

**OCR ADVANCED SUBSIDIARY GCE  
IN PHYSICAL EDUCATION (3875)**

**OCR ADVANCED GCE  
IN PHYSICAL EDUCATION (7875)**

**Teacher Support: Coursework Guidance**

This **revised** Teacher Support: Coursework Guidance booklet is designed to accompany the OCR Advanced Subsidiary GCE and Advanced GCE specifications in Physical Education for teaching from **September 2001**.

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# 1. Introduction

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

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## 1.1 Planning

The philosophy of the OCR Advanced Subsidiary GCE and Advanced GCE Physical Education specifications is that 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. The Advanced GCE course is intended to be taught as a whole rather than as two separate parts. 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 to those that candidates have experienced within the National Curriculum and/or GCSE Physical Education. The selection should be influenced by:

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

Centres may wish to maximise time by combining AS/A2 candidates for some practical work and indeed the diversity of activities may necessitate the use of extra curricular activities and local clubs as sources of practical activities for candidates. In the latter case the Centre must retain the responsibility for monitoring the work, its assessment and standardisation.

Centres should also implement continuous assessment, both as a means of allowing candidates to monitor their improvement, and ensuring that if injury/illness occurs, some records are available.

## 1.2 Categories of Physical Activities

These specifications classify physical activities into a number of contexts. These contexts are those identified in the National Curriculum with the addition of combat activities. The games context has been further sub-divided:

### 1 Athletic Activities

The performance and refinement of a range of dynamic skills with the intention of improving personal and collective bests in relation to speed, height, distance and accuracy.

*Athletic activities - track and field activities.*

### 2 Combat Activities

Performers select, develop, apply and adapt skills, strategies and tactics with the intention of outwitting their opponent in a range of different combats.

*Combat activities - judo.*

### 3 Dance Activities

Performers use their imagination and ideas to create, perform, appreciate and develop dances with an awareness of historical and cultural contexts. The artistic intention makes use of rhythm, space and relationships, expressing and communicating ideas, moods and feelings.

*Dance activities - educational dance.*

### Game Activities

Performers select, apply and adapt skills, strategies and tactics, on their own and in teams, with the intention of outwitting the opposition in a range of different game types.

The Game Activity context is sub-divided into four categories:

**4 Invasion Games** – association football, basketball, field hockey, Gaelic football, hurling, netball, rugby league, rugby union.

**5 Net/Wall Games** – badminton, squash, tennis, volleyball.

**6 Striking/Fielding Games** – cricket.

**7 Target Games** - golf.

### 8 Gymnastic Activities

Performers devise aesthetically pleasing sequences using combinations of skills and agility which they repeat and perform with increasing control, precision and fluency.

*Gymnastic activities - gymnastics, trampolining.*

## 9 Outdoor and Adventurous Activities

Performers develop, individually and in teams, the ability to analyse, plan and then respond effectively and safely to physical challenges and problems they encounter in familiar, changing and unfamiliar environments.

*Outdoor and adventurous activities – canoeing, mountain walking, sailing, skiing,*

## 10 Swimming Activities and Water Safety

Performers develop the confidence and ability to stay afloat and to swim unaided for sustained periods of time, selecting, adapting and refining their skills so that they can swim safely and engage in a variety of different activities in and around water.

*Swimming activities - competitive swimming.*

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, it is expected that candidates will supplement and enhance their curriculum time with time spent on their practical activities outside their course. Candidates are likely to build on in-depth practical activity experiences gained within Key Stage 4 and in some cases GCSE Physical Education. 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.

**In Modules 2564 and 2567 candidates follow a minimum of two practical activities which are chosen from two of the ten different activity categories described.**

**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 in ‘Safe Practice in Physical Education’ (BAALPE Current Edition).**

## 1.3 Assessment

**Centres need to be aware of the importance of submitting provisional entries for Units 2564 and 2567. Provisional entry forms will be sent out to centres in September for completion and return back to OCR by mid October in the year prior to examination. Provisional entry information is used as a basis for apportioning coursework Moderators.**

In Units 2564 and 2567 candidates are assessed in two activities from two of the ten different activity categories described in section 1.2.

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 diverse range of practical activities is offered to candidates, there may well be occasions when expertise is 'bought in'. This is consistent with the desire to enable candidates, wherever feasible, 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.**

These activities must remain within the parameter of being from two different activity categories. Whilst in many cases candidates progressing from AS to A2 may wish to further their progress in the activities they offered in Unit 2564, they may well wish to enhance the diversity of their physical activity experience by offering different activities for assessment in Unit 2567.

Coursework is set and marked by the Centre and externally moderated by OCR. Centres should consult the Coursework Administration Pack which includes coursework assessment forms and instructions for completion.

Final marks are submitted to OCR as follows: -

AS - A minimum of one activity to be assessed and submitted by March 31<sup>st</sup>. The assessment and submission of the second activity should be submitted by the main coursework submission date (in 2002, May 15<sup>th</sup>). The assessment of the second activity must be accompanied by video evidence.

Centres should, wherever possible, submit the assessments for **all** activities by 31<sup>st</sup> March. The second submission date (15<sup>th</sup> May) is primarily intended for seasonal activities which cannot be completed prior to 31<sup>st</sup> March.

Centres should also note that assessments for each candidate in any one activity must be submitted by the same date. E.g. **all** candidates assessed in cricket must be submitted either by 31<sup>st</sup> March or 15<sup>th</sup> May.

A2 - by March 31<sup>st</sup> in the year of examination.

For some A2 practical activities, particularly seasonal activities, it may be necessary to assess them in the summer term of the AS year (ie, cricket, tennis, track and field activities). The assessment of each practical activity must be supported by video evidence of a sample of candidates representing the mark range at the Centre. This evidence must be available when requested by the Moderator.

The pattern of coursework assessment is as follows:-

#### **AS - Unit 2564 - Performance and its Improvement through Critical Analysis.**

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

- (a) The selection and application of acquired and developed skills. **20% of the AS**  
The candidate is assessed in conditioned competitive situations in two activities, each activity being assessed out of 30 marks, which gives a final total of 60 marks.
- (b) Personal Performance Portfolio **10% of the AS**  
A portfolio which reflects the candidate's personal experiences and development. The portfolio is assessed out of 30 marks.



**A2 - Unit 2567 - The Improvement of Effective Performance and Critical Evaluation of Practical activities with synoptic assessment.**

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

- (a) The selection, application and performance of skills in an open environment (Effective Performance) **20 % of the A2**  
The candidate is assessed in their effective performance in the 'normal' environment for each of the two activities, each activity being assessed out of 30 marks.
- (b) Evaluation and appreciation of performance through observation and synopsis of knowledge (oral test). **10 % of the A2**  
The candidate is assessed observing **one** of their selected practical activities. They are assessed out of 30 marks.

## 1.4 Moderation

Moderation is by means of cluster groups based on geographical distribution. The process is to ensure that assessments are standardised across all Centres and that every candidate is treated fairly.

A sample of a Centre's candidates will be identified by the Moderator and asked to attend a cluster moderation meeting. Candidates may be moderated in both activities in which they have been assessed, but may also be asked to take part in other activities to ensure viable numbers for the standardisation exercise. Cluster moderations usually last for a day, but Centres can request that, where the programme of activities permits, candidates attend for only part of the day. Candidates should be aware that moderation is part of the examination process and that they should prepare themselves adequately for the process. A member of staff **must** accompany candidates to the moderation and they will be responsible for their candidates.

The final assessments will be supported by video evidence. The personal performance portfolio will be submitted for moderation by early May.

Centres are required to have video evidence of a sample of their candidates across the range of marks for each activity assessed (top, middle and bottom). This video evidence should include:

For AS:

- the selection and application of acquired and developed skills. Candidates are videoed taking part in conditioned competitive situations.

For A2:

- the selection, application and performance of skills in an open environment. Candidates are videoed in their effective performance.
- the evaluation and appreciation of performance through observation and the synopsis of knowledge. Candidates are videoed observing and commenting on a live performance.
- the performance being observed as well as the candidates observing and commenting on a live performance (for the evaluation and appreciation of performance through observation and the synopsis of knowledge).

### **Video Evidence**

Video evidence must:

- 1 clearly identify each candidate taking part (numbers or bibs);
- 2 clearly indicate what the candidates are performing;
- 3 link the candidates and their performance to the assessment sheets;

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## **1.5 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.

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## **1.6 Minimum Coursework Requirements**

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

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## **1.7 Special Arrangements**

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 *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course.

All candidates must fulfil the rubric of the specification. Candidates with special needs could have an activity adapted but this must allow candidates to be assessed for the same skills as other candidates. It is the responsibility of the Centre to propose adaptation to an activity which must be approved by OCR before commencement of the course.

## 1.8 Authentication

As with coursework, the teachers must verify that the work carried out for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

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## 1.9 Personal Performance Portfolio Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has ten or fewer candidates entered for a coursework component all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s). Where there are more than ten candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

When sending portfolios for moderation, in order to reduce size and bulk, they should be removed from ring binders etc but secured to ensure that they remain intact.

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## 1.10 Additional Activity Submission Criteria

Centres may wish to enter candidates for activities, which do not feature in those already described in Section 1.2 in order for candidates to capitalise on their areas of expertise. These activities should meet the following criteria:

- be submitted to OCR by **31<sup>st</sup> October** in the academic year of assessment;
- the activity must have a national governing body;
- the activity must link with one of the activity categories given;
- the activity is required to comply with the existing criteria for AS/A2;
- contain details of standardisation if it takes place away from the Centre;
- contain details of the conditioned competitive situations and the effective performance;
- be available to other Centres if requested;
- comply with BAALPE's appropriate safety recommendations;
- the activity should be compatible with the Personal Performance Portfolio as well as interlinking with Modules 2562, 2563, 2565 and 2566.

**OCR reserves the right to refuse, amend or modify a submission.**

## 1.11 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, as well as information on the organisation of the sport in the UK. 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.

For information/guidelines on safe practice. Safe Practice in Physical Education - B.A.A.L.P.E.

The following may be found useful:

All England Netball Association - Skills in advanced play - video

AENA  
Netball House  
9 Paynes Park  
Hitchin  
Herts.

Animated skills drills for sports – CD-ROMs available for Rugby, Soccer, Cricket, Netball.  
Available from N.C.F.

Crouch H. *Netball Coaching* (2nd Ed), A & C Black 1992

Mace R. and Benn B. *Gymnastics Skills*, Batsford 1982

Mortlock C. *The Adventure Alternative*, Cicerone Press 1984

NCF. *Physiology and Performance*, 1995

Oakham A. *Games for Cricket Training*, Pelham Books 1980

Vickers J. *Instructional Design for Teaching Physical Activities*, Human Kinetics 1990

**Outdoor and Adventurous Activities**

Cliff. P. *Mountain Navigation* 1991

Duke of Edinburgh Award - Expedition Handbook - current edition.

Langmuir E. *Mountaineering & Leadership*, Scottish Sports Council

M.L. Guidance Notes

*Mountain & Cave Rescue*, M.R.C Handbook

Ogilvie K. *Leading Groups in the Outdoors*

*Safety in Outdoor Education*, D.E.S

*Safety on Mountains*, British Mountaineering Council

U.K.M.T.B *National Guidelines*

## 2. Module 2564: Performance and its Improvement through Critical Analysis

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C3.1b

LP3.3; PS3.1

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### 2.1 Introduction

Physical Education hinges on physical performance and its significance is acknowledged within Arnold's first dimension where the intrinsic value of Physical Education as an experience is recognised. Module 2564 focuses on the acquisition and development of physical skills, recognising that they can be performed in isolation, but usually in combination with others. Skills need to be practised in order to be performed as specific movements or activities, which are then repeated consistently, with precision. Module 2564 links the physical activities with both Key Stage 4 where pupils 'develop and apply advanced skills and techniques' and to GCSE Physical Education where candidates 'perform increasingly advanced techniques' and apply them in increasingly demanding situations.

Once specific movements or actions can be repeated consistently it enables candidates to adapt them and ultimately perform them autonomously to meet the needs of a variety of conditions and environments within the context of Unit of Assessment 2567.

Candidates are able to draw on and apply subject matter from Modules 2562 and 2563 which is appropriate and relevant to the selected activities pursued. This application should consist of a synthesis of theory and practice as reflected in the aims and objectives of the specification together with exemplars to illustrate links between physical performance and theoretical study.

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### 2.2 Candidate Learning Experiences

It is the intention that candidates gain knowledge and understanding of Module 2564 as a result of involvement in, and reflection on, practical experiences. These experiences should be recorded in the candidate's Personal Performance Portfolio leading to a greater awareness of the interaction between the theory and practice of Physical Education. The tables later in Section 2 provide examples of possible learning experiences in addition to explicit references made in the body of the subject content.

