



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Secondary Education

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## Physical Education (Games) 3583 2010

Material accompanying this Specification

- Specimen Assessment Materials
- Reports on the Examination
- A Teacher's Guide

# SPECIFICATION

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

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or

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# Background Information

## 1

# The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies revised their GCSE syllabuses for examination in 2003.

### 1.1 Changes at GCSE

#### Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

#### Spiritual, Moral, Ethical, Social, Cultural, Environmental, Health and Safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

#### ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

#### Tiering

This scheme of assessment is not tiered. The one written paper covers the whole range of GCSE grades from A\* to G.

#### Citizenship

From 2002, students in England are required to study Citizenship as a National Curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

## 1.2 Changes to the Physical Education Criteria

- A GCSE in Physical Education must be a broad specification based on at least four practical activities taken from the National Curriculum Key Stage 4 programme of study requirements in the orders for England and/or Northern Ireland and/or Wales.

In addition, to comply with requirements of the programme of study in the National Curriculum for England at Key Stage 4, candidates need to:

- have a breadth of study that includes knowledge, skills and understanding through two of the six activity areas;
- adopt different roles in the games that they perform;
- develop leadership skills.

## Specification at a Glance

### *Physical Education (Games)*

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

- It is based on a 60% internally assessed practical component and a terminal examination with a weighting of 40%.
- In the written paper, candidates' answers to some questions will be required to relate specifically to games activities.
- The scheme of assessment is not tiered.

<table border="1"> <tr> <td style="text-align: center;">GCSE Full Course</td> </tr> <tr> <td style="text-align: center;">3583</td> </tr> </table>	GCSE Full Course	3583	<table border="1"> <tr> <td colspan="2" style="text-align: center;">GCSE Full Course 3583</td> </tr> <tr> <td style="text-align: center;">Paper 1</td> <td></td> </tr> <tr> <td>Written Paper 2 hours</td> <td style="text-align: right;">40% of total marks</td> </tr> <tr> <td colspan="2"><b>Factors Affecting Performance &amp; Participation in Games Activities</b></td> </tr> <tr> <td style="text-align: center;">Coursework</td> <td></td> </tr> <tr> <td>Practical</td> <td style="text-align: right;">60% of total marks</td> </tr> <tr> <td colspan="2"><b>The Effective Performance and Analysis of Games Activities</b></td> </tr> <tr> <td colspan="2">Plan, Perform and Evaluate a Health-Related Exercise Programme <b>and Four</b> games chosen from at least <b>two</b> of the following games activity areas. Invasion Games, Net/Wall Games, Striking/Fielding/Target Games.</td> </tr> </table>	GCSE Full Course 3583		Paper 1		Written Paper 2 hours	40% of total marks	<b>Factors Affecting Performance &amp; Participation in Games Activities</b>		Coursework		Practical	60% of total marks	<b>The Effective Performance and Analysis of Games Activities</b>		Plan, Perform and Evaluate a Health-Related Exercise Programme <b>and Four</b> games chosen from at least <b>two</b> of the following games activity areas. Invasion Games, Net/Wall Games, Striking/Fielding/Target Games.	
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A GCSE Physical Education (Games) short course is also available as outlined below. Full details are available in a separate booklet.

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## Availability of Assessment Units and Entry Details

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3.1	Availability of Assessment Units	Examinations based on this Specification are available in the June examination series only.
3.2	Entry Codes	Normal entry requirements apply, but the following information should be noted.  The <b>Subject Code</b> for entry to the GCSE award is 3583
3.3	Classification Codes	Each specification is assigned to a national classification code, indicating the subject area to which it belongs.  Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the higher or highest) counted for the purpose of the School and College Performance Tables.  The classification code for this specification is 7210.
3.4	Private Candidates	This specification is not available for private candidates.
3.5	Access Arrangements and Special Consideration	AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.  Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.  Further details can be found in the Joint Council for Qualifications (JCQ) document: <i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, AEA, GCSE, GNVQ, Entry Level &amp; Key Skills</i> This document can be viewed via the AQA web site ( <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> ).  Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.
3.6	Language of Examinations	All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelic.

