and respect for others

These assessment phases are used in conjunction with the following assessment criteria for the formal expedition.

**Assessment Criteria: Mountain/Hill Walking with Hostelling or Campcraft (A2)**

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

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## **Orienteering (A2)**

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour whilst planning and taking part in a physically and technically demanding two-day course at a recognised orienteering centre. The type of terrain must allow candidates to fulfil the assessment phases.

The following regulations apply:

- the appropriate safety procedures must be applied
- the candidate maintains a logbook/portfolio which covers the planning, training and preparation'
- planning and preparation for the course as well as the course itself
- the log/portfolio must be available for moderation

The log should contain:

- details of personal equipment for the course and the reasons for taking it
- training diary
- selection of course maps/route cards
- details of nutritional planning
- identification of navigation techniques
- race analysis and evaluation

## **Assessment**

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

- use and interpretation of maps and their symbols
- navigation using map and compass
- planning the route
- orienteering skills
- application of safety principles and respect for others

**Assessment Criteria: Orienteering (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performance in the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use safety techniques.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the course.</li> <li>• There is an attempt to select and apply advanced techniques in the course and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a perception of the requirements of performance and is able to introduce and use safety techniques at a satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some safety techniques with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident.</li> </ul>

## Rock Climbing (A2)

The candidate is assessed in the selection and application of the acquired and developed skills, tactical awareness and behaviour whilst planning and taking parting a physically and technically demanding three day climbing expedition at a suitable outdoor venue.

The following regulations will apply:

- appropriate safety procedures must be applied
- the candidate maintains a log which covers both the planning of the expedition and the expeditions itself. The log must be available for moderation

The log should contain:

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

The expeditions should include at least four hours climbing each day.

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

## Assessment

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

the range and quality of the candidates climbing skills  
route finding using guide books  
safe preparation of equipment – harness checks, maintenance and regular checking of gear racks, ropes and other safety equipment  
organisation and use of equipment  
application of safety principles, conservation practices and respect for others

The assessment phases are used in conjunction with the following assessment criteria for the formal expedition.

**Assessment Criteria: Rock Climbing (A2)**

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

## **Rowing and Sculling (A2)**

The candidate is assessed performing either rowing or sculling.

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations.

The appropriate safety procedures must be applied.

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

- **Rowing**
  - Leg position/action
  - Body position/action
  - Arm position/action
  - Posture
  - Overall efficiency
  
- **Sculling**
  - Leg position/action
  - Body position/action
  - Arm position/action
  - Posture
  - Overall efficiency

The candidate may be assessed on either:

### **Sprint Events**

Shorter distance sprint events – 2000 metres (usually situated on a course with lanes).

Or

### **'Head race' Events**

Longer distance 'Head race' events – 2500 to 6000 metres.

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



**Assessment Criteria: Rowing and Sculling (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/county representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate is occasionally in a team.</li> </ul>

## **Sailing (A2)**

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour whilst planning and taking part in a physically and technically demanding 3 day course at a recognised sailing centre. Sailing must be undertaken in a variety of weather/wind conditions. The water conditions available must allow the candidate to fulfil the assessment phases. Each candidate must wear, and the boat be fitted with, the appropriate safety equipment.

The following regulations apply:

- candidates should demonstrate their ability to helm and crew in a variety of weather conditions over three days in on-shore and off-shore wind conditions and race conditions
- the appropriate safety procedures must be applied
- the candidate maintains a detailed log book which covers both the planning and preparation for the course as well as the course itself. This log must be available at moderation

The log should contain:

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

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

- organisation and use of equipment
- rigging the boat
- demonstration of appropriate techniques whilst performing a range of manoeuvres
- knowledge of health and safety (including distress signals), local bylaws
- application of knowledge of where to sail
- application of understanding of the spirit and content of 'the rules of the road and the ethics of sailing'

These assessment phases are used in conjunction with the following assessment criteria for the formal 3 day course.

**Assessment Criteria: Sailing (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the course.</li> <li>• There is an attempt to select and apply advanced techniques in the course and under competitive pressure accuracy, control and fluency is usually achieved.</li> <li>• The candidate has a perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate sails occasionally in a team.</li> </ul>

## **Skiing (A2)**

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

The following regulations apply:

- the appropriate safety procedures must be applied
- the candidate maintains a detailed logbook which covers both the planning and preparation for the course as well as the course itself. The log must be available at moderation

The log should contain:

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

The course should include at least four hours skiing a day.

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

- safe preparation of equipment – binding checks, and general maintenance of skis
- demonstration of appropriate techniques whilst performing a range of parallel arcs/turns which suit the challenges of the slopes
- use of a piste map to plan and navigate routes which take the group on the most appropriate runs
- ability to assemble and carry a suitable first aid/group support rucksack
- application of safety principles, conservation practices and respect for others

These assessment phases are used in conjunction with the following assessment criteria for the three day course.

**Assessment Criteria: Skiing (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the course.</li> <li>• There is an attempt to select and apply advanced techniques in the course and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident.</li> </ul>

## **Snow Boarding (A2)**

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

The following regulations apply:

- the appropriate safety procedures must be applied
- the candidate maintains a detailed logbook which covers both the planning and preparation for the course as well as the course itself. The log must be available at moderation

The log should contain:

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

The course should include at least four hours snow boarding a day.

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

- safe preparation of equipment – binding checks
- demonstration of appropriate techniques whilst performing which suit the challenges of the slopes
- use of a piste map to plan and navigate routes which take the group on the most appropriate runs
- ability to assemble and carry a suitable first aid/group support rucksack
- application of safety principles, conservation practices and respect for others

These assessment phases are used in conjunction with the following assessment criteria for the three day course.

**Assessment Criteria: Snow Boarding (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the course.</li> <li>• There is an attempt to select and apply advanced techniques in the course and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident.</li> </ul>

## Windsurfing (A2)

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour whilst planning and taking part in a physically and demanding three-day course at a recognised windsurfing centre. Windsurfing must be undertaken in a variety of weather/wind conditions. The water conditions must enable the candidate to fulfil the assessment phases. Each candidate must wear, and the board be fitted with, the appropriate safety equipment. The following regulations apply:

- the appropriate safety procedures must be applied
- the candidate maintains a detailed log book which covers both the planning and preparation of the course as well as of the course itself. This log **must** be available for moderation

The log must contain:

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

Assessment is based on performance in a formal three-day course where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the course skill is measured through the phases identified below.

- organisation and use of equipment
- rigging the board
- demonstration of appropriate techniques whilst performing a range of manoeuvres
- knowledge of health and safety (including distress signals), local bylaws
- application of knowledge of where to sail
- application of understanding of the spirit and content of 'the rules of the road and the ethics of windsurfing'

These assessment phases are used in conjunction with the following assessment criteria for the formal 3-day course.



**Assessment Criteria: Windsurfing (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in the course. Under pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the course.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the course and under pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use sound survival and safety techniques.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the course.</li> <li>• There is an attempt to select and apply advanced techniques in the course and under competitive pressure accuracy, control and fluency is usually achieved.</li> <li>• The candidate has a perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate sails occasionally in a team.</li> </ul>

## Swimming Activities (A2)

**Competitive swimming**  
**Life Saving**  
**Personal Survival**

### Competitive swimming (A2)

The candidate is assessed in two strokes from:

- front crawl
- back stroke
- breast stroke
- butterfly

The candidate's assessed strokes must be clearly indicated on the Assessment Sheet.

There are two parts to the assessment:

- (a) Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skill under pressure in a strategic situation.