Throughout this module candidates should add to and update their Personal Performance Portfolio, with the ultimate aim of using this information to help improve their own practical performance and that of others.

## 2.3 Module Content

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

<b>Activity Categories</b>	<b>Activity</b>
<b>1 Athletic Activities</b>	Track and Field athletics
<b>2 Combat Activities-</b>	Judo
<b>3 Dance Activities</b>	Educational Dance
<b>4 Invasion Game Activities</b>	Association Football
	Basketball
	Field Hockey
	Gaelic Football
	Hurling
	Netball
	Rugby League
	Rugby Union
<b>5 Net/Wall Game Activities</b>	Badminton
	Squash
	Tennis
	Volleyball
<b>6 Striking/Fielding Game Activities</b>	Cricket
<b>7 Target Game Activities</b>	Golf
<b>8 Gymnastic Activities</b>	Gymnastics
	Trampolining
<b>9 Outdoor and Adventurous Activities</b>	Mountain Walking
	Canoeing
	Skiing
	Sailing
<b>10 Swimming Activities</b>	Competitive Swimming

The following activities have been submitted by Centres as additional activities for AS level. The assessment criteria are available from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

Further activities will be added to the website as they are validated.

<b>Activity Categories</b>	<b>Activity</b>	<b>Code</b>
<b>Athletic Activities</b>	Track Cycling	Tc
	Triathlon	Tri
<b>Combat Activities-</b>	Fencing	Fe
	Wrestling	Wr
<b>Dance Activities</b>	Ballroom Dancing (Latin)	Bd
	Folk Dancing	Fd
	Ice Dance	Id
	Irish Dancing	Ird
	Artistic Roller Skating	Ar
<b>Invasion Game Activities</b>	Handball	Hb
	Lacrosse	La
	Water Polo	Wp
<b>Net/Wall Game Activities</b>	Table Tennis	Tt
<b>Striking/Fielding Game Activities</b>	Baseball	Bb
	Rounders	Ro
<b>Target Game Activities</b>	Archery	Arc
	Flat Green Bowling	Gb
<b>Gymnastic Activities</b>	Rythmic Gymnastics	Rg
<b>Outdoor and Adventurous Activities</b>	Horse Riding (Cross-Country)	Hrc
	(Dressage)	Hrd
	(Eventing)	Hre
	(Show Jumping)	Hrs
	Kayaking	Ka
	Mountain Biking	Mb
	Orienteering	Or
	Rock Climbing	Rc
	Rowing	Rw
	Wakeboarding	Wb
	Windsurfing	Ws
<b>Swimming Activities</b>	Diving	Div



The following activities have been submitted by Centres as additional activities for A2 level. The assessment criteria are available from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

Further activities will be added to the website as they are validated.

<b>Activity Categories</b>	<b>Activity</b>	<b>Code</b>
<b>Athletic Activities</b>		
<b>Combat Activities-</b>		
<b>Dance Activities</b>	Ballroom Dancing (Latin)	Bd
	Folk Dancing	Fd
	Ice Dance	Id
<b>Invasion Game Activities</b>	Handball	Hb
	Lacrosse	La
	Water Polo	Wp
<b>Net/Wall Game Activities</b>	Table Tennis	Tt
<b>Striking/Fielding Game Activities</b>	Baseball	Bb
	Rounders	Ro
<b>Target Game Activities</b>		
<b>Gymnastic Activities</b>		
<b>Outdoor and Adventurous Activities</b>	Rock Climbing	Rc
<b>Swimming Activities</b>	Diving	Div

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## 2.4 Unit Assessment

The candidate's practical performance, knowledge and understanding developed in Module 2564 is assessed in Unit 2564. The candidate is assessed in the selection and application of acquired and developed skills in two activities, together with a Personal Performance Portfolio. The two activities and the Personal Performance Portfolio are each assessed out of 30 marks. The candidate must offer two activities from different activity categories.

## 2.5 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 skill 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. This context is determined by the nature of the activity and the assessment context is influenced by the activity's position on the open/closed continuum.

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 utilising features such as restricting numbers of players, space and range of skills. These conditioned competitive situations identify the individual candidate's level of autonomy whilst providing a range of contexts in which ability differentials will be displayed.

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.

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## 2.6 Performance Assessment

Assessment is through banded performance criteria. The statements in these criteria identify the following areas contributing to the candidates' assessment:

- 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 Conditional Competitive Situations demonstrating learning and understanding.

It can be seen from these areas that the emphasis of the assessment is towards the candidates' level of success in the application of skills and advanced skills within the Conditional Competitive Situations. This is supported by the candidates' awareness of the perceptual requirements of the activity demonstrated by the use of appropriate tactics and strategies.

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## 2.7 Conditioned Competitive Situations

In the following activities the Conditioned Competitive Situations are prescribed.

<b>Activity</b>	<b>Conditioned Competitive Situation</b>
Gymnastics	2 Cross Box Vaults 3 Four Movement Sequences
Trampolining	10 Contact Sequence
Educational Dance	2–3 min Solo Choreographed Dance
Mountain Walking	6 hour Expedition
Skiing	1 day course at Ski resort
Canoeing	Expedition on appropriate water
Sailing	Course with appropriate weather/wind/water conditions

*Centre devised activities may also have prescribed competitive situations where appropriate.*

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## 2.8 Personal Performance Portfolio

In addition to the practical work in Module 2564 candidates produce a Personal Performance Portfolio which is formally assessed in Unit 2564. The portfolio is a focus of study in the form of a working document, which is unique to each candidate and reflects their personal experiences and development. It should ultimately give the candidate an understanding of the factors that interact and affect performance, providing them with the necessary skills to develop strategies for improvement.

The candidate should consider three main disciplinary influences on performance, namely physiological, psychological and sociological. This provides the students with the knowledge and understanding to identify the strengths and weaknesses in their own performance and to plan a strategy for improvement. This strategy for improvement should then be implemented and the changes in performance should be recorded. In conclusion the candidate should offer an explanation to account for any changes in their performance. In the majority of cases the candidate's performance may improve, however it is possible that for some candidates their performance will remain constant or even deteriorate. In these instances the explanation should clearly outline reasons for the outcome. It is the intention that the candidate draws from experiences from all three AS modules and any other relevant experience.

The Personal Performance Portfolio is worth 10% of the candidate's AS marks.

The focus of the Personal Performance Portfolio is on the application of knowledge to practical performance to one of the candidate's own practical activities. The application of this knowledge and the evaluation of performance will lead to the elimination of weaknesses and, hopefully, the improvement in performance. In some cases this improvement will be significant, others less marked or minimal, whilst some may make no improvement.

The portfolio will provide the candidate with a working document to help their understanding of the three theoretical elements of their AS Physical Education course.

- Application of Anatomical and Physiological Knowledge to Improve Performance.
- Acquiring and Performing Movement Skills.
- Contemporary Studies in Physical Education.

During their A Level Physical Education course it is considered that, wherever possible, it is advantageous for theoretical knowledge to be reflected in the candidate's practical activity. It will also be helpful for the candidate to apply theory to a range of practical activities.

In the Personal Performance Portfolio the candidate will select **one chosen** activity to focus on and to apply the theoretical knowledge to. This **chosen** activity should be one of the two that the candidate has chosen to be assessed in. The candidate **must** identify the **chosen** activity.

The Personal Performance Portfolio should be organised into two sections with each section being sub-divided into parts.

## 2.8.1 Personal Performance Portfolio Structure

### Introduction:

- Candidate's name
- Candidate's Centre name and number
- Portfolio marking sheet
- Table of contents, including page numbers

### Section A:

- Application of Anatomical and Physiological Knowledge to Improve Performance
- Acquiring and Performing Movement Skills
- Contemporary Studies in Physical Education

### Section B:

- Evaluation of Chosen Activity – Identification of Strengths and Weaknesses
- Action Plan
- Review: Analysis of results

The portfolio should be submitted in a form that enables marking and moderation to be completed easily and effectively. It is expected that the five sections will be in the order identified in the Personal Performance Portfolio Structure (sub-section 2.8.1). The pages of the Portfolio should be numbered. The sections should be clearly identified and divided. Where candidates use plastic pockets/wallets, no more than two sheets (back to back) should be inserted in each. The mark sheet (sub-section 2.8.3) should be placed at the front of each portfolio.

**2.8.1.1 Section A:**

The theoretical concepts identified in this section **must** be included in the portfolio and applied to the chosen practical activity.

**(i) Application of Anatomical and Physiological Knowledge to Improve Performance**

- 1 The identification and justification of the components of physical fitness (strength, stamina, suppleness and speed) important in the chosen activity.
- 2 Give a detailed description of the personal warm up and cool down for the chosen activity. This should include an explanation of its effect on the
  - i) speed and force of muscular contraction
  - ii) vascular system.

**(ii) Acquiring and Performing Movement Skills**

- 1 The major coaching points of **one** named essential skill in the chosen activity.
- 2 Progressive practices for developing the same identified essential skill of the chosen activity.

The identification of coaching points for an identified skill will provide the blueprint for the candidate to undertake further research when they analyse their own strengths and weaknesses. Access to the coaching points of skills will enable the candidate to accurately assess the skills they use in their performance.

The identification of suitable progressive practices for the identified skill provides the blueprint for the candidate to develop a strategy for the enhancement of skills which they identify as having weaknesses. It should be noted that the nature of the progressive practices identified should permit performers of all standards access to practices.

The candidate should be encouraged to develop their own warm up and cool down routines specifically designed for their own chosen activity.

**(iii) Contemporary Studies in Physical Education**

- 1 Information on the governing/organising body of their chosen activity. This should include:
  - name, address, phone and website address
  - regional structure
  - coaching awards
  - promotional/grass root schemes
  - regional and national competitions
  - doping control and testing.

*[Candidates using website information should adapt it to each of the above]*

- 2 The candidate's assessment of their developmental placement on the performance pyramid of their chosen activity, including a discussion on the ways in which the governing/organising body has helped them progress.

### 2.8.1.2 Section B:

The second part of the portfolio will focus on the **chosen** practical activity, which must be identified. The activity should be one of the two in which the candidate is going to be assessed for the AS Physical Education coursework.

#### (i) Evaluation of Chosen Activity – Identification of Strengths and Weaknesses

The evaluation should identify initially the strengths of the candidate's performance before focussing on faults and weaknesses. It is possible that the candidate may well decide within their action plan to work on making the strengths of their performance even stronger.

Observing and evaluating their performance is something that the candidate needs to practise and they can do this by looking at others performing their activity and evaluating their performances. The candidate can be helped by their teacher/coach with this.

When the candidate observes a performance they will need to be focussed on what they are actually looking at. They should try to focus on one aspect at a time. They should focus on:

- skills/techniques;
- strategies/tactics;
- fitness.

They will need to make notes – do not assume that they will remember points that they identify. It is easier to observe a video of the performance because they can see it as many times as they wish.

The candidate will need to:

- have a clear picture in their mind as to what it is they are actually comparing the aspect of the performance they are observing, i.e. what is the perfect performance or what do they expect the performer to achieve? They may have set themselves a target to achieve and then ask whether or not they achieved it?
- be positive and look for the strengths in their performance to start with - to identify the aspects of their performance that are good, to ask themselves why these are good?
- maybe breakdown the aspect of the performance they are observing into phases. For instance, the Coursework Guidelines booklet identifies phases for skills/techniques.

The candidate is going to concentrate on their performance in their **chosen** activity. They will need some detailed knowledge of this activity and they can get this from:

- information given by teacher/coach when they have participated in the activity;
- the information they have collected in the section A of the Personal Performance Portfolio;
- Coaching manuals for the activity.

The candidate should also seek help and advice from their teacher/coach.

The candidate has already identified, in Section A, the coaching points of the skills/techniques, as well as the progressive practices to develop those skills. They need also to be aware of the fundamental tactics and strategies used in the activity. Using this information the candidate needs to assess their strengths and weaknesses. Primarily the candidate should do this, but they may also seek opinions from their teacher/coach, teammates and peers. A very useful tool would be to get someone to video their performance.

**(ii) Action Planning**

Creating the Action Plan.

As a result of their evaluation of the strengths and weaknesses of their performance, the candidate now needs to design one or more action plan aimed at improving their performance in general and specific aspects in particular. They may decide to create a series of simple action plans each with a short-term goal/objective or a more complex action plan with long-term goals/objectives.

Whichever method they decide to use, the action plan should identify:

- clear realistic goals that are achievable;
- the timescale in which they are going to achieve the goals;
- the method by which they are going to achieve the goals;
- the method by which they are going to evaluate whether or not they have achieved their goals/objectives.