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# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

This AQA GCSE in Physical Education (Games) Specification complies with the following:

- The GCSE, GCE, GNVQ and AEA Code of Practice April 2008;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria;

This specification enables candidates to meet only some of the GCSE Criteria for Physical Education and the requirements of the National Curriculum Orders for England/Wales/Northern Ireland, as appropriate, in the following ways.

GCSE Criteria for Physical Education

These require a broad specification based on at least four practical activities taken from the National Curriculum KS4 programme of study requirements for England and/or Wales and/or Northern Ireland. This specification complies with the requirements for the GCSE Criteria for Physical Education.

The National Curriculum for England at Key Stage 4

This requires candidates to be taught the knowledge, skills and understanding through two of the six activity areas: athletics, dance, games, gymnastics, swimming and outdoor and adventurous activities. Thus to comply with this requirement, candidates following the games course will also need to participate in an activity chosen from one of the other activity areas listed in the National Curriculum.

The National Curriculum for Wales at Key Stage 4

This requires candidates to be taught health-related exercise and two practical activities selected from any one or more of the following areas: sport, dance, adventure activities and exercise activities. Thus to comply with this requirement, candidates will already have been taught health-related exercise through their planning, performing, monitoring and evaluating of the exercise programme. In complying with the rubric of the specification, they will meet the criteria relating to practical activities.

The National Curriculum for Northern Ireland at Key Stage 4

This requires candidates to participate in health-related physical education and a minimum of three different activities from athletics, dance, games 1, games 2, gymnastics, swimming and outdoor education. Although the requirement to participate in health-related physical education will be met through this specification, candidates following the games course will need to participate in another, non-games, activity.

Candidates entering for this GCSE in England, Wales and Northern Ireland **must** be taught all the material required by the National Curriculum in their own country.

**It is the centres' responsibility to ensure that they are familiar with the requirements of the criteria that are appropriate to them.**

## 4.2 Rationale

This specification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of the subject or related subjects.

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

Games activities form an important part of the National Curriculum at Key Stages 1, 2 and 3. It is, therefore, to be expected that this early introduction to games activities should foster an interest, enthusiasm or aptitude for these activities that remains with candidates into Key Stage 4 and beyond. This specification is intended to provide such candidates with the opportunity to continue the enjoyment derived from participation in games by studying the factors which candidates should know about that affect their performance and participation.

Whilst a Physical Education specification requires a broad course of study based on at least four practical activities taken from the National Curriculum KS4 programme of study, a Physical Education (Games) specification requires a more focused, in depth study of one specific group of these activities. Athletics, dance, games, gymnastics, swimming and outdoor and adventurous activities can be classified by reference to the nature of their sport problem, i.e. to overcome a problem/task/the opposition. Games activities all have in common that, by the nature of their sport problem, the winners are decided by beating the opposition through dominating their territory and/or scoring points/goals.

In game activities, candidates have to select which skills to use at a particular moment in time. The skills need to suit the situation and achieve the desired outcome to be successful. This involves the player in being able to read the game, apply her/himself in developing situations and show an awareness of positional, tactical and strategic play to meet the following different objectives.

### Invasion Games

- To score by manoeuvring the ball through defended territory into a pre-determined target;
- To prevent the opposition scoring in the territory you are defending;
- To have the highest score at the end of the period of play.

### Net/wall Games

- To score by hitting a ball or shuttlecock into the opposing court so that it cannot be returned to land in your court.

### Striking/Fielding

- To have the highest possible score over a prescribed number of innings – the batters try to strike a ball delivered by an opponent and score by running between/round fixed markers; the fielders try to get the batter out and prevent them from scoring.

### Target Games

- To propel a ball into targets using the least number of shots or a set number of balls getting as many as possible closest to the target.

The aims of the subject content in the course of study offered in this specification are that candidates will acquire knowledge and understanding of the different factors that affect and **relate specifically** to performance and participation in various games activities. Also of the fitness and health benefits and risks associated with taking part in games activities.