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

- body position
- leg action
- arm action
- breathing
- overall efficiency

These assessment phases are used in conjunction with the assessment criteria, on p147.

- (b) Assessment is based on the performance as measured against the performance assessment tables in Appendix A.

Each stroke is marked out of a total of 90 raw marks, calculated as follows:  
critical assessment mark (out of 30) + performance assessment mark (out of 60) = mark for each stroke.

The total mark for swimming is then calculated as follows:

$$\frac{\text{Mark for Stroke 1} + \text{Mark for Stroke 2}}{6} = \text{TOTAL MARK FOR SWIMMING}$$

**Assessment Criteria: Swimming – Competitive Swimming (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of tactics to outwit the opposition.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate swims occasionally in a team.</li> </ul>

## Life Saving (A2)

The candidate is assessed selecting and performing the following acquired and developed skills:

### 1. Cardio Pulmonary Resuscitation (CPR)

- (a) Perform emergency resuscitation techniques on a casualty who is not breathing and shows no sign of circulation.
- (b) Demonstrate competence in:
  - (i) the technique for turning a face down casualty into a face up position;
  - (ii) the techniques for determining signs of circulation in adults, young children and babies;
  - (iii) the technique for managing a casualty who is vomiting;
  - (iv) the technique used to place a casualty in the recovery position.
- (c) Demonstrate competence in the application of single CPR on a range of approved manikins.

### 2. The following water rescue skills

- (a) Practical rescue – immediate response  
Demonstrate a rescue using the principles of reaching, throwing or wading during a simulated incident.
- (b) Contact rescue – deep water  
Demonstrate a contact rescue of a casualty in deep water over a short distance (minimum of 5 metres).
- (c) Deep water recovery (minimum depth of 1.5 metres)  
Demonstrate the rescue and recovery of a casualty who is lying on the bottom of the deepest part of the pool.
- (d) Timed swim rescue – conscious casualty (Under 65 seconds)  
Demonstrate personal fitness through performing the rapid rescue, over a distance, of a conscious casualty who is in deep water. (Swim 20 metres, Tow 20 metres).
- (e) Timed swim rescue – unconscious casualty (Under 45 seconds)  
Demonstrate personal fitness through performing the rapid rescue, over a distance, of an unconscious casualty who is in deep water. (Swim 20 metres, Tow 10 metres).

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

- Assessment of the situation
- Preparation for the rescue
- Recovery of the casualty
- Landing of the casualty
- Treatment of the casualty

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

**Assessment Criteria: Swimming – Life Saving (A2)**

Marks	Description
25–30	<ul style="list-style-type: none"> <li>• Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.</li> <li>• There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.</li> <li>• The candidate introduces strategies at a high level and demonstrates an understanding of tactics.</li> <li>• Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour is evident combined with flair.</li> </ul>
19–24	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production.</li> <li>• There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good.</li> <li>• The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully.</li> <li>• Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour is evident combined with flair.</li> </ul>
13–18	<ul style="list-style-type: none"> <li>• Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events.</li> <li>• There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable.</li> <li>• The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements.</li> <li>• Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour is evident combined with some flair.</li> </ul>
7–12	<ul style="list-style-type: none"> <li>• Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events.</li> <li>• There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved.</li> <li>• The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level.</li> <li>• Performances in the formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour is evident combined with a little flair.</li> </ul>
0–6	<ul style="list-style-type: none"> <li>• Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance.</li> <li>• There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency.</li> <li>• The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance.</li> <li>• Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour is evident.</li> </ul>

## **Personal Survival (A2)**

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

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

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

1. Perform a straddle entry from the poolside.
2. Swim 100 metres in less than 2½ minutes
3. Remove footwear and tread water for 2 minutes; simulating cramp in one leg, massage the affected leg with a free hand.
4. Tread water for 5 minutes.
5. Swim 500 metres in less than 15 minutes.
6. Tread water for 2 minutes waving one arm above the water to attract attention.
7. Find a floating object and then remove an article of clothing.
8. Swim with the floating object for 100 metres, resting twice in the H.E.L.P. position for 2 minutes each time.
9. Climb out of the pool in deep water without assistance.

This must be performed in deep water whilst wearing the following clothing: t-shirt or vest, long-sleeved fully buttoned shirt or blouse, long sleeved jumper or sweatshirt, long loose fitting trousers (not jeans), socks and plimsolls or suitable alternative footwear.

## **ASSESSMENT**

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

The candidate is assessed out of a maximum of 30 marks

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

**Assessment Criteria: Swimming – Personal Survival (A2)**

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

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Activity Category	Activity	Activity Codes	
Athletic Activities	Cross Country Running	Cc	
	Track and Field Activities	Ath	
	Track Cycling	TC	
	Triathlon	Tri	
Fitness Activities	Weight Training (AS)	Wt	
	Olympic Weight Lifting (A2)	OWL	
Combat Activities	Judo	Ju	
	Karate (non-contact)	Ka	
Dance Activities	Various Styles	Da	
Invasion Games	Association Football	AF	
	Basketball	Bas	
	Field Hockey	Ho	
	Goalball	Goa	
	Handball	Ha	
	In-Line Hockey	ILH	
	Lacrosse	La	
	Netball	Ne	
	Rugby League	RL	
	Rugby Union	RU	
	Water Polo	Wp	
	Net/Wall Games	Badminton	Bad
		Squash	Sq
Table Tennis		TT	
Tennis		Te	
Volleyball		Vo	
Striking/Fielding Games	Baseball	Bb	
	Cricket	Cri	
	Rounders	Ro	
	Softball	So	
Target Activities	Archery	Ar	
	Flat Green Bowling	Bo	
	Golf	Go	
Gymnastic Activities	Gymnastics	AG	
	Individual Ice (figure) Skating	FS	
	Rhythmic Gymnastics	RG	
	Trampolining	Tr	
Outdoor/Adventurous	Canoeing	Ca	
	Horse Riding (dressage/cross-country/ show jumping/three-day eventing)	HR	
	Mountain Biking	MB	
	Mountain/Hill Walking with Campcraft or Hostelling	Hw	
	Orienteering	Or	
	Rock Climbing	Rc	
	Rowing and Sculling	Row	
	Sailing	Sa	
	Skiing	Sk	
	Snowboarding	Sb	
Windsurfing	Ws		
Swimming Activities	Competitive Swimming	Sw	
	Life Saving	LS	
	Personal Survival	PS	

Marks and codes for assessed practical activities and evaluation and appreciation should be entered onto the Final Practical Activity Assessment Form and despatched to CIE, together with video evidence, copies of individual activity sheets and 2 copies of the MS1 by 15 October.