The candidate should also keep a record of how they:

- implement their action plan;
- implement their evaluative method (record of results).

The time-scale of the action plan will be determined by the goals it is intended to achieve.

**(iii) Review: Analysis of results**

The candidate should comment on the effectiveness of their action plan. They should identify whether or not the action plan was successful identifying any improvements made. Where no improvement has been made suggestions as to why this is, should be made as well as improvements to the action plan for future use.

**Bibliography**

All sources of information and references should be listed using an appropriate method.

## 2.8.2 Assessment of the Portfolio

The Personal Performance Portfolio is assessed by banded criteria. These banded criteria focus on the following areas:

- Awareness of the impact of physiological factors on movement production. (Application of Anatomical and Physiological knowledge to Improve Performance).
- Awareness of the impact of coaching and learning on performance. (Acquiring and Performing Movement Skills).
- Knowledge of agencies influencing opportunities and provision. (Contemporary Studies in Physical Education).  
**[These relate to the coverage in the portfolio of the three theoretical areas. These concepts should be applied to the candidate's chosen activity].**
- Accuracy of the perception of performance.  
**[Evaluation of the chosen activity – identification of strengths and weaknesses].**
- Strategy to improve practical performance.  
**[Action planning].**
- Quality of portfolio.

The assessment of the theoretical areas will focus on both the breadth of coverage and the accuracy of the application. Appropriate breadth of coverage requires that all the theoretical areas identified as having to appear in the portfolio are indeed present and that their application is relevant.

The assessment of the evaluative section will relate to the accuracy of the candidate's assessment of their strengths and weaknesses as well as to the extent of their identification.

The assessment of the action planning will focus on the areas already identified and relate to the reality of the plan, its implementation and evaluation. All changes in performance should be explained.



### 2.8.3 Mark Sheet

This is the mark sheet which should be used to assess the candidate's portfolio. Centres should submit a whole mark for each section of the Personal Performance Portfolio. Mark(s) are provided for descriptors to guide Centres in awarding whole marks. When completed, the sheet should be included at the front of the candidate's portfolio (see section 2.8.1). Centres may wish to photocopy this mark sheet for assessing the portfolios. Alternatively, a single copy will be provided in February or multiple copies can be ordered from Windsor Street, General Despatch, fax number 01223 552678, quoting reference number WMS681.

#### Authentication

As with all coursework, teachers must verify that the work carried out for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the Portfolio mark with confidence.

#### Section A:

**Application of Anatomical and Physiological Knowledge to Improve Performance (i and ii).**

**Acquiring and Performing Movement Skills (iii and iv).**

**Contemporary Studies in Physical Education (v and vi).**

Mark	Descriptor
6	The candidate has an excellent awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They are highly informed about agencies influencing opportunities and provision.
5	The candidate has a good awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have detailed knowledge about agencies influencing opportunity and provision..
4 or 3	The candidate has an adequate awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have adequate knowledge about agencies influencing opportunity and provision.
2	The candidate has some awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have basic knowledge about agencies influencing opportunity and provision.
1	The candidate has lacked awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have superficial knowledge about agencies influencing opportunity and provision.

		Centre to indicate if work has been covered (✓)
(i)	Identification and justification of components of physical fitness	
(ii)	Description of personal warm-up	
	Effect on speed and force of muscular contraction Effect on vascular system	
(iii)	Major coaching points of an essential skill	
(iv)	Progressive practices for developing an essential skill	
(v)	Information on Governing Body: name, address, phone and website	
	regional structure	
	coaching awards	
	promotional/grass root schemes	
	regional and national competitions doping control and testing	
(vi)	Assessment of their developmental placement on the performance pyramid	
	Discussion of effects on their progress	
<b>Enter mark out of 6</b>		

**Section B:****Evaluation of chosen activity – identification of strengths and weaknesses.**

Mark	Descriptor
6	The candidate has an accurate perception of their performance.
5	The candidate has a good perception of their performance.
4 or 3	The candidate has a sound perception of their performance.
2	The candidate has a limited perception of their performance.
1	The candidate has an inaccurate perception of their performance.

		Centre to indicate if work has been covered (✓)
(i)	Accurate identification of strengths and weaknesses	
<b>Enter mark out of 6</b>		

**Action Planning**

<b>Mark</b>	<b>Descriptor</b>
<b>11 or 12</b>	The candidate has a comprehensive understanding of the factors that interact and affect performance resulting in the implementation of a highly successful strategy to improve their practical performance.
<b>10 or 9 or 8</b>	The candidate has a sound understanding of the factors that interact and affect performance resulting in the implementation of a very good strategy to improve their practical performance.
<b>7 or 6 or 5</b>	The candidate has some understanding of the factors that interact and affect performance resulting in the implementation of an appropriate strategy to improve their practical performance.
<b>4 or 3</b>	The candidate has limited understanding of the factors that interact and affect performance resulting in the implementation of a basic strategy to improve their practical performance.
<b>2 or 1</b>	The candidate has an inadequate understanding of the factors that interact and affect performance resulting in the implementation of a flawed strategy to improve their performance.

		<b>Centre to indicate if work has been covered (✓)</b>
<b>(i)</b>	Clear, realistic, achievable goals	
<b>(ii)</b>	Timescale	
<b>(iii)</b>	Method of achieving goals	
<b>(iv)</b>	Record of implementation of action plan	
<b>(v)</b>	Method of evaluating action plan	
<b>(vi)</b>	Record of results	
<b>Enter mark out of 12</b>		

**Quality of Portfolio**

Mark	Descriptor
6	The document is highly informative and concise.
5	The document is informative and concise.
4 or 3	The document is accurate and sound in most areas.
2	The document is sound in most areas.
1	The document is superficial and of limited substance.

		Centre to indicate if work has been covered (✓)
(i)	Review of Action Plan and Analysis of results	
(ii)	Candidate's understanding and depth of knowledge	
(iii)	Originality	
(iv)	Presentation	
<b>Enter mark out of 6</b>		

**Portfolio Assessment Summary**

Application of Anatomical and Physiological Knowledge to Improve Performance	
Acquiring and Performing Movement Skills	
Contemporary Studies in Physical Education	
Evaluation of chosen activity – identification of strengths and weaknesses	
Action Planning	
Quality of Portfolio	
<b>Enter Total Mark out of 30</b>	

## 2.8.4 Personal Performance Portfolio: Assessment Criteria

Centres should ensure that the mark awarded for the Personal Performance Portfolio using the mark sheets matches the mark banding criteria below.

25-30	<ul style="list-style-type: none"> <li>The candidate has an excellent awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They are highly informed about agencies influencing opportunities and provision.</li> <li>They have an accurate perception of their performance, combined with a comprehensive understanding of the factors that interact and affect performance resulting in the implementation of a highly successful strategy to improve their practical performance.</li> <li>The document is informative and concise.</li> </ul>
19-24	<ul style="list-style-type: none"> <li>The candidate has a good awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They have detailed knowledge about agencies influencing opportunity and provision.</li> <li>They have a good perception of their performance, combined with a sound understanding of the factors that interact and affect performance resulting in the implementation of a very good strategy to improve their practical performance.</li> <li>The document is informative and concise.</li> </ul>
13-18	<ul style="list-style-type: none"> <li>The candidate has an adequate awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They have adequate knowledge about agencies influencing opportunities and provision.</li> <li>They have a sound perception of their performance, combined with a some understanding of the factors that interact and affect performance resulting in the implementation of an appropriate strategy to improve their practical performance.</li> <li>The document is accurate and sound in most areas.</li> </ul>
7-12	<ul style="list-style-type: none"> <li>The candidate has some awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They have basic knowledge about agencies influencing opportunity and provision.</li> <li>They have a limited perception of their performance, combined with a limited understanding of the factors that interact and affect performance resulting in the implementation of a basic strategy to improve their practical performance.</li> <li>The document is sound in some areas.</li> </ul>
0-6	<ul style="list-style-type: none"> <li>The candidate has a limited awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance.</li> <li>They have superficial knowledge about agencies influencing opportunity and provision.</li> <li>They have an inaccurate perception of their performance combined with an inadequate understanding of the factors that interact and affect performance, resulting in the implementation of a flawed strategy to improve their performance.</li> <li>The document is superficial and of limited substance.</li> </ul>

## 2.9 Examples of Learning Experiences

The following examples highlight a progressive approach to the development of knowledge, understanding and application of the module content by the candidate.

**Required Knowledge/Experience:** The application of acquired and developed skills in practical activities.

### Acquiring, Performing and Teaching Movement Skills

Practical Learning Experience	Theoretical Learning Experience
Classify the types of activities.  <i>(acquire)</i>	Recall the descriptors used to classify a variety of movement skills.  <i>(acquire)</i>
During practical sessions observe the teacher/coach and evaluate the effectiveness of their teaching styles.  <i>(acquire, apply, evaluate)</i>	Comparison of different teaching styles, appraising the advantages and disadvantages of each style.  <i>(acquire, apply, evaluate)</i>

### Application of Anatomical and Physiological Knowledge to Improve Performance

Practical Learning Experience	Theoretical Learning Experience
What are the movements experienced in the acquired and developed skill.  <i>(acquire)</i>	Investigate the different types of movements possible at joints.  <i>(acquire).</i>
What will be your heart rate when you take part in your activity?  <i>(acquire, apply, evaluate)</i>	Explain the difference in the range of heart rates recorded for the same activity within the group.  <i>(acquire, apply evaluate)</i>

### Contemporary Studies in Physical Education

Practical learning experience	Theoretical learning experience
Whilst taking part in a practical activity identify the various roles adopted by the teacher.  <i>(acquire)</i>	Recall and identify the various roles of the physical education teacher and the coach.  <i>(acquire)</i>
Appraise your performances in practical activities and justify the extent to which they may be classed as sporting in nature.  <i>(acquire, apply, evaluate, appreciate)</i>	Discussion of the main values associated with sporting experiences.  <i>(acquire, apply, evaluate, appreciate)</i>

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## 2.10 Activity Categories and Assessment Criteria

### 2.10.1 Athletic Activities

#### Track and Field Athletics

The candidate is assessed performing **two** acquired and developed skills, these being selected from two of the following event areas: track, jumps, throws. **The candidates' two 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

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 in accordance with the guidelines given in Section 2.5.

Track Events: Shorter distance sprints, focusing on starts and technique.  
Shorter distance sprints, focusing on bend running, lane position.  
Sprint work focusing on crossing the finishing line.

Field Events: Standing throws  
(Throws) Throws with different weighted implements.

Field Events: Standing jumps/restricted run-ups.  
(Jumps)

## Athletics

## Unit 2564

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the conditioned competitive situations are very good and improvement are such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.



## 2.10.2 Combat Activities

### Judo

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

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

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

- 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 conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

The following are suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations in accordance with the guidelines given in Section 2.5.

Contests are limited in terms of:

Techniques permitted  
Mat area  
Time allowed

The limitations imposed should enable candidates to focus on their:

- (a) Groundwork techniques
- (b) Throwing techniques

In conjunction with the associated tactics and principles.

**Combat Activities****Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in contests. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the contests and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the contests. There is an attempt to select and apply advanced techniques in the contests and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

### 2.10.3 Dance Activities

#### Educational Dance

The candidate is assessed on their ability to choreograph and perform a solo dance with the use of music as a sound stimulus lasting between two and three minutes. The dance **must** include the following technical elements:

- leaps
- balances
- rolls

Candidates will produce a written programme prior to assessment. This programme **must** be available at moderation.

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
  - 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 conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

**Educational Dance****Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful compositional and choreographic strategies. Performances in the conditioned competitive situations are very good and improvements are such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

## 2.10.4 Game Activities

- **Invasion Games**

Association Football

Basketball

Field Hockey

Gaelic Football

Hurling

Netball

Rugby League

Rugby Union

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

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.