In addition to satisfying the needs of those candidates who enjoy participating in games activities, this specification will also provide a workable solution to those that may have the following needs:

- centres that are able to offer candidates experience of a broad range of activities at KS 4/GCSE before deciding on the final choices for GCSE examination assessments;
- centres where the facilities available make it difficult or impossible to offer GCSE Physical Education as an option;
- centres where the teaching expertise is more specifically directed towards games and previous experience of GCSE PE(Games);
- candidates that wish to develop and extend their previous experience gained in games activities;
- centres wishing to offer choice to their candidates.

This course is assessed by two components; one is a terminal examination with a weighting of 40% and the other is a practical, internally-assessed coursework component worth 60%. Since both these components assess each of the assessment objectives to some degree, candidates are given opportunities to show in different ways what they know, understand and can do.

In their practical coursework candidates are required to show knowledge and understanding of their ability to plan, perform and evaluate a health-related exercise/training programme designed to improve performance. They should also be able to show development of their leadership skills in this or in other aspects of their practical work. In addition, candidates show evidence of performing effectively in a range of different games and their ability to analyse and evaluate performance.

All candidates have to select **four** games from **at least two** of the areas shown below.

Area 1 – Invasion Games	Association football, basketball, gaelic football, hockey, hurling, lacrosse, netball, rugby football (league or union).
Area 2 – Net/Wall Games	Badminton, squash, table tennis, tennis, volleyball.
Area 3 – Striking/Fielding/ Target Games	Boccia, cricket, golf, rounders or softball.

Through participating in games from the different areas that are required to be undertaken throughout the course, candidates will have the opportunity in skill areas A and B of the practical coursework to develop, select and apply their knowledge, skills and understanding of physical education. The assessment in skill area C requires candidates to show evidence of their ability to understand the roles of rules, whilst in skill area D they demonstrate their ability to analyse, evaluate and take action to improve their own and others' performance. Skill area E gives candidates the chance to be assessed when adopting different roles whilst participating.

The different parts of the assessment in the practical activities have been designed to provide the opportunities for candidates to acquire and apply different skills and techniques.

Although these areas of assessment are identified separately for teachers, it is likely that any participation in games could provide candidates with opportunities to show evidence of each and/or all of the skill areas.

A course based on this specification develops knowledge and understanding of the importance of exercise and activity through taking part in games, to personal, social and mental health and well being. Teaching and learning on the course should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and strategies, and fitness and health. Thus the composite nature of the subject is underpinned by the importance of learning in, about and through games activities.

Candidates will be expected to demonstrate their attacking and defending skills when taking part in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Candidates will be assessed on their ability to respond effectively to the demands of the changing game by showing that they can assume the positional roles of both attacker **and** defender when/where applicable in the full recognised version of the game. Thus, the emphasis of assessment is placed on their all-round ability to play.

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**4.3 Prior level of attainment and recommended prior learning**

No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification. However, it is expected that candidates will have a level of literacy and numeracy skills commensurate with having followed a programme of study at Key Stage 3.

This specification builds on the Key Stage 3 programmes of study for **Physical Education** and for **Science** in the National Curriculum for England.

#### 4.4 Progression

This could be both to GCE Advanced Subsidiary or Advanced Level, and/or to GNVQ Advanced, and/or BTEC National Diploma.

This specification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of physical education or related subjects.

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

## 5

## Aims

A course based on this specification should encourage candidates to:

- a. develop and apply their knowledge, skills and understanding of physical education through selected practical games activities
- b. develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship
- c. understand the role of rules and conventions in selected games activities
- d. promote their understanding of the health benefits and risks associated with taking part in games activities
- e. develop the skills necessary to analyse and improve performance
- f. support their personal and social development through adopting different roles in selected games activities when working with others.

## 6

## Assessment Objectives

### 6.1 A01 Perform Effectively

The specification will assess a candidate's ability to perform effectively under applied conditions in their selected activities by:

- a. using tactics and strategies;
- b. observing the rules and conventions of their activities.

### 6.2 A02 Analyse Performance

The specification will assess a candidate's ability to analyse performance so as to:

- a. determine its strengths and weaknesses;
- b. improve its quality and effectiveness.

### 6.3 A03 Show Knowledge and Understanding

The specification will assess a candidate's ability to show knowledge and understanding of:

- a. the factors affecting participation and performance in games;
- b. the relationship between health, fitness and games;
- c. risk assessment in games.