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



**CIE Contacts**

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Appendix A  
PERFORMANCE ASSESSMENT TABLES

PERFORMANCE ASSESSMENT TABLES – ATHLETICS – FEMALE CANDIDATES

	100M (s)	200M (s)	400M (s)	800M (min.s)	1500M (min.s)	3000M (min.s)	110H (s)	400H (s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	4kg SHOT (M)	1kg DISCUS (M)	600gm JAVELIN (M)	4kg HAMMER (M)	WALK 5000M (min.s)	WALK 3000M min.s)
60	12.90	26.4	61.5	2.25	5.00	10.48	16.3	68.7	1.57	4.85	9.40	2.51	9.10	30.00	33.00	32.00	30.29	18.20
59	12.95	26.6	62.9	2.26	5.02	10.54	16.4	69.1	1.56	4.82	9.35	2.49	9.01	29.71	32.00	31.67	30.45	18.29
58	13.00	26.8	63.3	2.27	5.04	11.00	16.5	69.5	1.55	4.79	9.30	2.47	8.92	29.42	32.38	31.34	31.02	18.38
57	13.05	27.0	63.7	2.28	5.06	11.06	16.6	69.9	1.54	4.76	9.25	2.45	8.83	29.13	32.04	31.01	31.18	18.47
56	13.10	27.2	64.1	2.29	5.08	11.12	16.7	70.3	1.53	4.73	9.20	2.43	8.74	28.84	31.72	30.68	31.35	18.56
55	13.15	27.4	64.5	2.30	5.10	11.18	16.8	70.7	1.52	4.70	9.15	2.41	8.65	28.55	31.40	30.35	31.51	19.05
54	13.20	27.6	64.9	2.31	5.12	11.24	16.9	71.1	1.51	4.66	9.10	2.39	8.56	28.26	31.08	30.02	32.08	19.14
53	13.25	27.8	65.3	2.32	5.14	11.30	17.0	71.5	1.50	4.62	9.05	2.37	8.47	27.97	30.76	29.69	32.34	19.23
52	13.30	28.0	65.7	2.33	5.16	11.36	17.1	71.9	1.49	4.58	9.00	2.35	8.38	27.68	30.44	29.36	32.51	19.32
51	13.35	28.2	66.1	2.34	5.18	11.42	17.2	72.3	1.48	4.54	8.95	2.33	8.29	27.39	30.12	29.03	33.07	19.41
50	13.40	28.4	66.5	2.35	5.20	11.48	17.3	72.7	1.47	4.50	8.90	2.31	8.20	27.10	29.80	28.70	33.24	19.50
49	13.45	28.6	66.9	2.36	5.22	11.54	17.4	73.1	1.46	4.46	8.85	2.29	8.11	26.81	29.48	28.37	33.40	19.59
48	13.50	28.8	67.3	2.37	5.24	12.00	17.5	73.5	1.45	4.42	8.80	2.27	8.02	26.52	29.16	28.04	33.57	20.08
47	13.55	29.0	67.7	2.38	5.26	12.06	17.6	73.9	1.44	4.38	8.75	2.25	7.93	26.23	28.84	27.71	34.13	20.13
46	13.60	29.2	68.1	2.39	5.28	12.12	17.7	74.3	1.43	4.34	8.70	2.23	7.84	25.94	28.52	27.38	34.30	20.26
45	13.65	29.4	68.5	2.40	5.30	12.18	17.8	74.7	1.42	4.30	8.65	2.21	7.75	25.65	28.20	27.05	34.46	20.35
44	13.70	29.6	68.9	2.41	5.32	12.24	17.9	75.1	1.41	4.26	8.60	2.19	7.66	25.36	27.88	26.72	35.03	20.44
43	13.75	29.8	69.3	2.42	5.34	12.30	18.0	75.5	1.40	4.22	8.55	2.17	7.57	25.07	27.56	26.39	35.19	20.53
42	13.80	30.0	69.7	2.43	5.36	12.36	18.1	75.9	1.39	4.18	8.50	2.15	7.48	24.78	27.24	26.06	35.36	21.02
41	13.85	30.2	70.1	2.44	5.38	12.42	18.2	76.3	1.38	4.14	8.45	2.13	7.39	24.49	26.92	25.73	35.52	21.11
40	13.90	30.4	70.5	2.45	5.40	12.48	18.3	76.7	1.37	4.10	8.40	2.11	7.30	24.20	26.60	25.40	36.09	21.20
39	13.95	30.6	70.9	2.46	5.42	12.54	18.4	77.1	1.36	4.60	8.35	2.09	7.22	23.91	26.28	24.07	36.25	21.29
38	14.00	30.8	71.3	2.47	5.44	13.00	18.5	77.5	1.35	4.20	8.30	2.07	7.14	23.62	25.96	24.74	36.42	21.38
37	14.05	31.0	71.7	2.48	5.46	13.06	18.6	77.9	1.34	3.98	8.25	2.05	7.06	23.33	25.64	24.41	36.58	21.47
36	14.10	31.2	72.1	2.49	5.48	13.12	18.7	78.3	1.33	9.94	8.20	2.03	6.98	23.04	25.32	24.08	37.15	21.56
35	14.15	31.4	72.5	2.50	5.50	13.18	18.8	78.7	1.32	3.90	8.15	2.01	6.90	22.75	25.00	23.75	37.31	22.05
34	14.20	31.6	72.9	2.51	5.52	13.24	18.9	79.1	1.31	3.86	8.10	1.99	6.82	22.46	24.68	23.42	37.48	22.14
33	14.25	31.8	73.3	2.52	5.54	13.30	19.0	79.5	1.30	3.82	8.05	1.97	6.74	22.17	24.36	23.09	38.04	22.23
32	14.30	32.0	73.7	2.53	5.56	13.36	19.1	79.9	1.29	3.78	8.00	1.95	6.66	21.88	24.04	22.76	38.21	22.32
31	14.35	32.2	74.1	2.54	5.58	13.42	19.2	80.3	1.28	3.74	7.95	1.93	6.58	21.59	23.72	22.43	38.37	22.41
30	14.40	32.4	74.5	2.55	6.00	13.48	19.3	80.7	1.27	3.70	7.90	1.91	6.50	21.30	23.40	22.10	38.54	22.50
29	14.45	32.6	74.9	2.56	6.02	13.54	19.4	81.1	1.26	3.66	7.85	1.89	6.42	21.02	23.08	21.77	39.10	22.59
28	14.50	32.8	75.3	2.57	6.04	14.00	19.5	81.5	1.25	3.62	7.80	1.87	6.34	20.74	22.76	21.44	39.27	23.06
27	14.55	33.0	75.7	2.58	6.06	14.06	19.6	81.9	1.24	3.58	7.75	1.85	6.26	20.46	22.44	21.11	39.43	23.15
26	14.60	33.2	76.1	2.59	6.08	14.12	19.7	82.3	1.23	3.54	7.70	1.83	6.18	20.18	22.12	20.78	40.00	23.24

Coursework Guidelines Booklet 9396 A/AS Level Physical Education (2010 onwards)