**Game Activities: Invasion Games****Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the conditioned competitive situations are very good and improvements are such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances. There is an attempt to select and apply advanced techniques and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

## Invasion Games - Conditioned Competitive Situation Exemplars

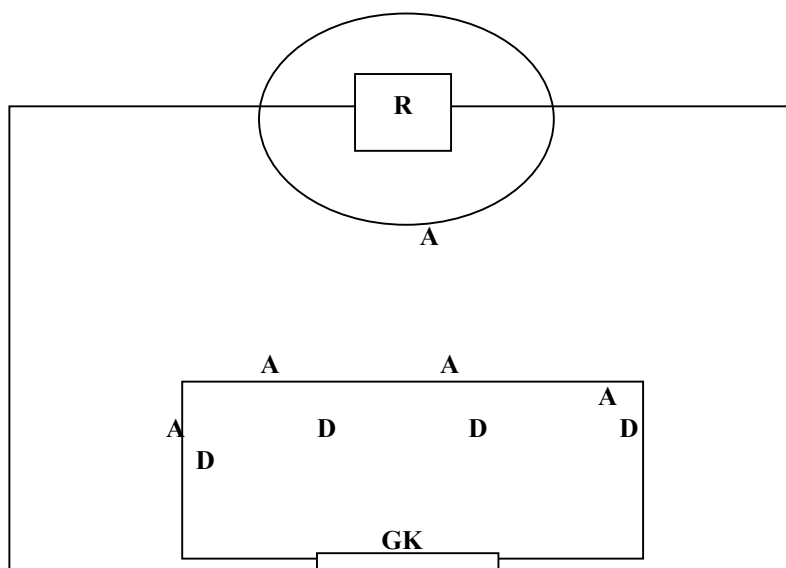
The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations in accordance with the guidelines given in Section 2.5.

### Association Football/Hockey

It is likely that these situations will be small sided in relation to 'the normal' team size.

#### Association Football/Hockey 6 v 5

- 1 player is restricted to an area on the half-way line (could be centre circle in football). This player cannot be tackled or closed down.
- Play is restricted to half pitch.
- Goalkeeper is not included in the team numbers but is on the defending side.
- Attacking team can only score from within penalty area.
- Defending team score by passing ball to player in centre circle.



**R** = Restricted player  
**D** = Defence  
**A** = Attack  
**GK** = Goal Keeper

Candidates are assessed in the selection and application of the acquired and developed skills within:

passing and receiving  
attacking **or** defending.

This assessment takes into account the candidates':

- level of accuracy, control and fluency
- correct selection of technique from the range available
- consistent success under pressure
- understanding principles and tactical awareness.

The 'conditions' within the game outlined above can be manipulated or changed to place a different emphasis. However, the conditioned game should always involve the assessment areas identified above. Conditions that could be applied are:

- (a) no tackling.
- (b) the type of pass to be used.
- (c) the number of passes prior to scoring.



## **Basketball**

Attack 3 v 3

Defence 3 v 3

These two situations can be assessed using the same half-court game.

The team on the attack commences from the mid-courtline. The defending team attempt to prevent a score. The attack is completed on a score or loss of possession. Fouls on a shooter gives this player one free shot. Other fouls by defenders result in the attack starting again.

Attacking team have five attempts then change to defend.

Team membership should be varied over a series of games.

### ***Half court conditioned game***

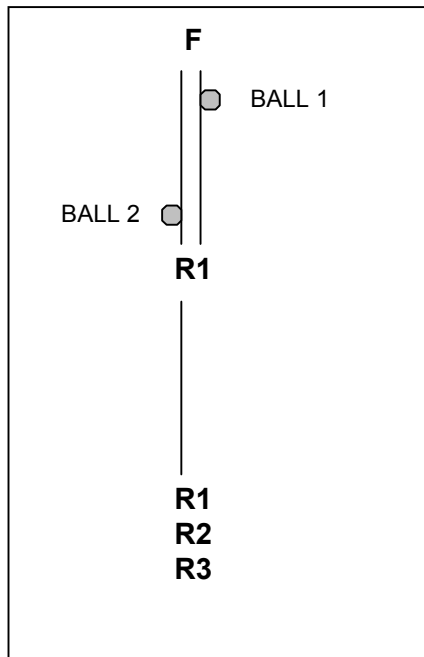
- (i) Player to player defence
- (ii) No pressing defence
- (iii) No zone defence

This assesses ability in a team competitive situation. Wherever possible the candidate should experience playing in each of the three attacking situations: guard, forward and centre in order that their and application of the skills and tactics appropriate to each position can be demonstrated.

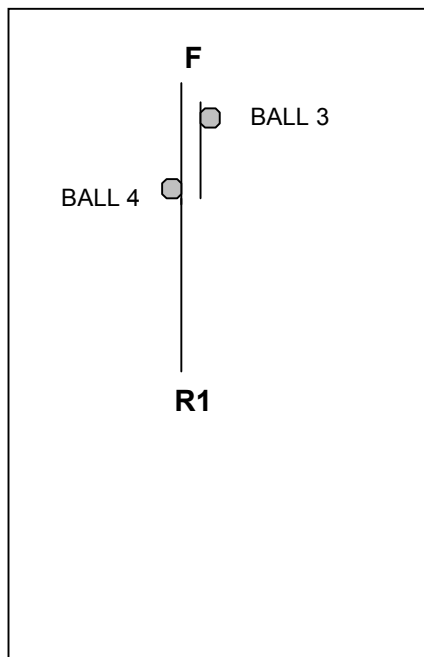
## Netball

### DRILL 1

**A**



**B**



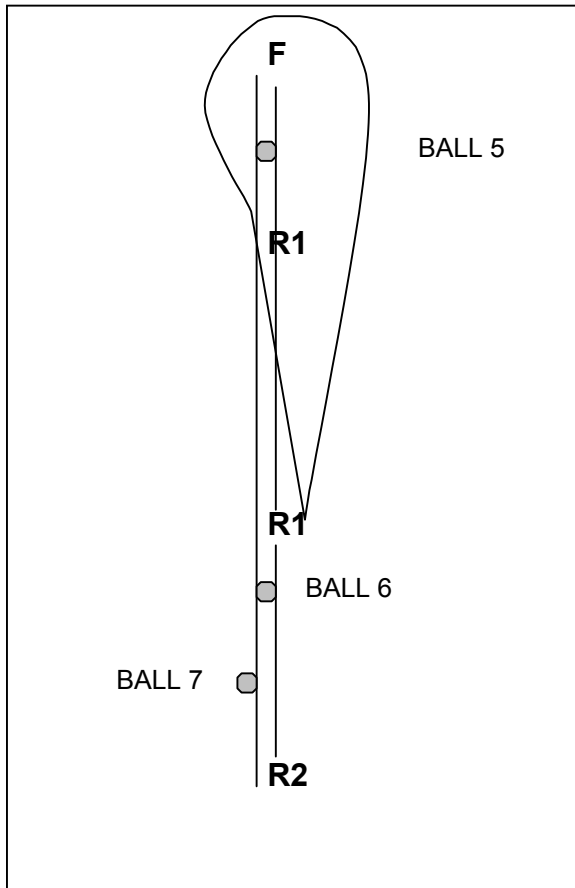
### PASSING AND RECEIVING

Conditioned activities to demonstrate the variety and quality of the pass and the opportunity to use different footwork and demonstrate the speed and agility of the performer. Drills to work on and then perform team v team or timed (etc).

**A:** F pass to just beyond  $\frac{1}{2}$  court (ball 1). R1 drives into receive. R1 gives quick ball back to F (ball 2).

**B:** F now sends a high jump ball (ball3). R1 carries on running forward jumps forward to collect high ball. (can demo volley or right left hand catch). R1 catches and gives quick ball back to feed (can be quick under arm).

**C**



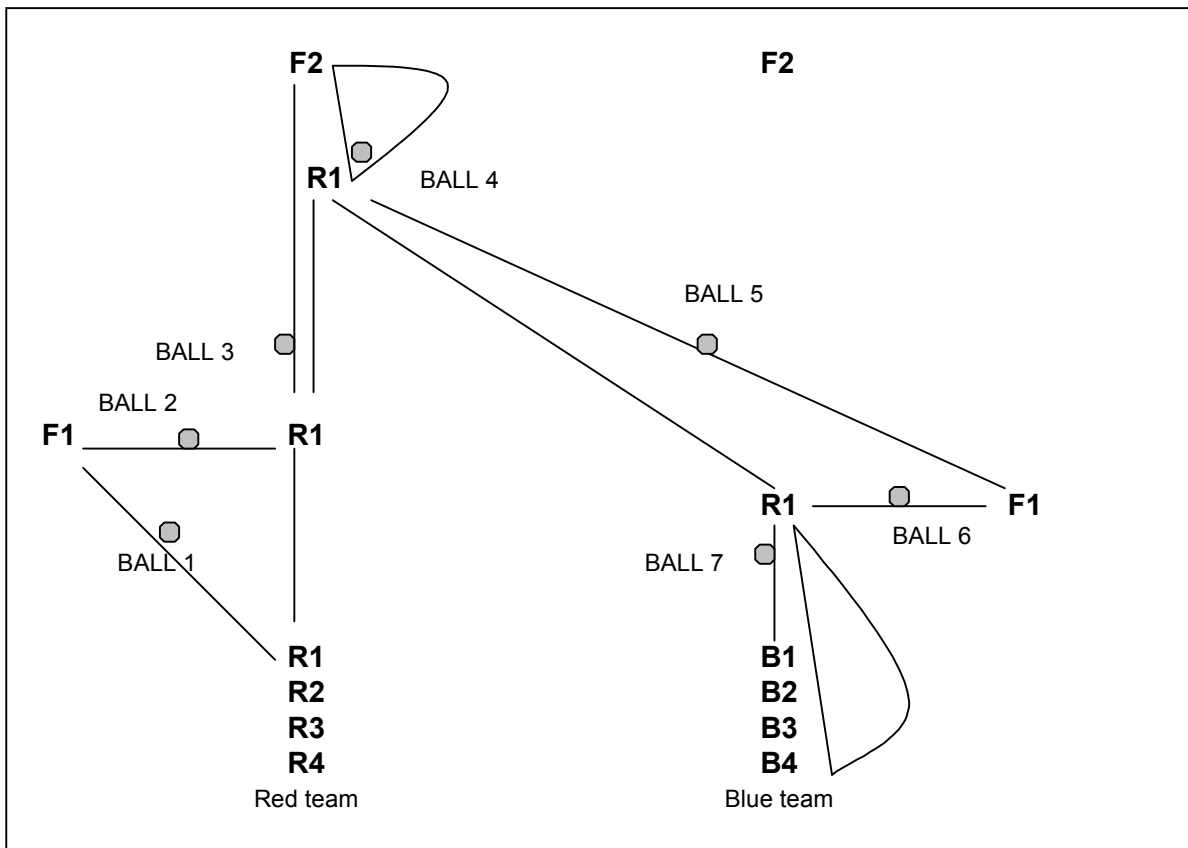
R1 now run around the back of F  
 F looks for the ball and sprints forward  
 to collect a 'loose' roll (a dropped  
 ball) or a bounce pass from F (ball  
 5). R1 collects and decides on type  
 of pass to give to R2 (can use rugby  
 ball pick up and underarm) (ball 6).  
 R2 send a long ball back to F to start  
 the process again (ball 7).

**Notes**

- (i) F remains on the spot all passes straight. Can vary with angle on first ball right or left angle on ball 5.
- (ii) Add competition team v team or time the squad back to start or number of laps in a given time.
- (iii) Number of receives can be 4/5/6.

**DRILL 2**

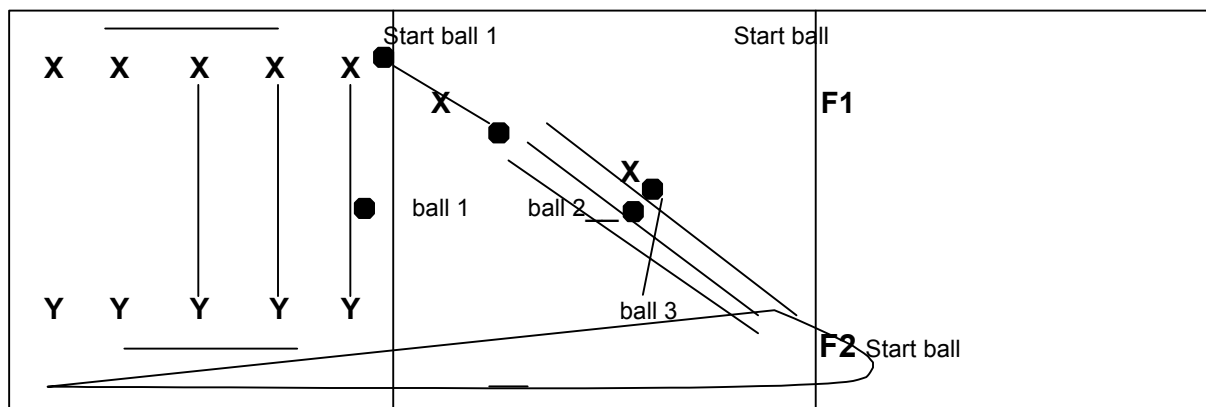
2 Teams and 2 balls – explained for 1 team over 2/3 court however both teams must work at the same time.