### 6.4 Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the Quality of Written Communication (QWC). Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Quality of Written Communication will be assessed in Paper 1 (the Written Paper).

## 7

## Scheme of Assessment

## 7.1 Assessment Units

The Scheme of Assessment comprises two units.

Written Paper	2 hours
40 % of the marks	105 marks

**Factors Affecting Performance & Participation in Games Activities**  
 Section A - Health, Fitness and the Factors Affecting Performance in games 2 × 15 mark questions  
 Section B – Principles of Training for games activities. 2 × 15 mark questions  
 Section C – Factors Affecting Individual Performance and Participation in games 1 × 20 mark question  
 Section D – Social and Cultural Factors Affecting Participation in games 1 × 20 mark question + 5 marks QWC

Practical Coursework	480 marks
60 % of the marks	

**The Effective Performance and Analysis of Games Activities**  
 Section 1 - Plan, Perform, Monitor and Evaluate a Health-Related Exercise Programme to Improve Performance in a game  
 Section 2 – Practical Performance in **four** games chosen from at least **two** of the following games activity areas:  
 Invasion Games, Net/Wall Games, Striking/Fielding/Target Games

## 7.2 Weighting of Assessment Objectives

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

Assessment Objectives	Component Weightings (%)		Overall Weighting of AOs (%)
	1	2	
AO1 Perform Effectively	0	44	44
AO2 Analyse Performance	6	12	18
AO3 Knowledge & Understanding	34	4	38
<b>Overall Weighting of Units (%)</b>	40	60	<b>100</b>

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

# Subject Content

## 8

## Summary of Subject Content

This specification in Physical Education (Games) is designed to develop candidates' knowledge and understanding of factors that affect performance and participation **in games activities**, so that they are able to perform effectively in a range of activities. They should know and understand what these factors are, and be able to explain and discuss how and why they affect performance in games.

### 8.1 The Written Paper

Candidates should recognise that there is a whole range of factors that can affect games performance, and that these factors can influence the quality of performance **independently** of each other, **in combination** with each other or **in opposition** to each other.

The subject content has been divided into **four** sections. Each section identifies the selection of factors which candidates following a course based on this specification will be expected to know. Knowledge and understanding of the factors should be applied to games activities only.

- Section A • Health, Fitness and the Factors affecting Performance in games  
This section includes the following aspects: Health, fitness and games; Diet; Fitness for Games Activities.
- Section B • Principles of Training for games activities  
This section includes the following aspects: Fitness Training; Physiological Factors; Psychological Factors and the Acquisition of Skill; Technological Developments; Safety and Risk Assessment
- Section C • Factors Affecting Individual Performance and Participation in games  
This section includes the following aspects: School; Changing Attitudes; Social Groupings; Leisure Time; Facilities Available.
- Section D • Social and Cultural factors Affecting Participation in games  
This section includes the following aspects: Sponsorship; Media; Social and cultural aspects; Influences of local and national providers.

### 8.2 The Coursework Component

The candidates' learning from the subject content in the specification is underpinned by its application to games in the coursework. Candidates should also be able to take appropriate actions to improve performance in games through analysis and evaluation.

In the coursework component, candidates are required to show:

- application of their knowledge and understanding by planning, performing and evaluating a health-related exercise programme to improve performance in a game.

In addition, by participating in **four** different games, candidates are able to demonstrate their ability to:

- acquire and develop skills under applied conditions; perform effectively in the full recognised version of the game by selecting and applying skills and tactics;



- understand, observe and apply rules, scoring systems, and safety aspects of participation and competition in games;
- analyse and take action to improve own and others' games performance;
- adopt a chosen role in the game.

## 9

# Factors Affecting Performance and Participation in Games Activities

### 9.1 SECTION A Health, Fitness and Factors Affecting Performance in games

*In all sections, candidates' knowledge and understanding should be applied to games activities **only**. Candidates should be taught what is meant by health and fitness and know about the factors that affect them. They should understand how this knowledge and understanding can be applied to improve performance **in games** activities and of the benefits to health and fitness of taking part in games.*

#### Subject content

Notes for teachers.