	100M (s)	200M (s)	400M (s)	800M (min.s)	1500M (min.s)	3000M (min.s)	110H (s)	400H (s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	4kg SHOT (M)	1kg DISCUS (M)	600gm JAVELIN (M)	4kg HAMMER (M)	WALK 5000M (min.s)	WALK 3000M min.s)
25	14.65	33.4	76.5	3.00	6.10	14.18	19.8	82.7	1.22	3.50	7.65	1.81	6.10	19.90	21.80	20.45	40.16	23.33
24	14.70	33.6	76.9	3.01	6.12	14.24	19.9	83.1	1.21	3.46	7.60	1.79	6.02	19.62	21.48	20.12	40.33	23.42
23	14.75	33.8	77.3	3.02	6.14	14.30	20.0	83.5	1.20	3.42	7.55	1.77	5.94	19.34	21.16	19.79	40.49	23.52
22	14.80	34.0	77.7	3.03	6.16	14.36	20.1	83.9	1.19	3.38	7.50	1.75	5.86	19.06	20.84	19.46	41.06	24.01
21	14.85	34.2	78.1	3.04	6.18	14.42	20.2	84.3	1.18	3.34	7.45	1.73	5.78	18.78	20.52	19.13	41.22	24.10
20	14.90	34.6	78.5	3.05	6.20	14.48	20.3	84.7	1.17	3.30	7.40	1.71	5.70	18.50	20.20	18.80	41.39	24.19
19	14.95	34.8	78.9	3.06	6.22	14.54	20.4	85.1	1.16	3.26	7.35	1.69	5.62	18.22	19.88	18.47	41.55	25.28
18	15.00	35.0	79.3	3.07	6.24	15.00	20.5	85.5	1.15	3.22	7.30	1.67	5.54	17.94	19.56	18.14	42.02	25.37
17	15.05	35.2	79.7	3.08	6.26	15.07	20.6	85.9	1.14	3.18	7.25	1.65	5.46	17.66	19.24	17.81	42.18	25.46
16	15.10	35.4	80.1	3.09	6.28	15.14	20.7	86.3	1.13	3.14	7.20	1.63	5.38	17.38	18.92	17.48	42.35	25.55
15	15.15	35.6	80.5	3.10	6.30	15.21	20.8	86.7	1.12	3.10	7.15	1.61	5.30	17.10	18.60	17.15	42.51	26.04
14	15.20	35.8	80.9	3.11	6.33	15.28	20.9	87.1	1.11	3.06	7.10	1.59	5.22	16.82	18.28	16.80	43.08	26.13
13	15.30	36.0	81.3	3.12	6.36	15.35	21.0	87.5	1.10	3.02	7.05	1.57	5.14	16.54	17.96	16.49	42.15	25.22
12	15.40	36.2	81.7	3.13	6.39	15.42	21.2	87.9	1.09	2.98	7.00	1.55	5.06	16.26	17.64	16.16	42.30	25.31
11	15.50	36.4	82.1	3.14	6.42	15.49	21.4	88.3	1.08	2.94	6.95	1.53	4.96	15.98	17.32	15.83	42.45	25.40
10	15.60	36.7	82.6	3.15	6.45	15.56	21.6	88.7	1.07	2.90	6.90	1.51	4.88	15.70	17.00	15.50	43.00	25.49
9	15.70	37.0	83.1	3.16	6.48	16.03	21.8	89.1	1.06	2.86	6.85	1.49	4.80	15.42	16.68	15.17	43.45	25.58
8	15.80	37.3	83.6	3.17	6.51	16.10	22.0	89.5	1.05	2.82	6.80	1.47	4.72	15.14	16.36	14.84	44.00	26.07
7	15.90	37.6	84.1	3.18	6.54	16.17	22.2	89.9	1.04	2.78	6.75	1.45	4.64	14.86	16.04	14.51	44.15	26.16
6	16.00	37.9	84.6	3.19	6.57	16.24	22.4	90.3	1.03	2.74	6.70	1.43	4.56	14.58	15.72	14.18	44.30	26.25
5	16.10	38.2	85.1	3.20	7.00	16.31	22.6	90.7	1.02	2.70	6.65	1.41	4.46	14.30	15.40	13.85	44.45	26.34
4	16.20	38.5	85.6	3.22	7.03	16.38	22.8	91.1	1.01	2.66	6.60	1.39	4.36	13.80	15.08	13.52	45.00	26.43
3	16.30	38.8	86.1	3.24	7.06	16.45	23.0	91.5	0.99	2.62	6.55	1.37	4.26	13.30	14.76	13.02	45.15	26.52
2	16.40	39.1	86.6	3.26	7.09	16.52	23.2	92.0	0.98	2.58	6.50	1.32	4.16	12.80	14.44	12.52	45.30	27.01
1	16.50	39.4	87.1	3.28	7.12	16.59	23.4	93.0	0.97	2.54	6.45	1.27	4.06	12.30	14.12	12.02	45.45	27.10

PERFORMANCE ASSESSMENT TABLES – ATHLETICS – MALE CANDIDATES

	100M (s)	200M (s)	400M (s)	800M (min.s)	1500M (min.s)	3000M (min.s)	110H (s)	400H (s)	2000M (min.s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	6.25kg SHOT (M)	1.75kg DISCUS (M)	800gm JAVELIN (M)	6.25kg HAMMER (M)	WALK 10000M (min.s)	WALK 5000M (min.s)
60	11.40	23.1	51.5	2.00	4.09	9.06	16.0	59.0	6.23	1.87	6.35	13.05	3.65	11.90	36.00	48.00	41.00	64.30	28.50
59	11.45	23.2	52.0	2.01	4.11	9.11	16.1	59.4	6.26	1.86	6.30	12.96	3.61	11.80	35.65	47.50	40.60	65.00	29.05
58	11.50	23.3	52.5	2.02	4.13	9.16	16.2	59.8	6.29	1.85	6.25	12.87	3.57	11.70	35.30	47.00	40.20	65.30	29.20
57	11.55	23.4	53.0	2.03	4.15	9.21	16.3	60.2	6.32	1.84	6.20	12.78	3.53	11.60	34.95	46.50	38.80	66.00	29.35
56	11.60	23.5	53.5	2.04	4.17	9.26	16.4	60.6	6.35	1.83	6.15	12.69	3.49	11.50	34.60	46.00	39.40	66.30	29.50
55	11.65	23.6	54.0	2.05	4.19	9.31	16.5	61.0	6.38	1.82	6.10	12.60	3.45	11.40	34.25	45.00	39.00	67.00	30.05
54	11.70	23.7	54.5	2.06	4.21	9.36	16.6	61.4	6.41	1.81	6.05	12.51	3.41	11.30	33.90	44.50	38.60	67.30	30.20
53	11.75	23.8	55.0	2.07	4.23	9.41	16.7	61.8	6.44	1.80	6.00	12.42	3.37	11.20	33.55	44.00	38.20	68.00	30.35
52	11.80	23.9	55.5	2.08	4.25	9.46	16.8	62.2	6.47	1.79	5.95	12.33	3.33	11.10	33.20	43.50	37.80	68.30	30.50
51	11.85	24.0	56.0	2.09	4.27	9.51	16.9	62.6	6.50	1.78	5.90	12.24	3.29	11.00	32.85	43.00	37.40	69.00	31.05
50	11.90	24.1	56.5	2.10	4.29	9.56	17.0	63.0	6.53	1.77	5.85	12.15	3.25	10.90	32.50	42.50	37.00	69.30	31.30
49	11.95	24.2	57.0	2.11	4.31	10.01	17.2	63.4	6.56	1.76	5.80	12.06	3.21	10.80	32.05	42.00	36.60	70.00	31.35
48	12.00	24.4	57.5	2.12	4.33	10.06	17.4	63.8	6.59	1.75	5.75	11.97	3.17	10.70	31.70	41.50	36.20	70.30	31.50
47	12.05	24.6	58.0	2.13	4.35	10.11	17.6	64.2	7.02	1.74	5.70	11.88	3.13	10.60	31.35	41.00	35.80	71.00	32.05
46	12.10	24.8	58.5	2.14	4.37	10.16	17.8	64.6	7.05	1.73	5.65	11.79	3.09	10.50	31.00	40.50	35.40	71.30	32.20
45	12.15	25.0	59.0	2.15	4.39	10.21	18.0	65.0	7.08	1.72	5.60	11.70	3.05	10.40	30.65	40.00	35.00	72.00	32.35
44	12.20	25.2	59.5	2.16	4.41	10.26	18.2	65.4	7.11	1.71	5.55	11.61	3.01	10.30	30.30	39.50	34.60	72.30	32.50
43	12.25	25.4	60.0	2.17	4.43	10.31	18.4	65.8	7.14	1.70	5.50	11.52	2.97	10.20	29.95	39.00	34.20	73.00	33.05
42	12.30	25.6	60.5	2.18	4.45	10.36	18.6	66.2	7.17	1.69	5.45	11.43	2.93	10.10	29.60	38.50	33.80	73.30	33.20
41	12.35	25.8	61.0	2.19	4.47	10.41	18.8	66.6	7.20	1.68	5.40	11.34	2.89	10.00	29.25	38.00	33.40	74.00	33.35
40	12.40	26.0	61.5	2.20	4.49	10.46	19.0	67.0	7.23	1.67	5.35	11.25	2.85	9.90	28.90	37.50	33.00	74.30	33.50
39	12.45	26.2	62.0	2.21	4.51	10.51	19.2	67.4	7.26	1.66	5.30	11.16	2.81	9.80	28.55	37.00	32.60	75.00	34.05
38	12.50	26.4	62.5	2.22	4.53	10.56	19.4	67.8	7.29	1.65	5.25	11.07	2.77	9.70	28.20	36.50	32.20	75.30	34.20
37	12.55	26.6	63.0	2.23	4.55	11.01	19.6	68.2	7.32	1.64	5.20	10.98	2.73	9.60	27.85	36.00	31.80	76.00	34.35
36	12.60	26.8	63.5	2.24	4.57	11.06	19.8	68.6	7.35	1.63	5.15	10.89	2.69	9.50	27.50	35.50	31.40	76.30	34.50
35	12.65	27.0	64.0	2.25	4.59	11.11	20.0	69.0	7.38	1.62	5.10	10.80	2.65	9.40	27.15	35.00	31.00	77.00	35.05
34	12.70	27.2	64.5	2.26	5.01	11.16	20.2	69.4	7.41	1.61	5.05	10.71	2.61	9.30	26.80	34.50	30.60	77.30	35.20
33	12.80	27.4	65.0	2.27	5.03	11.21	20.4	69.8	7.44	1.60	5.00	10.62	2.57	9.20	26.45	34.00	30.20	78.00	35.35
32	12.90	27.6	65.5	2.28	5.05	11.26	20.6	70.2	7.47	1.59	4.95	10.53	2.53	9.10	26.10	33.50	29.80	78.30	35.50
31	13.00	27.8	66.0	2.29	5.07	11.31	20.8	70.6	7.50	1.58	4.90	10.44	2.49	9.00	25.75	33.00	29.40	79.00	36.05
30	13.10	28.0	66.5	2.30	5.09	11.36	21.0	71.0	7.53	1.57	4.85	10.35	2.45	8.90	25.40	32.50	29.00	79.30	36.20
29	13.20	28.2	67.0	2.31	5.11	11.41	21.2	71.4	7.56	1.56	4.80	10.26	2.41	8.80	25.05	32.00	28.60	80.00	36.35
28	13.30	28.4	67.5	2.32	5.13	11.46	21.4	71.8	8.00	1.55	4.76	10.18	2.37	8.70	24.70	31.50	28.20	80.30	36.50
27	13.40	28.6	68.0	2.33	5.15	11.51	21.6	72.2	8.04	1.54	4.72	10.10	2.33	8.60	24.35	31.00	27.80	81.00	37.05
26	13.50	28.8	68.5	2.34	5.17	11.56	21.8	72.6	8.08	1.53	4.68	10.02	2.29	8.50	24.00	30.50	27.40	81.30	37.20