R1 starts with the ball, 2 feeders for each team F1 and F2, R1 gives a quick pass to F1 (ball 1) who is on an angle at the side line. R1 sprints forward and collects a square flat ball from F1 (ball 2). R1 now sends a long straight ball (ball 3) to F2 and R1 sprints forward to approx 1.5 metres away from F2, F2 sends a high jump ball (ball 4) R1 jumps to collect and demos a turn in the air to land and face F1 for opposing team side. R1 sends a diagonal pass to F1 (ball 5). R1 drives on an angle to collect a flat ball from F1 (ball 6). R1 then sends a straight flat ball to blue B1 (ball 7). R1 sprints down line to join opposite queue. Quality of footwork, speed and accuracy of pass are crucial.

**Notes**

- (i) As R and R2 start they must stay together so it maybe necessary to hold the first pass when it is returned.
- (ii) Condition the game by setting team task of “getting there and back” (if a ball is a bad pass players must be quick to retrieve).

**DRILL 3****'3' BALL**

1. Starts as above
  - (a) Ball passes from X to Y.
  - (b) X then drives on an angle towards F2 to receive ball 2 from F2
  - (c) X gives a quick ball back to F2
  - (d) X carries on running round F2 and sprints down the side line to join the queue. (there may be no queues when the practice is done at speed).
  
2. Y gives the ball back to the next player on the X row and also drives across to collect the flat ball from F1. She does exactly the same as X did.

**Notes**

- (i) The teams should establish a pattern and the 3 balls keep moving
- (ii) Try a high feed from F or a bounce pass.
- (iii) Coach shouts 'change' and the X and Y approaching F1 and F2 change over to become feeders.
- (iv) Use as a team relay or timed 'there and back'.

## Half Court Conditioned Games

4 v 4

C-WA-GA-GS  
C-WD-GD-GK

### (A) Attack

Challenge for the attacking team to get the ball into the circle in:-

- 4 passes
- 3 passes
- 2 passes

If the attackers put the ball out of the court, or if the defence make an interception, take the centre again.

Score out of 10 attempts.

### (B) Defence

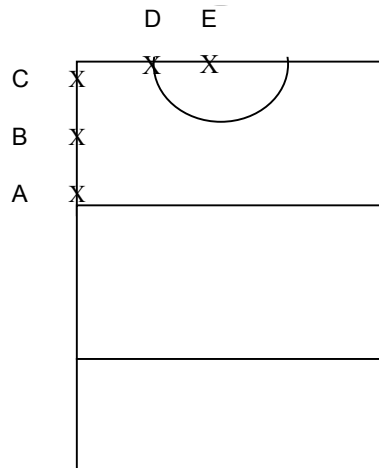
Same activity – however the attacking team must do 8/10 passes before attackers can shoot.

Defence to try person to person defence

- blocking
- zone defence

### (C) Attack

Taking a throw from the goal third sideline, backline and goal line.



Attackers take the 'throw-in' from each of the 5 positions marked on both left and right side.

Attackers show movements to:

- create space
- hold space

Score

- (a) the number of times out of the 10 starts that the shooter receives the ball in the circle.
- (b) the number of goals scored out of the ten attempts.

**(D) Defence**

Defence bring the ball out of the goal third and win a point if they keep possession of the ball and pass it to their own centre who was to receive the ball in their attacking third.

Score a point for:

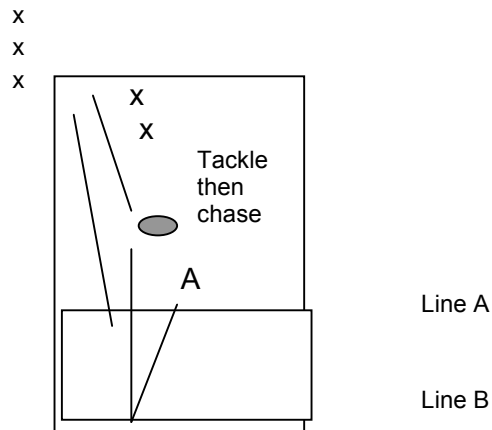
- (a) ten passes;
- (b) ten passes and taking the ball to the sideline.

## Rugby League

### Defending

1.

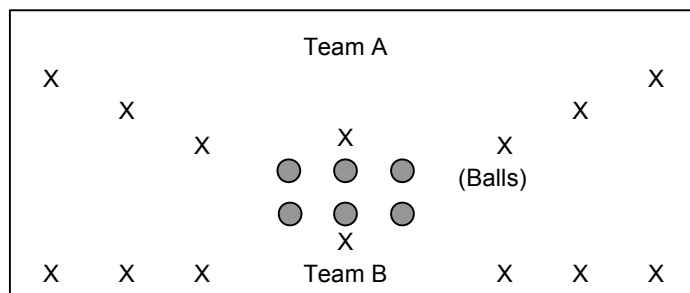
Player A is the defender whose task it is to tackle the other five members of the group in turn. Player A starts from line A, retreats to line B and at this point the attacker commences their run forward. Player A must advance and make the tackle, driving the attacker backwards and then assume marker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



2.

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

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



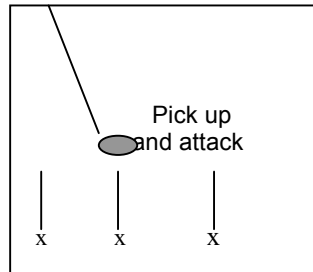


**Attacking**

1. 3 v 2

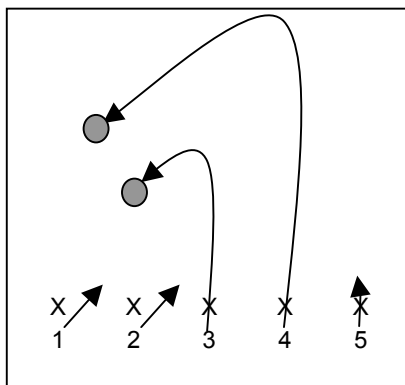
Two defenders face three attackers in a 20m grid. The defenders grubber kick the ball towards the attackers who pick it up and commence an attack against the defence, looking for space as they see fit. After a score or an error; attackers become defenders and the drill is a continuous practice.

Grubber  
kick



2.

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



- **NET/WALL GAMES**

Badminton

Squash

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 are 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 conditioned competitive situations.

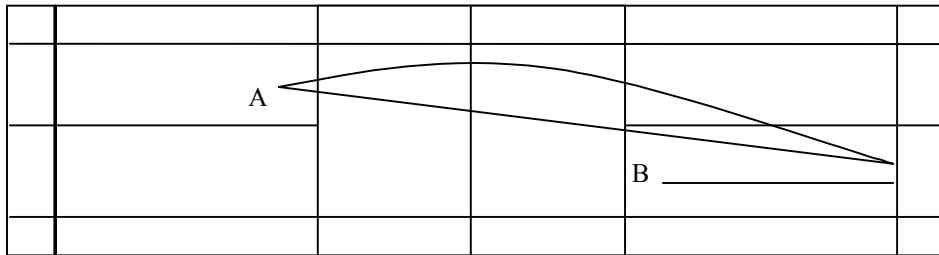
**Game Activities: Net/Wall Games****Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances. There is an attempt to select and apply advanced techniques and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some in learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

**NET/WALL GAMES – conditioned competitive situation exemplars**

**Badminton**

**1. High Serve**

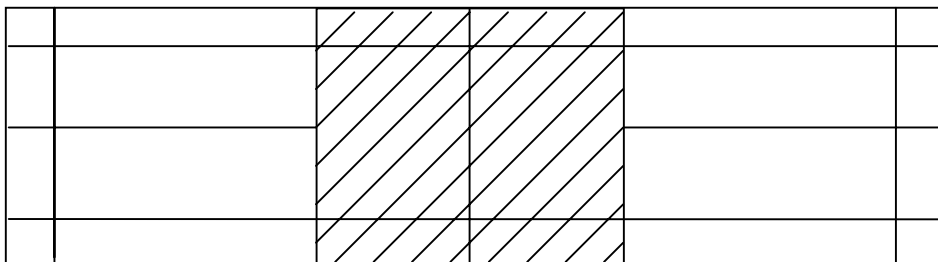


A has five high serves to B. Each time B must adopt the 'normal' receiving serve stance and position and attempt, if possible, to return A's serve.

Each serve is scored as follows:

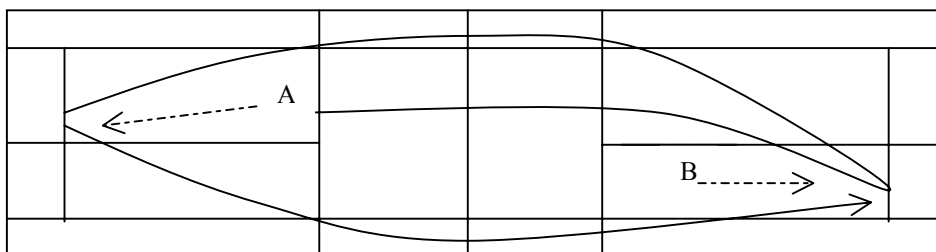
- 4 Points      B unable to return serve
- 3 Points      B returns serve but A is able to attack return
- 2 Points      B returns serve but A has to defend
- 1 Point        Serve is good but B returns and kills

**2. Net Play**



Only net shots to be used.  
 Play confined to area between service lines.  
 Twenty points to be played for.  
 Usual rules relating to change of service and scoring.

**3. Overhead Clear**



From the normal serving position A high serves to B who then forehand overhead clears to the diagonally opposite back court tramlines. A returns with a forehand overhead clear to the diagonally opposite back court from tramlines. This rally continues and a point is won when either player:

- (i) Fails to return the shuttle.
- (ii) Return falls short of backcourt tramlines.
- (iii) Return falls beyond backcourt tramlines.
- (iv) Fails to play forehand overhead clear.

Overhead clear to the diagonally opposite back court from tramlines. This rally continues and a point is won when either player:

- (i) Fails to return the shuttle.
- (ii) Return falls short of backcourt tramlines.
- (iii) Return falls beyond backcourt tramlines.
- (iv) Fails to play forehand overhead clear.

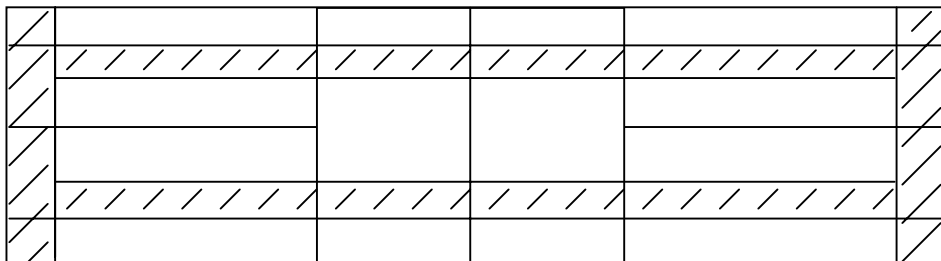
Winner of point serves to start to next rally.

**4. Stroke Restriction**

Eg. Underarm shots only to be used in a singles game. Normal rules apply apart from scoring when player who wins the rally wins one point. Round robin competition, each game best of five points.

**5. Court Restriction**

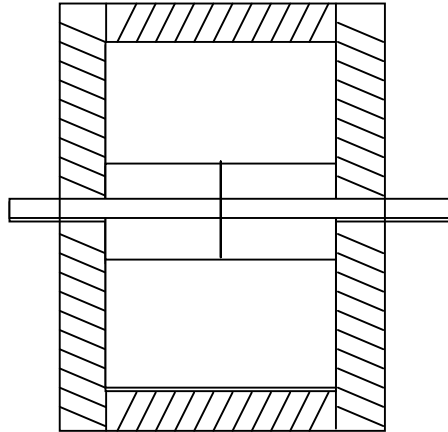
Eg. Singles conditioned game to develop length and width.



Only shots in the shaded area are good.

## TENNIS

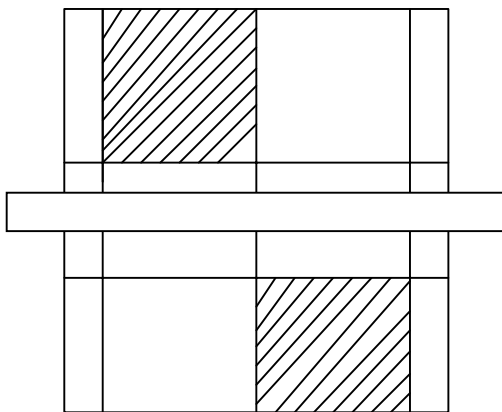
### 1. Court Restriction



SINGLES      / / / /  
 DOUBLES    \ \ \ \

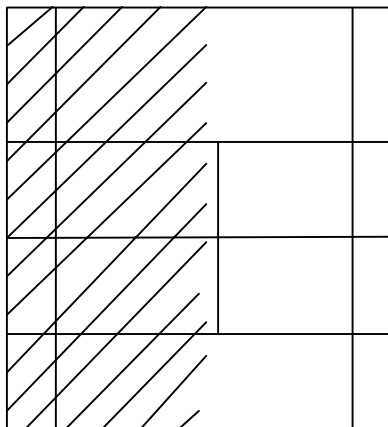
Adjust scoring system so that players gain one point for winning the normal rally, three points for playing a shot into the shaded area and five points for playing a winning shot into the shaded area.