#### Health, Fitness and Games

Candidates should have:

#### Health

- a. Knowledge of what being healthy consists of and an understanding of the differences between health and fitness and how they are related.

#### Fitness

- b. An understanding of the basic components of fitness to include the following: strength, endurance, flexibility, agility, balance, speed, power, co-ordination, reaction time and body composition and how they relate to selection into different games/positions within the game.

The concept of both physical and mental fitness being relative to their purpose and the game/position within the game.

An understanding of general and specific fitness, i.e. what is fit for a club standard player compared to an international standard player in the same game.

#### Games

Candidates should have knowledge and understanding of the following reasons for taking part in games, and how and why this may vary to suit the needs of the different purposes.

#### For the Maintenance of Good Health

- a. Strength and stamina requirements for general health such as the ability to carry out repeatedly a series of manual tasks, e.g. stacking shelves or standing on their feet all day. The effect of lack of exercise on the body's ability to perform such tasks efficiently.

Flexibility for everyday living such as the ability to perform a range of simple movements without discomfort e.g. tying shoe laces, reaching up for a book.

To maintain a good level of fitness.

Subject content	<p>Notes for teachers.</p> <p>Postural considerations, considering the effects on the body of poor posture, i.e. curved back leading to permanent deformity of the spine, strained back and abdominal muscles, rounded shoulders impairing breathing. The need for good muscle tone.</p> <p>Energy requirements for games linked to factors such as age, gender and activity/exercise level.</p> <p>Psychological benefits of participation in games in terms of the relief of tension and stress/stress related illness and the added enjoyment of life.</p> <p>Social benefits of participation in games in terms of meeting new friends with shared common interests.</p>
For the Player	<p>b. The specific requirements of different games activities taking into account possible playing seasons and ‘closed seasons’.</p> <p>Candidates should understand why some games have a closed season for rest and recuperation to take place, and the need for ‘winter’ or ‘out of season’ training, during which time strength and endurance are built up.</p> <p>Why, as playing seasons approach, training is changed to ‘sharpen up’ more specifically to the game. This should include skills practices to develop techniques/set pieces where appropriate.</p> <p>Some games require all year round training/participation. Climatic conditions can make this difficult due to severe winter weather at home. There may be an option for some players to travel abroad for warm weather training, but this is dependent on finance/funding. These opportunities would, therefore, not be available to all participants.</p>
Reasons for Warm-Ups/ Warm-Downs	<p>c. Effect on body temperature, range of movement increased, gradual increase of effort to full pace, psychological preparation, practice of movement skills through the whole range of movement.</p> <p>Allowing the body to recover, including the removal of lactic acid to prevent soreness/stiffness later after participation in games.</p>
Diet	<p>Candidates should know:</p>
For the Maintenance of Good Health	<p>a. Balanced diets contain appropriate amounts of:</p> <ul style="list-style-type: none"><li>• carbohydrates, fats and proteins</li><li>• vitamins, limited to vitamins A, C and D</li><li>• minerals, limited to iodine, iron and calcium</li><li>• fibre/roughage</li><li>• water (fluids).</li></ul> <p>Reasons why these substances are required to ensure a balanced diet with an understanding of the types of food which contain the above. Energy equations and metabolic rates considering the types and amounts of foods consumed compared with the demands of the game/position within the game. Causes and results on the body of dietary imbalance/deficiency with particular reference to obesity and the effects of dieting to excess and their effects on games performance.</p>