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	100M (s)	200M (s)	400M (s)	800M (min.s)	1500M (min.s)	3000M (min.s)	110H (s)	400H (s)	2000M (min.s)	HJ (M)	LJ (M)	TJ (M)	PV (M)	6.25kg SHOT (M)	1.75kg DISCUS (M)	800gm JAVELIN (M)	6.25kg HAMMER (M)	WALK 10000M (min.s)	WALK 5000M (min.s)
25	13.60	29.0	69.0	2.35	5.19	12.01	22.0	73.0	8.12	1.51	4.64	9.94	2.25	8.40	23.65	30.00	27.00	82.00	37.35
24	13.70	29.2	69.5	2.36	5.21	12.07	22.1	73.4	8.16	1.49	4.60	9.86	2.22	8.30	23.30	29.50	26.60	82.30	37.50
23	13.80	29.4	70.0	2.37	5.23	12.13	22.2	73.8	8.20	1.47	4.56	9.78	2.19	8.20	22.95	29.00	26.20	83.00	38.05
22	13.90	29.6	70.5	2.38	5.25	12.19	22.3	74.2	8.24	1.45	4.52	9.70	2.16	8.10	22.60	28.50	25.80	83.30	38.20
21	14.00	29.8	71.0	2.39	5.27	12.25	22.4	74.6	8.28	1.43	4.48	9.62	2.13	8.00	22.25	28.00	25.40	84.00	38.35
20	14.10	30.0	71.5	2.40	5.29	12.31	22.5	75.0	8.32	1.41	4.44	9.54	2.09	7.85	21.90	27.50	25.00	84.30	38.50
19	14.20	30.3	72.0	2.41	5.31	12.37	22.6	75.4	8.36	1.39	4.40	9.46	2.06	7.70	21.55	26.95	24.60	85.00	39.05
18	14.30	30.6	72.5	2.42	5.33	12.43	22.7	75.8	8.40	1.37	4.36	9.38	2.03	7.55	21.20	26.40	24.20	85.30	39.20
17	14.40	30.9	73.0	2.43	5.35	12.49	22.8	76.2	8.44	1.35	4.32	9.30	2.00	7.40	20.85	25.85	23.80	86.00	39.35
16	14.50	31.2	73.5	2.44	5.37	12.55	22.9	76.6	8.48	1.33	4.28	9.22	1.97	7.25	20.50	25.30	23.70	86.30	39.50
15	14.60	31.5	74.0	2.45	5.39	13.01	23.0	77.0	8.52	1.31	4.24	9.14	1.94	7.10	20.15	24.75	23.00	87.00	40.05
14	14.70	31.8	74.5	2.46	5.41	13.06	23.1	77.4	8.56	1.29	4.20	9.06	1.91	6.95	19.80	24.20	22.60	87.30	40.20
13	14.80	32.1	75.0	2.47	5.43	13.11	23.2	77.8	9.00	1.27	4.16	8.98	1.88	6.80	19.45	23.65	22.20	88.00	40.35
12	14.90	32.4	75.5	2.48	5.45	13.17	23.3	78.2	9.06	1.25	4.12	8.90	1.85	6.65	19.10	23.10	21.80	88.30	40.50
11	15.00	32.7	76.0	2.49	5.47	13.23	23.4	78.6	9.12	1.23	4.08	8.82	1.82	6.50	18.75	22.55	21.40	89.00	41.05
10	15.10	33.0	76.5	2.50	5.49	13.24	23.5	79.0	9.18	1.21	4.04	8.74	1.79	6.35	18.40	22.00	21.00	89.30	41.20
9	15.20	33.3	77.0	2.51	5.51	13.35	23.6	79.4	9.24	1.19	4.00	8.66	1.76	6.20	18.05	21.45	20.60	90.00	41.30
8	15.30	33.6	77.5	2.52	5.53	13.41	23.7	79.8	9.30	1.17	3.96	8.58	1.73	6.05	17.70	20.90	20.20	90.30	41.40
7	15.40	33.9	78.0	2.53	5.55	13.47	23.8	80.2	9.36	1.15	3.92	8.50	1.70	5.90	17.35	20.35	19.80	91.00	41.50
6	15.50	34.2	78.5	2.54	5.57	13.53	23.9	80.6	9.42	1.13	3.88	8.42	1.67	5.75	17.00	19.80	19.40	91.30	42.00
5	15.60	34.5	79.0	3.00	5.59	13.59	24.0	81.0	9.48	1.11	3.82	8.34	1.64	5.60	16.65	19.25	19.00	92.00	42.10
4	15.70	34.8	79.5	3.05	6.01	14.05	24.1	81.4	9.54	1.09	3.78	8.28	1.61	5.35	16.30	18.70	18.60	92.30	42.20
3	15.80	35.1	80.0	3.10	6.05	14.15	24.2	81.8	10.00	1.07	3.74	8.20	1.58	5.20	15.95	18.15	18.20	93.00	42.30
2	15.90	35.4	80.5	3.15	6.10	14.22	24.3	82.2	10.15	1.05	3.70	8.12	1.55	5.05	15.60	17.60	17.80	93.30	42.40
1	16.00	35.7	81.0	3.20	6.15	14.30	24.4	82.6	10.30	1.03	3.66	8.04	1.52	4.90	15.25	17.05	17.40	94.00	42.50