### 2. Shot Restriction



Forehand drive is the only permitted stroke after the serve. Ball must land in the shaded area or is 'out'.

### 3. Half cover singles (shaded area)



Scoring

Winning – 1 pt No volley played  
 2 pts with volley played  
 3 pts overhead shot played

Lose    0 pts.

## **STRIKING/FIELDING GAMES**

### **CRICKET**

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

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.

**Games Activities: Striking/Fielding Games****Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the conditioned competitive situations are very good and improvements are such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances. There is an attempt to select and apply advanced techniques and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some in learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

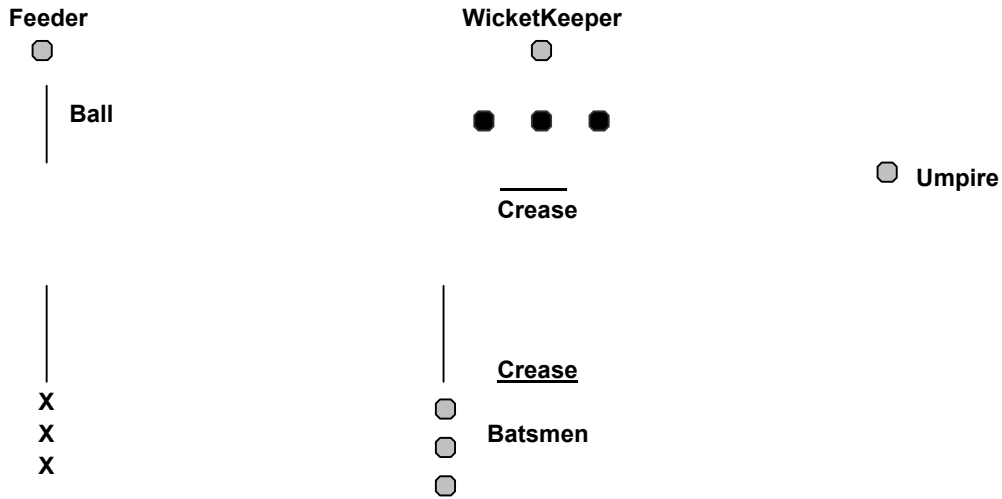


## Striking/Fielding Games – Conditional Competitive Situation exemplars

### CRICKET

#### 1. Fielding

(a) Pick up and throw

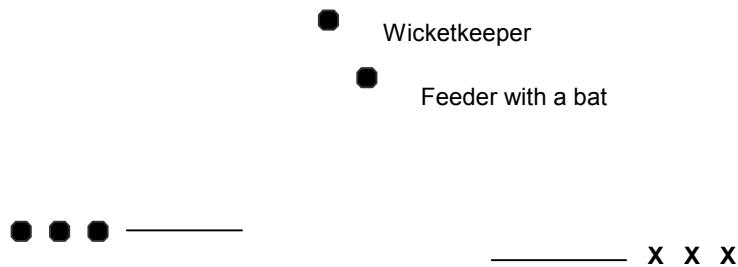


#### Fielders

Feeder rolls ball towards fielder. Fielder runs in, attacking pick up either short barrier or one handed pick up and throw at stumps.

Batter has to slide bat over the crease before fielder hit stumps.

(b) Long barrier fielding and throwing In



Keeper throws ball to feeder who hits ball out between the two fielding lines.

••• Fielders have to do a long barrier, pick up and throw over the stumps to the keeper.

XXX Fielders have to back up •••.

- Variation
- (i) change sides for pick up
  - (ii) ball in air and at varying speeds.

## 2. Batting

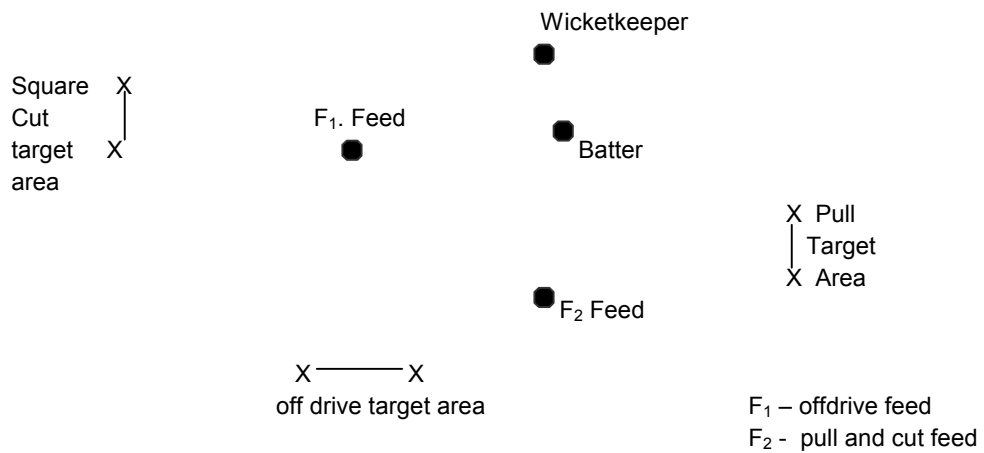
Using Kwick cricket balls or incrediballs

Batsman has target areas for particular strokes.

Off drive (off front foot)

The pull

The square cut

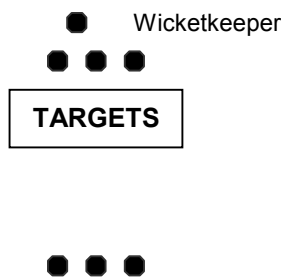


Fielders are placed in target area, who have to return ball to either wicket and try to run the batsman out. Batsman scores runs for hitting target area as well as actual runs between wickets.

## 3. Bowling

Place targets down where you would expect a good length ball to pitch. This will vary according to the type of ball to be bowled – seam, spin, swing.

- Points awarded for
- (i) Hitting target
  - (ii) Hitting wickets



- Variation
- (i) Play passive batsman – does not play ball
  - (ii) Play to wicketkeeper and umpire

- **TARGET GAMES**

- **GOLF**

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

- club selection and distance
- stroke action and target accuracy

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

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

- preparation
- execution
- recovery
- results
- overall efficiency

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.

**Game Activities: Target Games****Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances. There is an attempt to select and apply advanced techniques and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some in learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

## 2.10.5 GYMNASTIC ACTIVITIES

### Gymnastics

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

(i) **Cross-box vaults**

- (a) through vault;
- (b) 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 the level of success of that acquired and developed skill being reduced.

(ii) **Floor agility**

3 short sequences. Each short sequence should contain 4 different types of movements from the following

- 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 required 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 the level of that acquired and developed skill being reduced. Candidates produce a written schedule prior to assessment. This schedule **must** be available at 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.

### Gymnastics Activities: Gymnastics

### Unit 2564

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful compositional and choreographic strategies. Performances in the conditioned competitive situations are very good and improvements are such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

## Trampolining

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

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

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 the 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 conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.



**Gymnastic Activities: Trampolining****Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of sequence and composition. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in sequences. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful sequence and compositional strategies. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the sequences. There is a sound level of success in the selection and application of advanced techniques in the sequences and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound sequence and compositional strategies to show an understanding of the performance requirements. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the sequences. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce a satisfactory compositional strategy. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some compositional strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

## 2.10.6 OUTDOOR AND ADVENTUROUS ACTIVITIES

### • CANOEING

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 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 maintains a log which covers both the planning of the expedition and the expedition itself. The 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.

### CANOEING EXPEDITION

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

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

- the range and quality of the candidates 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 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 conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

**Outdoor and Adventurous Activities: Canoeing****Unit 2564**

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures. The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in the expedition. Under pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the expedition. There is a sound level of success in the selection and application of advanced techniques in the expedition and under pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound survival and safety techniques. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performance in the expedition. There is an attempt to select and apply advanced techniques in the expedition and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some in learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

- **MOUNTAIN WALKING**

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

The following regulations apply:

- the appropriate safety measures must be applied.
- the candidates maintains a detailed log book which covers both the planning and preparation for the expedition itself. The 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.

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

- Use and interpretation of maps and their symbols;
- Navigation across country using map and compass;
- Planning the route;
- Calculation of distance using a map;
- Organisation and use of equipment, application of safety principles, conservation practices and respect for others.
- Obtaining grid and magnetic bearings

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.

#### EXPEDITION

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

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

Suitable venues for expeditions can be found in the following areas:

Dartmoor	Cheviots
Brecon Beacons	Highlands of Scotland
Black Mountains	Skye
Mid and North Wales Mountains	Harris
Peak District and Northern Moors	Lewis
Pennines	Arran
North Yorkshire Moors	Sperrin Mountains
Galloway Hills	Antrim Hills
Mountain of Mourne	Lake District

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

The group size should be a minimum of 3 and a maximum of 6. Due account should be taken of seasonal conditions and, unless candidates have had considerable experience of high level summit ridges, these should be avoided. Expeditions should **not** take place in 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.

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

The candidate will maintain a detailed log which covers both the planning of the expedition and the expedition itself. The log **must** be available at moderation.

**Outdoor and Adventurous Activities:  
Mountain Walking**

**Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures. The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in the expedition. Under pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the expedition. There is a sound level of success in the selection and application of advanced techniques in the expedition and under pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound survival and safety techniques. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performance in the expedition. There is an attempt to select and apply advanced techniques on the course and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some in learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

- **SAILING**

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

The following regulations apply:

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

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

- organisation and use of equipment;
- rigging the boat;
- demonstration of appropriate techniques whilst performing a range of manoeuvres; - ie. canoeing/landing, tacking, gybing, going about, capsizing.
- knowledge of health and safety (including distress signals), local 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 conditioned competitive situations.

### Outdoors and Adventurous Activities: Sailing

### Unit 2564

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures. The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques on the course. Under pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances on the course. There is a sound level of success in the selection and application of advanced techniques on the course and under pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound survival and safety techniques. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performance on the course. There is an attempt to select and apply advanced techniques on the course and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.



- **SKIING**

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

The following regulations apply;

- the appropriate safety measures must be applied;
- The candidates maintains a detailed log book 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 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.

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 course should include at least four hours skiing. Suitable venues in Britain can be found at:

Aviemore	Glencoe	Glenmore
Fort William	Glenshee	

Other suitable venues may be found abroad.

The candidate will maintain a detailed log which covers both the planning of the course and the course itself. The log must be available at moderation.

**Outdoor and Adventurous Activities: Skiing****Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures. The candidate introduces appropriate strategies and demonstrates an understanding of survival and safety techniques. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques on the course. Under pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances on the course. 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. The candidate is able to introduce and use sound survival and safety techniques. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performance on the course. There is an attempt to select and apply advanced techniques in the course and under competitive pressure accuracy, control and fluency are usually achieved. 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. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

## 2.10.7 Swimming Activities and Water Safety

### SWIMMING ACTIVITIES

#### Competitive swimming

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

- front crawl
- back stroke
- breast stroke
- butterfly

**The candidates' two assessed strokes 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:

- arm action
- body position
- breathing
- leg action
- 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 conditional competitive situations and are not seen as being prescriptive.

- 'Shortened' distances to emphasise 'starts'.
- Pool widths to emphasise turns.
- Part stroke events to focus on arms/legs.

Centres may devise their own conditional competitive situations in accordance with guidelines given in Section 2.5.

**Swimming Activities****Unit 2564**

<b>Marks</b>	<b>Description</b>
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. Performances in the conditioned competitive situations are excellent and progress has allowed them to achieve their performance-based targets.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the conditioned competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the conditioned competitive situations are good and improvement reflects satisfactory learning and understanding.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the conditioned competitive situations become more consistent and progress has allowed some learning and understanding.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

## 3 Module 2567: The improvement of effective performance and critical evaluation of practical activities with synoptic assessment

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### 3.1 Introduction

Physical Education is a worthwhile experience involving 'intelligent' personal performance at a practical level, which identifies a physically educated person. In this module 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 Module 2564 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 this module 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 specification 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.

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### 3.2 Candidate Learning Experiences

Candidates should gain knowledge and understanding as a result of involvement in, and a reflection on, practical experiences. These experiences are recorded during the A2 part of the Advanced GCE course and used to update the candidate's Personal Performance Portfolio, building an even greater awareness of the interaction between the theory and practice of Physical Education explored in the AS.

Candidates should add to and update their Personal Performance Portfolio, with the aim of using this information to help improve their own practical performance and that of others. This process also helps candidates to prepare for the synoptic assessment in Unit 2566 (Section B) and Unit 2567. **The Personal Performance Portfolio will not be assessed.**

### 3.3 Unit Assessment

The candidate's practical performance, knowledge and understanding developed in Module 2567 is assessed in Unit 2567. The candidate is assessed in the selection, application and improved performance of skills in an open environment (effective performance) in **two** activities together with the evaluation and appreciation of performance through observation and synopsis of knowledge (oral test). Each of the two effective performances and the oral test is assessed out of 30 marks. The evaluation and appreciation of performances through observation and synopsis of knowledge, which is classed as synoptic assessment, contributes 5% to the candidate's final overall assessment. Each candidate offers two activities from different activity categories. The oral test focuses on **one** of these activities.

### 3.4 Module Content

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

Activity Categories	Activity
1 <b>Athletic Activities</b>	Track and Field athletics
2 <b>Combat Activities-</b>	Judo
3 <b>Dance Activities</b>	Educational Dance
4 <b>Invasion Game Activities</b>	Association Football Basketball Field Hockey Gaelic Football Hurling Netball Rugby League Rugby Union
5 <b>Net/Wall Game Activities</b>	Badminton Squash Tennis Volleyball
6 <b>Striking/Fielding Game Activities</b>	Cricket
7 <b>Target Game Activities</b>	Golf
8 <b>Gymnastic Activities</b>	Gymnastics Trampolining
9 <b>Outdoor and Adventurous Activities</b>	Mountain Walking Canoeing Skiing Sailing
10 <b>Swimming Activities</b>	Competitive Swimming

The following activities have been submitted by Centres as additional activities for A2 level. The assessment criteria are available from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

<b>Activity Categories</b>	<b>Activity</b>	<b>Code</b>
<b>Athletic Activities</b>		
<b>Combat Activities-</b>		
<b>Dance Activities</b>	Ballroom Dancing (Latin)	Bd
	Folk Dancing	Fd
	Ice Dance	Id
<b>Invasion Game Activities</b>	Handball	Hb
	Lacrosse	La
	Water Polo	Wp
<b>Net/Wall Game Activities</b>	Table Tennis	Tt
<b>Striking/Fielding Game Activities</b>	Baseball	Bb
	Rounders	Ro
<b>Target Game Activities</b>		
<b>Gymnastic Activities</b>		
<b>Outdoor and Adventurous Activities</b>	Rock Climbing	Rc
<b>Swimming Activities</b>	Diving	Div

### 3.5 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. Centres may want to adapt this 'normal' environment for a variety of reasons, amongst them being:

- the numbers taking part;
- placing greater emphasis on particular skills or tactics;
- making candidates perform under pressure amongst colleagues and opponents of similar abilities;
- time restrictions;
- a wish to utilise situations, which occur outside the normal curriculum time for example, extra curricular activities, representative/club opportunities.

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.**

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### 3.6 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, which is classed as synoptic assessment, has a weighting of 30 raw marks which contributes 5% to the candidates final overall assessment.

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?*

### 3.6.1 Mark Scheme

Whilst the mark scheme is subdivided it is envisaged that the candidate will be assessed in all sections whilst observing the same performances.

- The application of knowledge and concepts to support evaluative and appreciative comments 15 marks
- The application of knowledge and concepts within a strategy for the improvement of the performance 15 marks

Total: 30 marks

**The Application of Knowledge and Concepts to Support Evaluative and Appreciative Comments**

12-15	The candidate shows a good knowledge of the analytical phases of the activity. They accurately identify all major strengths and weaknesses of the technical and aesthetic aspects of the performance. Where appropriate, they make accurate and evaluative comments relating to the collaborative aspects of the performance. The candidate supports and justifies all observations made with a sound and accurate application of a range of knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.
8-11	The candidate shows a sound knowledge of the analytical phases of the activity. They accurately identify most of the major strengths and weaknesses of the technical and aesthetic aspects of the performance. Where appropriate, they make sound evaluative comments relating to the collaborative aspects of the performance. The candidate supports and identifies most major observations made with a sound application of a limited range of knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.
4-7	The candidate, with some supplementary questioning, shows knowledge of the analytical phases of the activity. They identify some of the major strengths and weaknesses of the technical and aesthetic aspect of the performance. Where appropriate, they make some evaluative comments relating to the collaborative aspects of the performance. The candidate supports and justifies some of the major observations made with an application of some knowledge and concepts from each of the physiological, psychological and socio-cultural disciplines.
0-3	The candidate, with extensive supplementary questioning, shows limited knowledge of the analytical phases of the activity. They identify some strengths and weaknesses of the technical and aesthetic aspects of the performance. Where appropriate, they make evaluative comments relating to the collaborative aspects of the performance. The candidate supports and justifies some of the observations made with a basic application of limited knowledge and concepts from some of the physiological, psychological and socio-cultural disciplines.

**The Application of Knowledge and Concepts within a Strategy for the Improvement of Performance**

12-15	The candidate identifies all the major faults which need to be addressed and selects the most important one and formulates a detailed, accurate, viable action plan to remedy the major fault and bring about an improvement in the performance. The action plan includes all the detailed coaching points, all the detailed practices and a detailed time scale. They justify the action plan with the appropriate application of a range of physiological knowledge and concepts; the appropriate application of a range of psychological knowledge and concepts; and the appropriate application of a range of socio-cultural knowledge and concepts.
8-11	The candidate identifies most of the major faults which need to be addressed and selects the most important one and formulates a detailed, viable action plan to remedy the major fault and bring about an improvement in performance. The action plan includes detailed coaching points, detailed practices and a detailed time scale. The candidate justifies the action plan with a sound application of a limited range of physiological knowledge of concepts; the sound application of a limited range of psychological knowledge and concepts; and a sound application of a limited range of socio-cultural knowledge and concepts.
4-7	<p>The candidate, with supplementary questioning, identifies some of the major faults that need to be addressed and selects the most important one. They formulate a viable action plan to remedy the major fault and bring about an improvement in performance. The action plan includes coaching points, practices and time scale.</p> <p>The candidate justifies the action plan with the sound application of some physiological knowledge and concepts; justifies the action plan with the sound application of some psychological knowledge and concepts; and justifies the action plan with the sound application of some socio-cultural knowledge and concepts</p>
0-3	The candidate, with extensive supplementary questioning, identifies some faults that need to be addressed and selects one. They formulate an action plan to remedy the fault and improve the performance. The action plan includes some coaching points, some practice and a time-scale. The candidate justifies the action plan with the application of some knowledge and concepts.

The following represent **some** of the knowledge and concept areas which the candidate **could** apply:

- **Anatomical and Physiological**

identification of joint type and its movement range;

identification of muscles involved and the type of movements and contractions;

strength and flexibility requirements of the movement;

speed and strength needs of the movement and its relationship to the fibre content of muscles;

a movement analysis of the skills/techniques involved;

the importance of a warm up and cool down in the plan;

the energy continuum.

the recovery process;

training and its relationship to the components of fitness important to the activity;

importance of other aspects which affect performance such as: body composition, balance, co-ordination-ordination, agility, reaction time and speed to the activity;

influence of nutrition and other factors which can enhance performance.

- **Psychological**

classification of the skill/technique involved;

identification of the abilities needed;

information processing demands;

influences of reaction time.;

use of feedback in the plan;

involvement of schema;

application of learning theories;

S-R bond application;

observational learning;

phases of learning;

transfer of learning;

task analysis - complexity and organisation;

presentation of skills;

practice conditions;

use of guidance;

style of teaching.

- **Contemporary Studies**

the activity in relation to the leisure and recreation context;  
organisational status of the activity – support for them in the activity;  
influence of cultural factors on performance;  
own position on the performance pyramid and support given to them to develop;  
role of the media in the activity;  
discrimination within the activity.

- **Exercise and Sport Physiology**

energy systems continuum relation to the activity;  
recovery process in the activity;  
training for the activity in relation to the relevant components of fitness;  
influence of ergogenic aids on the activity.

- **Psychology of Sports Performance**

sport-specific achievement motivated in relation to the activity;  
group and team theories and their relevance/influence in the activity;  
importance of mental preparation;  
competition effects on sports performance – social facilitation, aggression;  
biomechanical analysis of human movement;  
importance/relevance of Newton's Laws in the performance;  
application of principles of angular momentum to the performance.

- **Historical Studies**

Discuss the activity observed in relation to one of the following three aspects:

- popular recreation;
- public school athleticism;
- rational recreation in the 19th Century

in relation to:

- who was involved;
- level of organisation;
- the values identified within it.

- **Comparative Studies**

Discuss the activity observed in relation to one of the following three countries:

- Australia;
- United States of America;
- France

in relation to:

- excellence;
- mass participation.
- place in schools.
- popularity;
- media coverage;
- commercialism;
- funding;
- significance of ethnic activities.

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### 3.7 Personal Performance Portfolio

It is recommended that candidates continue to update their Personal Performance Portfolio produced during their AS course. The Personal Performance Portfolio is **not** assessed in Unit 2567. It is a focus of study in the form of a working document that is unique to each candidate and reflects their personal experiences and development. It should enhance the candidate's understanding of the factors that interact and affect performance as well as their skills in developing their strategies for improvement. It will also provide an invaluable resource to support the candidate's synoptic assessment in Unit 2566 (Section B) and in Unit 2567.

The candidate should consider the three main aspects of performance, namely coaching, physical and organisational aspects. This provides the candidate with the knowledge and understanding to identify the strengths and weaknesses in their own and others' performance and to plan a strategy for their improvement. It is the intention that the candidate draws from experiences in Exercise Physiology together with their studies in Modules 2565 and 2567.

### 3.8 Examples of Learning Experiences

The following examples highlight an approach to the development of knowledge, understanding and application of the module content by the candidate.

**Required Knowledge: The improved effective performance of the candidate's activity.**

#### Historical Studies in Physical Education

Practical learning experience	Theoretical learning experience
An awareness of the dysfunction of gamesmanship in performing your major game.	Dysfunction of gamesmanship as compared to the ethic of 'play up, play up and play the game', where an elite group linked games with character building.  <i>(acquire, apply, evaluate, appreciate).</i>

#### Comparative Studies in Physical Education

Practical learning experience	Theoretical learning experience
What is the time given to improving your chosen activities in school?	As compared with the Australian approach to sport education outside the curriculum.  <i>(acquire, apply, evaluate, appreciate).</i>

#### Biomechanical Analysis of Human Movement

Practical learning experience	Theoretical learning experience
What are the effects of the development of personal equipment on the improvement of your performance?	As related to different types of footwear on different types of surfaces in relation to frictional properties.  <i>(acquire, apply, evaluate).</i>

#### Psychology of Sport Performance

Practical learning experience	Theoretical learning experience
In what way has your coach / teacher helped you to maintain progress in your practical activities.	As compared to the role of the sports psychologist in helping the performer to address mental preparation.  <i>(acquire, apply, evaluate).</i>

## 3.9 Activity Categories and Assessment Criteria

### 3.9.1 Athletic Activities

#### Track and Field Athletics

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

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

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

$$\frac{\text{MARK FOR EVENT}}{3} = \text{TOTAL MARK FOR ATHLETICS}$$



## Athletic Activities

## Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the 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.

## 3.9.2 Combat Activities

### Judo

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.

**Combat Activities: Judo****Unit 2567**

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the contest. 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. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the contest. There is an attempt to select and apply advanced techniques in the contest and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the 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.

### 3.9.3 Dance Activities

#### Educational Dance

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.

The formal solo dance should contain the following technical elements:

- jumps
- leaps
- balances
- rolls
- turns

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.

## Educational Dance

## Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite performance pressures. The candidate introduces strategies at a high level and demonstrates an understanding of sequence composition and choreography. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful sequence compositional and choreographic strategies. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the dance. 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. The candidate is able to introduce and use sound sequence compositional and choreographic strategies to show an understanding of the performance requirements. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the dance. There is an attempt to select and apply advanced techniques in the dance and under performance pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use a satisfactory compositional and choreographic strategies. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the 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.

### 3.9.4 Game Activities

- **Invasion Games**

Association Football

Basketball

Field Hockey

Gaelic Football

Hurling

Netball

Rugby League

Rugby Union

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.

### Game Activities: Invasion Games

### Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces strategies at a high level and demonstrates an understanding of tactics to outwit the opposition. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the game. 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. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the game. There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the 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.