**Female combined lifting tables**

2567 combined lifting table for snatch, clean and jerk scores based on the U18 qualifying standards for the British Championships 2002

CLASS POINTS	48 KG	53 KG	58 KG	63 KG	69 KG	75 KG	75+ KG
60	60	72.6	75	78.2	84.6	90	95.6
59	59	71.4	73.75	76.9	83.2	88.5	94
58	58	70.2	72.5	75.6	81.2	87	92.4
57	57	69	71.25	74.3	79.8	85.5	90.8
56	56	67.8	70	73	78.4	84	89.2
55	55	66.6	68.75	71.7	77	82.5	87.6
54	54	65.4	67.5	70.4	75.6	81	86
53	53	64.2	66.25	69.1	74.2	79.5	84.4
52	52	63	65	67.8	72.8	78	82.8
51	51	61.8	63.75	66.5	71.4	76.5	81.2
50	50	60.6	62.5	65.2	70	75	79.6
49	49	59.4	61.25	63.9	68.6	73.5	78
48	48	58.2	60	62.6	67.2	72	76.4
47	47	57	58.75	61.3	65.8	70.5	74.8
46	46	55.8	57.5	60	64.4	69	73.2
45	45	54.6	56.25	58.7	63	67.5	71.6
44	44	53.4	55	57.4	61.6	66	70
43	43	52.2	53.75	56.1	60.2	64.5	68.4
42	42	51	52.5	54.8	58.8	63	66.8
41	41	49.8	51.25	53.5	57.4	61.5	65.2
40	40	48.6	50	52.2	56	60	63.6
39	39	47.4	48.75	50.9	54.6	58.5	62
38	38	46.2	47.5	49.6	53.2	57	60.4
37	37	45	46.25	48.3	51.8	55.5	58.8
36	36	43.8	45	47	50.4	54	57.2
35	35	42.6	43.75	45.7	49	52.5	55.6
34	34	41.4	42.5	44.4	47.6	51	54
33	33	40.2	41.25	43.1	46.2	49.5	52.4
32	32	39	40	41.8	44.8	48	50.8
31	31	37.8	38.75	40.5	43.4	46.5	49.2

**Female combined lifting tables**

CLASS POINTS	48 KG	53 KG	58 KG	63 KG	69 KG	75 KG	75+ KG
30	30	36	37.5	39.2	42	45	47.6
29	29	34.8	36.25	37.9	40.6	43.5	46
28	28	33.6	35	36.6	39.2	42	44.4
27	27	32.4	33.75	35.3	37.8	40.5	42.8
26	26	31.2	32.5	34	36.4	39	41.2
25	25	30	31.25	32.7	35	37.5	39.6
24	24	28.8	30	31.4	33.6	36	38
23	23	27.6	28.75	30.1	32.2	34.5	36.4
22	22	26.4	27.5	28.8	30.8	33	34.8
21	21	25.2	26.25	27.5	29.4	31.5	33.2
20	20	24	25	26.2	28	30	31.6
19	19	22.8	23.75	24.9	26.6	28.5	30
18	18	21.6	22.5	23.6	25.2	27	28.4
17	17	20.4	21.25	22.3	23.8	25.5	26.8
16	16	19.2	20	21	22.4	24	25.2
15	15	18	18.75	19.7	21	22.5	23.6
14	14	16.8	17.5	18.4	19.6	21	22
13	13	15.6	16.25	17.1	18.2	19.5	20.4
12	12	14.4	15	15.8	16.8	18	18.8
11	11	13.2	13.75	14.5	15.4	16.5	17.2
10	10	12	12.5	13.2	14	15	15.6
9	9	10.8	11.25	11.9	12.6	13.5	14
8	8	9.6	10	10.6	11.2	12	12.4
7	7	8.4	8.75	9.3	9.8	10.5	10.8
6	6	7.2	7.5	7.8	8.4	9	9.2
5	5	6	6.25	6.5	7	7.5	7.6
4	4	4.8	5	5.2	5.6	6	6
3	3	3.6	3.75	3.9	4.2	4.5	4.8
2	2	2.4	2.5	2.6	2.8	3	3.2
1	1	1.2	1.25	1.3	1.4	1.5	1.6

**Male combined lifting tables**

2567 combined lifting table for snatch, clean and jerk scores based on the U18 qualifying standards for the British Championships 2002

CLASS POINTS	56 KG	62 KG	69 KG	77 KG	85 KG	94 KG	94+ KG	105 KG	105+ KG
60	122	145	150	165	179	195	241.5	224.5	240
59	120	142.5	147.5	162.5	176	191.75	238	220.75	236
58	118	140.5	145	159.5	173	188.5	234.5	217	232
57	116	138.25	142.5	156.75	170	185.25	231	213.25	228
56	114	136	140	154	167	182	196	209.5	224
55	112	133.75	137.5	151.25	164	178.25	192.5	205.75	220
54	110	131.5	135	148.5	161	175.5	189	202	216
53	108	129.5	132.5	145.75	158	172.25	185.5	198.25	212
52	106	127	130	143	155	169	182	194.5	208
51	104	124.75	127.5	140.25	152	165.75	178.5	190.75	204
50	100	122.5	125	137.5	149	162.5	175	187	200
49	98	120.25	122.5	134.5	146	159.25	171.5	183.25	196
48	96	118	120	132	143	156	168	179.5	192
47	94	115.75	117.5	129.5	140	152.75	164.5	175.75	188
46	92	113.5	115	126.5	137	149.5	161	172	184
45	90	111.25	112.5	123.75	134	146.25	157.5	168.25	180
44	88	109	110	121	131	143	154	164.5	176
43	86	106.75	107.5	118.25	128	139.75	150.5	160.75	172
42	84	104.5	105	115.5	125	136.5	147	157	168
41	82	102.25	102.5	112.75	122	133.25	143.5	153.25	164
40	80	100	100	110	119	130	140	149.5	160
39	78	97.5	97.5	107.25	116	126.75	136.5	145.75	156
38	76	89.5	95	104.5	113	123.5	133	142	152
37	74	87.25	92.5	101.75	110	120.25	129.5	138.25	148
36	72	85	90	99	107	117	126	134.5	144
35	70	82.75	87.5	96.25	104	113.75	122.5	130.75	140
34	68	80.5	85	93.5	101	110.5	119	127	136
33	66	78.25	82.5	90.75	99	107.25	115.5	123.5	132
32	64	72	80	88	96	104	112	119.5	128
31	62	69.75	77.5	85.25	93	100.75	108.5	115.75	124