- **NET/WALL GAMES**

Badminton

Squash

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.

### Game Activities: Net/Wall Games

### Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces strategies at a high level and demonstrates an understanding of tactics to outwit the opposition. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the game. 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. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the game. There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the 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.

- **STRIKING/FIELDING GAMES**

### **Cricket**

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.

### Game Activities: Striking/Fielding Game

### Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the game. 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. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the game. There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the 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.

- **TARGET GAMES**

**Golf**

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 is used in conjunction with the following assessment criteria for the formal competitive situations.

### Games Activities: Target Games

### Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the game. 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. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the game. There is an attempt to select and apply advanced techniques in the game and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the 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.

### 3.9.5 Gymnastic Activities

#### Gymnastics

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

- agility sequence 10m x 10m 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.

### Gymnastic Activities: Gymnastics

### Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces appropriate strategies and demonstrates an understanding of composition and choreography. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful compositional and choreographic strategies. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the sequence. 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. The candidate is able to introduce and use sound compositional and choreographic strategies to show an understanding of the performance requirements. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the sequence. There is an attempt to select and apply advanced techniques in the sequence and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the 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.

### Trampolining

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
- back



Variations on these can be attempted but successful performance rather than difficulty is the criterion. 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 the 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

- 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 ten contact formalised sequence.

### Gymnastic Activities: Trampolining

Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces strategies at a high level and demonstrates an understanding of sequence composition. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of successful sequence compositional strategies. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the sequence. 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. The candidate is able to introduce and use sound sequence compositional strategies to show an understanding of the performance requirements. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the sequence. There is an attempt to select and apply advanced techniques in the sequence and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use a satisfactory compositional strategy. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some compositional strategies with a limited perception of the requirements of performance. Performances in the 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.

### 3.9.6 Outdoor and Adventurous Activities

#### Canoeing

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.

### Outdoor and Adventurous Activities: Canoeing

### Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures. The candidate introduces strategies at a high level and demonstrates an understanding of survival and safety techniques. 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.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in the expedition. Under pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range survival and safety techniques. 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.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the expedition. There is a sound level of success in the selection and application of advanced techniques in the course and under pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound survival and safety techniques. Performances in the expedition are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the expedition. There is an attempt to select and apply advanced techniques in the expedition and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. Performances in the expedition become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. Performances in the expedition have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident.

## Mountain Walking

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 walking expedition in unknown, open or wild country remote from habitation. 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 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 3 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. Suitable venues for expeditions can be found in areas such as:

Dartmoor	Cheviots
Brecon Beacons	Highlands of Scotland
Black mountains	Skye
Mid and North Wales Mountains	Harris
Peak District and Northern Moors	Lewis
Pennines	Arran
North Yorkshire Moors	Sperrin Mountains
Galloway Hills	Antrim Hills
Mountain of Mourne	Lake District

Part of the planning process is to investigate and establish the 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, emergency provisions.

The group size should be a minimum of 3 and a maximum of 6. Due account should be taken of seasonal conditions and, unless candidates have had considerable experience of high level summit ridges, these should be avoided. Expeditions should **not** take place in 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;
- wild camping.

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

### Outdoor and Adventurous Activities: Mountain Walking

### Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures. The candidate introduces strategies at a high level and demonstrates an understanding of survival and safety techniques. 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.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in the expedition. Under pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. Performances in the expedition are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the expedition. There is a sound level of success in the selection and application of advanced techniques in the expedition and under pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use sound survival and safety techniques. Performances in the expedition are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the expedition. There is an attempt to select and apply advanced techniques in the expedition and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use survival and safety techniques at a satisfactory level. Performances in the expedition become more consistent and progress has allowed some in learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. Performances in the expedition have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident.

## Sailing

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:

- 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.

### Outdoor and Adventurous Activities: Sailing

### Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures. The candidate introduces strategies at a high level and demonstrates an understanding of survival and safety techniques. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the course. 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. The candidate is able to introduce and use sound survival and safety techniques. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the course. There is an attempt to select and apply advanced techniques in the course and under competitive pressure accuracy, control and fluency is usually achieved. 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. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. Performances in the 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.

## Skiing

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. Suitable venues in Britain can be found at Aviemore, Fort William, Glencoe, Glenshee and Glenmore. Other suitable venues may be found abroad.

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.

### Outdoor and Adventurous Activities: Skiing

### Unit 2567

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite pressures. The candidate introduces strategies at a high level and demonstrates an understanding of survival and safety techniques. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. 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. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of survival and safety techniques. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the course. 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. The candidate is able to introduce and use sound survival and safety techniques. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the course. There is an attempt to select and apply advanced techniques in the course and under competitive pressure accuracy, control and fluency are usually achieved. 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. 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some survival and safety techniques with a limited perception of the requirements of performance. Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident.

### 3.9.7 Swimming Activities

#### Competitive swimming

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

- front crawl
- back stroke
- breast stroke
- butterfly

**The candidate's one assessed stroke 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.

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

The total mark for swimming is then calculated as follows:

$$\frac{\text{MARK FOR STROKE}}{3} = \text{TOTAL MARK FOR SWIMMING.}$$

**Activities: Swimming****Unit 2567**

Marks	Description
25-30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces strategies at a high level and demonstrates an understanding of tactics to outwit the opposition. 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 <b>may</b> be an indicator of attainment of this high standard but assessment criteria <b>must</b> still be met.
19-24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the 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 <b>may</b> be an indicator of attainment of this standard but assessment criteria <b>must</b> still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the 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.

## 4 Assessment Sheets

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See over.

# PHYSICAL EDUCATION

## Advanced Subsidiary GCE

### Unit 2564

### Practical Activity Assessment Form



<b>Centre Number</b>		<b>Centre Name</b>	
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<b>Activity</b>	
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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.

Candidate Number	Candidate Name	Events	Conditioned Competitive Situation / 30

<b>Name of Teacher completing this form</b>	
---------------------------------------------	--

<b>Signature</b>		<b>Date</b>	
------------------	--	-------------	--

<b>Activity Profile</b>	<b>Activity</b>	<b>Activity Codes</b>
Athletic Activities	Track and Field Activities	Ath
Combat Activities	Judo	Ju
Dance Activities	Dance	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Hockey	Ho
	Gaelic Football	GF
	Hurling	Hu
	Netball	Ne
	Rugby Football – League	RL
	Rugby Football – Union	RU
Net/Wall Games	Badminton	Bad
	Tennis	Te
	Squash	Sq
	Volleyball	Vo
	Cricket	Cr
	Golf	Go
Gymnastic Activities	Gymnastics	Gym
	Trampolining	Tr
Outdoor/Adventurous	Mountain Walking	Mw
	Canoeing	Ca
	Skiing	Sk
	Sailing	Sa
Swimming Activities	Swimming	Sw



**PHYSICAL EDUCATION**

**Advanced Subsidiary GCE**



**Unit 2564**

**Personal Performance Portfolio Assessment Form**

<b>Centre Number</b>		<b>Centre Name</b>	
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Complete the boxes above. Then below list the candidates in descending mark order with their marks. Please sign and date the form.

<b>Candidate Number</b>	<b>Candidate Name</b>	<b>Personal Performance Portfolio / 30</b>

<b>Name of Teacher completing this form</b>	
---------------------------------------------	--

<b>Signature</b>		<b>Date</b>	
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**PHYSICAL EDUCATION**

**Advanced Subsidiary GCE**



RECOGNISING ACHIEVEMENT

**Unit 2564**

**Final Practical Activity Assessment Form**

<b>Centre Number</b>		<b>Centre Name</b>	
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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		Total / 60
		Activity Code*	Mark / 30	Activity Code*	Mark / 30	

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

<b>Name of Teacher completing this form</b>	
---------------------------------------------	--

<b>Signature</b>	<b>Date</b>
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Activity Profile	Activity	Activity Codes
Athletic Activities	Track and Field Activities	Ath
Combat Activities	Judo	Ju
Dance Activities	Dance	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Hockey	Ho
	Gaelic Football	GF
	Hurling	Hu
	Netball	Ne
	Rugby Football – League	RL
	Rugby Football – Union	RU
Net/Wall Games	Badminton	Bad
	Tennis	Te
	Squash	Sq
	Volleyball	Vo
	Cricket	Cr
	Golf	Go
Gymnastic Activities	Gymnastics	Gym
	Trampolining	Tr
Outdoor/Adventurous	Mountain Walking	Mw
	Canoeing	Ca
	Skiing	Sk
	Sailing	Sa
Swimming Activities	Swimming	Sw

- Marks and codes for assessed practical activities should be entered onto the Final Practical Activity Assessment Form and despatched to the Moderator by 31 March.
- Centres must keep a copy of the assessment form to enable marks for activities assessed after 31 March to be entered onto the photocopied form.
- The fully completed form containing all marks and codes **must** be submitted to the Moderator by 15 May. Alternatively, Centres may request copies of the Final Practical Activity Form in three-part stationery (order reference number GCW106) from OCR General Despatch to submit marks to the Moderator in two stages. Centres need to keep a copy of the final coursework marks.
- Centres are reminded that they must retain video-recorded evidence of all candidates assessed after 31 March

# PHYSICAL EDUCATION

Advanced GCE

Unit 2567

## Practical Activity Assessment Form



<b>Centre Number</b>		<b>Centre Name</b>	
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<b>Activity</b>	
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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.

<b>Candidate Number</b>	<b>Candidate Name</b>	<b>Event</b>	<b>Effective Performance /30</b>

<b>Name of Teacher completing this form</b>	
---------------------------------------------	--

<b>Signature</b>		<b>Date</b>	
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<b>Activity Category</b>	<b>Activity</b>	<b>Activity Codes</b>
Athletic Activities	Track and Field Activities	Ath
Combat Activities	Judo	Ju
Dance Activities	Dance	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Hockey	Ho
	Gaelic Football	GF
	Hurling	Hu
	Netball	Ne
	Rugby Football – League	RL
	Rugby Football – Union	RU
Net/Wall Games	Badminton	Bad
	Tennis	Te
	Squash	Sq
	Volleyball	Vo
	Cricket	Cr
	Golf	Go
Gymnastic Activities	Gymnastics	Gym
	Trampolining	Tr
Outdoor/Adventurous	Mountain Walking	Mw
	Canoeing	Ca
	Skiing	Sk
	Sailing	Sa
Swimming Activities	Swimming	Sw



**PHYSICAL EDUCATION**

**Advanced GCE**

**Unit 2567**

**Final Practical Activity Assessment Sheet**



RECOGNISING ACHIEVEMENT

<b>Centre Number</b>	<b>Centre Name</b>
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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		Evaluation/ Appreciation of Performance			Total / 90	
		Code* / 30	Code* / 30	Code* / 30	Code* / 30	Application / 15	Strategy / 15			

\*Enter the relevant Activity Code from those listed overleaf (e. g. Ath, AF, Bad etc). This form must be submitted by 31 March.

<b>Name of Teacher completing this form</b>	<b>Signature</b>	<b>Date</b>
---------------------------------------------	------------------	-------------





<b>Activity Category</b>	<b>Activity</b>	<b>Activity Codes</b>
Athletic Activities	Track and Field Activities	Ath
Combat Activities	Judo	Ju
Dance Activities	Dance	Da
Invasion Games	Association Football	AF
	Basketball	Bas
	Hockey	Ho
	Gaelic Football	GF
	Hurling	Hu
	Netball	Ne
	Rugby Football – League	RL
	Rugby Football – Union	RU
Net/Wall Games	Badminton	Bad
	Tennis	Te
	Squash	Sq
	Volleyball	Vo
	Cricket	Cr
	Golf	Go
Gymnastic Activities	Gymnastics	Gym
	Trampolining	Tr
Outdoor/Adventurous	Mountain Walking	Mw
	Canoeing	Ca
	Skiing	Sk
	Sailing	Sa
Swimming Activities	Swimming	Sw



## 5 OCR Contacts

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### **Subject Officer for A Level Physical Education (syllabus-specific queries only)**

OCR  
Mill Wharf  
Mill Street  
Birmingham  
B6 4BU

### **Training and Customer Support (INSET enquiries)**

OCR  
Mill Wharf  
Mill Street  
Birmingham  
B6 4BU

Tel: 0121 628 2950  
Fax: 0121 628 2940  
E-mail: [tcs@ocr.org.uk](mailto:tcs@ocr.org.uk)

### **OCR Information Bureau (other queries)**

Tel: 01223 553998  
E-mail: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)



## Appendix A

# PERFORMANCE ASSESSMENT TABLES

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## 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	4.06	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	4.02	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	3.94	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
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

## 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)
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
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

## 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)
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

## 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: 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	60.0	56.0
1	54.0	63.0	61.0	57.0