**Male combined lifting tables**

CLASS POINTS	56 KG	62 KG	69 KG	77 KG	85 KG	94 KG	94+ KG	105 KG	105+ KG
30	60	67.5	75	82.5	90	97.5	105	112	120
29	58	65.2	72.25	79.5	87	94.25	101.5	108.25	116
28	56	63	70	77	84	91	98	104.5	112
27	54	60.75	67.5	74.25	81	87.75	94.5	100.75	108
26	52	58.5	65	71.5	78	84.5	91	97	104
25	50	56.25	62.5	68.75	75	81.25	87.5	93.75	100
24	48	54	60	66	72	78	84	90	96
23	46	51.75	57.5	63.25	69	74.75	80.5	86.25	92
22	44	49.5	55	60.5	66	71.5	77	82.5	88
21	42	47.25	52.5	57.75	63	68.25	73.5	78.75	84
20	40	45	50	55	60	65	70	75	80
19	38	42.75	47	52.25	57	61.75	66.5	71.25	76
18	36	40.5	45	49.5	54	58.5	63	67.5	72
17	34	38.5	42.5	46.75	51	55.25	59.5	63.75	68
16	32	36	40	44	48	52	56	60	64
15	30	33.75	37.5	41.25	45	48.75	52.5	56.25	60
14	28	31.5	35	38.5	42	45.5	49	52.5	56
13	26	29.25	32.5	35.75	39	42.25	45.5	48.75	52
12	24	27	30	33	36	39	42	45	48
11	22	24.75	27.5	30.25	33	35.75	38.5	41.25	44
10	20	22.5	25	27.5	30	32.5	35	37.5	40
9	18	20.25	22.25	24.75	27	29.25	31.5	33.75	36
8	16	18	20	22	24	26	28	30	32
7	14	15.75	17.5	19.25	21	22.75	24.5	26.25	28
6	12	13.5	15	16.5	18	19.5	21	22.5	24
5	10	11.25	12.5	13.75	15	16.25	17.5	18.75	20
4	8	9	10	11	12	13	14	15	16
3	6	6.75	7.5	8.25	9	9.75	10.5	11.25	12
2	4	4.5	5	5.5	6	6.5	7	7.5	8
1	2	2.25	2.5	2.75	3	3.25	3.5	3.75	4

## PERFORMANCE ASSESSMENT TABLES: TRIATHLON

BASED ON: Swim 400 metres, Cycle 20 kilometres, Run 5 kilometres.

POINTS	MALE CANDIDATES (hours and minutes)	FEMALE CANDIDATES (hours and minutes)
60	1.00	1.15
59	1.02	1.17
58	1.04	1.19
57	1.06	1.21
56	1.08	1.23
55	1.10	1.25
54	1.12	1.27
53	1.14	1.29
52	1.16	1.31
51	1.18	1.33
50	1.20	1.35
49	1.21	1.36
48	1.22	1.37
47	1.23	1.38
46	1.24	1.39
45	1.25	1.40
44	1.26	1.41
43	1.27	1.42
42	1.28	1.43
41	1.29	1.44
40	1.30	1.45
39	1.31	1.46
38	1.32	1.47
37	1.33	1.48
36	1.34	1.49
35	1.35	1.50
34	1.36	1.51
33	1.37	1.52
32	1.38	1.53
31	1.39	1.54
30	1.40	1.55
29	1.41	1.57
28	1.42	1.59
27	1.43	2.01
26	1.44	2.03
25	1.45	2.05
24	1.46	2.07
23	1.47	2.09
22	1.48	2.11
21	1.49	2.13
20	1.50	2.15
19	1.52	2.17
18	1.54	2.19
17	1.56	2.21
16	1.58	2.23
15	2.00	2.25
14	2.02	2.26
13	2.04	2.27
12	2.06	2.28
11	2.08	2.29
10	2.10	2.30
9	2.12	2.31
8	2.14	2.32
7	2.16	2.33
6	2.18	2.34
5	2.20	2.35
4	2.22	2.36
3	2.24	2.37
2	2.26	2.38
1	2.28	2.39

## PERFORMANCE ASSESSMENT TABLES: SWIMMING (50 metres) – MALE CANDIDATES

POINTS	FRONT CRAWL (secs)	BREAST STROKE (secs)	BACK STROKE (secs)	BUTTERFLY (secs)
60	27.0	36.0	34.0	30.0
59	27.2	36.2	34.2	30.2
58	27.4	36.4	34.4	30.4
57	27.6	36.6	34.6	30.6
56	27.8	36.8	34.8	30.8
55	28.0	37.0	35.0	31.0
54	28.2	37.2	35.2	31.2
53	28.4	37.4	35.4	31.4
52	28.6	37.6	35.6	31.6
51	28.8	37.8	35.8	31.8
50	29.0	38.0	36.0	32.0
49	29.5	38.5	36.5	32.5
48	30.0	39.0	37.0	33.0
47	30.5	39.5	37.5	33.5
46	31.0	40.0	38.0	34.0
45	31.5	40.5	38.5	34.5
44	32.0	41.0	39.0	35.0
43	32.5	41.5	39.5	35.5
42	33.0	42.0	40.0	36.0
41	33.5	42.5	40.5	36.5
40	34.0	43.0	41.0	37.0
39	34.5	43.5	41.5	37.5
38	35.0	44.0	42.0	38.0
37	35.5	44.5	42.5	38.5
36	36.0	45.0	43.0	39.0
35	36.5	45.5	43.5	39.5
34	37.0	46.0	44.0	40.0
33	37.5	46.5	44.5	40.5
32	38.0	47.0	45.0	41.0
31	38.5	47.5	45.5	41.5
30	39.0	48.0	46.0	42.0
29	39.5	48.5	46.5	42.5
28	40.0	49.0	47.0	43.0
27	40.5	49.5	47.5	43.5
26	41.0	50.0	48.0	44.0
25	41.5	50.5	48.5	44.5
24	42.0	51.0	49.0	45.0
23	42.5	51.5	49.5	45.5
22	43.0	52.0	50.0	46.0
21	43.5	52.5	50.5	46.5
20	44.0	53.0	51.0	47.0
19	44.5	53.5	51.5	47.5
18	45.0	54.0	52.0	48.0
17	45.5	54.5	52.5	48.5
16	46.0	55.0	53.0	49.0
15	46.5	55.5	53.5	49.5
14	47.0	56.0	54.0	50.0
13	47.5	56.5	54.5	50.5
12	48.0	57.0	55.0	51.0
11	48.5	57.5	55.5	51.5
10	49.0	58.0	56.0	52.0
9	49.5	58.5	56.5	52.5
8	50.0	59.0	57.0	53.0
7	50.5	59.5	57.5	53.5
6	51.0	60.0	58.0	54.0
5	51.5	60.5	58.5	54.5
4	52.0	61.0	59.0	55.0
3	52.5	61.5	59.5	55.5
2	53.0	62.0	60.0	56.0
1	54.0	63.0	61.0	57.0

## PERFORMANCE ASSESSMENT TABLES: SWIMMING (50 metres) – FEMALE CANDIDATES

POINTS	FRONT CRAWL (secs)	BREAST STROKE (secs)	BACK STROKE (secs)	BUTTERFLY (secs)
60	31.0	42.0	38.0	34.0
59	31.2	42.2	38.2	34.2
58	31.4	42.4	38.4	34.4
57	31.6	42.6	38.6	34.6
56	31.8	42.8	38.8	34.8
55	32.0	43.0	39.0	35.0
54	32.2	43.2	39.2	35.2
53	32.4	43.4	39.4	35.4
52	32.6	43.6	39.6	35.6
51	32.8	43.8	39.8	35.8
50	33.0	44.0	40.0	36.0
49	33.5	44.5	40.5	36.5
48	34.0	45.0	41.0	37.0
47	34.5	45.5	41.5	37.5
46	35.0	46.0	42.0	38.0
45	35.5	46.5	42.5	38.5
44	36.0	47.0	43.0	39.0
43	36.5	47.5	43.5	39.5
42	37.0	48.0	44.0	40.0
41	37.5	48.5	44.5	40.5
40	38.0	49.0	45.0	41.0
39	38.5	49.5	45.5	41.5
38	39.0	50.0	46.0	42.0
37	39.5	50.5	46.5	42.5
36	40.0	51.0	47.0	43.0
35	40.5	51.5	47.5	43.5
34	41.0	52.0	48.0	44.0
33	41.5	52.5	48.5	44.5
32	42.0	53.0	49.0	45.0
31	42.5	53.5	49.5	45.5
30	43.0	54.0	50.0	46.0
29	43.5	54.5	50.5	46.5
28	44.0	55.0	51.0	47.0
27	44.5	55.5	51.5	47.5
26	45.0	56.0	52.0	48.0
25	45.5	56.5	52.5	48.5
24	46.0	57.0	53.0	49.0
23	46.5	57.5	53.5	49.5
22	47.0	58.0	54.0	50.0
21	47.5	58.5	54.5	50.5
20	48.0	59.0	55.0	51.0
19	48.5	59.5	55.5	51.5
18	49.0	60.0	56.0	52.0
17	49.5	60.5	56.5	52.5
16	50.0	61.0	57.0	53.0
15	50.5	61.5	57.5	53.5
14	51.0	62.0	58.0	54.0
13	51.5	62.5	58.5	54.5
12	52.0	63.0	59.0	55.0
11	52.5	63.5	59.5	55.5
10	53.0	64.0	60.0	56.0
9	53.5	64.5	60.5	56.5
8	54.0	65.0	61.0	57.0
7	54.5	65.5	61.5	57.5
6	55.0	66.0	62.0	58.0
5	55.5	66.5	62.5	58.5
4	56.0	67.0	63.0	59.0
3	56.5	67.5	63.5	59.5
2	57.0	68.0	64.0	60.0
1	58.0	69.0	65.0	61.0



## PERFORMANCE ASSESSMENT TABLES – TRACK CYCLING – FEMALE CANDIDATES

POINTS	200 metre Sprint (seconds)	500 metre Sprint (seconds)	2000 metre Pursuit) (minutes/seconds)
60	13.70	41.50	2.45.50
59	13.75	41.60	2.46.00
58	13.80	41.70	2.46.50
57	13.85	41.80	2.47.00
56	13.90	41.90	2.47.50
55	13.95	42.00	2.48.00
54	14.00	42.10	2.48.50
53	14.05	42.20	2.49.00
52	14.10	42.30	2.49.50
51	14.15	42.40	2.50.00
50	14.20	42.50	2.50.50
49	14.25	42.60	2.51.00
48	14.30	42.70	2.51.50
47	14.35	42.80	2.52.00
46	14.40	42.90	2.52.50
45	14.45	43.00	2.53.00
44	14.50	43.10	2.53.50
43	14.55	43.20	2.54.00
42	14.60	43.30	2.54.50
41	14.65	43.40	2.55.00
40	14.70	43.50	2.55.50
39	14.75	43.60	2.56.00
38	14.80	43.70	2.56.50
37	14.85	43.80	2.57.00
36	14.90	43.90	2.57.50
35	14.95	44.00	2.58.00
34	15.00	44.10	2.58.50
33	15.05	44.20	2.59.00
32	15.10	44.30	2.59.50
31	15.15	44.40	3.00.00
30	15.20	44.50	3.00.50
29	15.25	44.60	3.01.00
28	15.30	44.70	3.01.50
27	15.35	44.80	3.02.00
26	15.40	44.90	3.02.50
25	15.45	45.00	3.03.00
24	15.50	45.10	3.03.50
23	15.55	45.20	3.04.00
22	15.60	45.30	3.04.50
21	15.65	45.40	3.05.00
20	15.70	45.60	3.05.50
19	15.75	45.70	3.06.00
18	15.80	45.80	3.06.50
17	15.85	45.90	3.07.00
16	15.90	46.00	3.07.50
15	15.95	46.10	3.08.00
14	16.00	46.20	3.08.50
13	16.05	46.30	3.09.00
12	16.10	46.40	3.09.50
11	16.15	46.50	3.10.00
10	16.20	46.60	3.10.50
9	16.25	46.70	3.11.00
8	16.30	46.80	3.11.50
7	16.35	46.90	3.12.00
6	16.40	47.00	3.12.50
5	16.45	47.10	3.13.00
4	16.50	47.20	3.13.50
3	16.55	47.30	3.14.00
2	16.60	47.40	3.14.50
1	16.65	47.50	3.15.00

## PERFORMANCE ASSESSMENT TABLES – TRACK CYCLING – MALE CANDIDATES

POINTS	200 metre Sprint (seconds)	3 kilometre Pursuit (minutes/seconds)	1 kilometre Time Trial (minutes/seconds)
60	12.00	3.45.00	1.10.00
59	12.02	3.45.50	1.10.10
58	12.04	3.46.00	1.10.20
57	12.06	3.46.50	1.10.30
56	12.08	3.47.00	1.10.40
55	12.10	3.47.50	1.10.50
54	12.12	3.48.00	1.10.60
53	12.14	3.48.50	1.10.70
52	12.16	3.49.00	1.10.80
51	12.18	3.49.50	1.10.90
50	12.20	3.50.00	1.11.00
49	12.22	3.50.50	1.11.10
48	12.24	3.51.00	1.11.20
47	12.26	3.51.50	1.11.30
46	12.28	3.52.00	1.11.40
45	12.30	3.52.50	1.11.50
44	12.32	3.53.00	1.11.60
43	12.34	3.53.50	1.11.70
42	12.36	3.54.00	1.11.80
41	12.38	3.54.50	1.11.90
40	12.40	3.55.00	1.12.00
39	12.42	3.55.50	1.12.10
38	12.44	3.56.00	1.12.20
37	12.46	3.56.50	1.12.30
36	12.48	3.57.00	1.12.40
35	12.50	3.57.50	1.12.50
34	12.52	3.58.00	1.12.60
33	12.54	3.58.50	1.12.70
32	12.56	3.59.00	1.12.80
31	12.58	3.59.50	1.12.90
30	12.60	4.00.00	1.13.00
29	12.62	4.00.50	1.13.10
28	12.64	4.01.00	1.13.20
27	12.66	4.01.50	1.13.30
26	12.68	4.02.00	1.13.40
25	12.70	4.02.50	1.13.50
24	12.72	4.03.00	1.13.60
23	12.74	4.03.50	1.13.70
22	12.76	4.04.00	1.13.80
21	12.78	4.04.50	1.13.90
20	12.80	4.05.00	1.14.00
19	13.00	4.05.50	1.14.10
18	13.02	4.06.00	1.14.20
17	13.04	4.06.50	1.14.30
16	13.06	4.07.00	1.14.40
15	13.08	4.07.50	1.14.50
14	13.10	4.08.00	1.14.60
13	13.12	4.08.50	1.14.70
12	13.14	4.09.00	1.14.80
11	13.16	4.09.50	1.14.90
10	13.18	4.10.00	1.15.00
9	13.20	4.10.50	1.15.10
8	13.22	4.11.00	1.15.20
7	13.24	4.11.50	1.15.30
6	13.26	4.12.00	1.15.40
5	13.28	4.12.50	1.15.50
4	13.30	4.13.00	1.15.60
3	13.32	4.13.50	1.15.70
2	13.34	4.14.00	1.15.80
1	13.36	4.14.50	1.15.90