Subject content	Notes for teachers.
Specific Requirements for different Players	<p>b. Comparison of dietary needs between people taking part in different games/positions within the game. Special diets for different types of games including carbohydrate loading, high protein intake, and the importance of maintaining fluid levels to prevent dehydration. An understanding of the consideration given to diet for endurance, such as mid-field players in hockey, rugby, soccer or for 5 sets of tennis, and dietary needs before, during and after the training/competition phase.</p>
Fitness for Games Activities	<p><i>Centres should be aware that much of the biological content of the following sections will have been taught and learnt during Key Stages 3 and 4 Science. However, for those where this has <b>not</b> been the case, the limit of the biological knowledge is identified. This specification is concerned with the application of this knowledge in the context of physical movement and the improvement of performance.</i></p>
The Games Player in Action	<p>Candidates should be able to discuss and explain how and why the separate body systems inter-relate during games activities. They should know and understand how these systems contribute to and affect performance, and of the effects of playing games activities on the systems, in relation to the game, to different people of different ages and for life-long health.</p> <p>This includes being aware of the effects on the body of training and participation in games and the ways they can improve performance.</p>
How the skeletal system contributes to performance	<p>a. Candidates should be able to explain the functions of the skeletal system in differing games to include: support, protection, movement, shape and blood cell production and the effects of games activity on the skeletal system.</p> <p>Knowledge of the main bones and their role in body movement during games and in sports actions is limited to:</p> <ul style="list-style-type: none"> <li>• clavicle</li> <li>• scapula</li> <li>• humerus</li> <li>• radius/ulna</li> <li>• sternum</li> <li>• ribs</li> <li>• pelvis</li> <li>• femur</li> <li>• tibia/fibula</li> <li>• patella.</li> </ul>
How different games actions are achieved	<p>b. The different types of joint action that allow the movement in relation to performance in games activities, such as serving, jumping, kicking and throwing, etc. and the locations of the movable (synovial), immovable and slightly movable joints involved.</p> <p>Types of freely movable joints to include gliding, hinge, pivot, condyloid and ball and socket that allow different movement.</p> <p>Range of movement limited to: flexion, extension, rotation, abduction and adduction.</p> <p>The basic functions in physical movement of cartilage and ligaments.</p>

Subject content	Notes for teachers.
The contribution of muscle groups to movement and performance in games	<p>c. The ways that muscles work in different games activities such as upper body in throwing and lower body in jumping, etc.</p> <p>Major muscle groups and the associated skeletal structure.</p> <p>Voluntary (skeletal), involuntary (smooth) and cardiac muscle.</p> <p>The actions of muscles, prime movers (agonists), antagonists and synergists in different movements in games activities.</p> <p>Muscle attachment: origin and insertion and the role and function of tendons in achieving movement in games activities.</p> <p>Reference to the specific action of muscles and their contribution to movements in different games activities, is limited to:</p> <ul style="list-style-type: none"><li>• biceps</li><li>• triceps</li><li>• deltoids</li><li>• pectorals</li><li>• trapezius</li><li>• abdominals</li><li>• latissimus dorsi</li><li>• gluteals</li><li>• quadriceps</li><li>• hamstrings</li><li>• gastrocnemius.</li></ul>
How training affects the circulatory system	<p>d. The benefits of training for the games player where high levels of endurance are needed. The effects and needs of different demands from different games/positions within the game.</p> <p>How and why knowledge of the production of the heart beat, the heart acting as a pump in a double circulatory system, methods of locating and recording the pulse, blood pressure and pressure points can be used to determine the effects of exercise on the body.</p> <p>The function and role of the blood in the transport of oxygen, glucose and waste products, body temperature control and protection.</p>
The effects of training upon breathing and the respiratory system	<p>e. The benefits of training for the games player, e.g. for some positions within a game specialist games players require high levels of endurance. Knowledge of parts of the breathing system is limited to:</p> <ul style="list-style-type: none"><li>• air passages</li><li>• trachea</li><li>• alveoli</li><li>• lungs</li></ul> <p>The interaction of the intercostal muscles, ribs and diaphragm in breathing.</p> <p>Gaseous exchange and the lungs as excretory organs for carbon dioxide.</p>

Subject content	<p>Notes for teachers.</p> <p>Respiration as the process that takes place in living cells, releasing energy from food molecules for physical activity in playing games.</p> <p>Understanding the terms aerobic and anaerobic in relation to exercise</p> <ul style="list-style-type: none"> <li>• aerobic respiration in the presence of oxygen, summarised as: glucose + oxygen = energy + carbon dioxide + water</li> <li>• anaerobic respiration in the absence of oxygen summarised as: glucose → energy + lactic acid.</li> </ul> <p>Oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing a mild poison called lactic acid. The recovery process from vigorous exercise in games activities.</p>
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**9.2 SECTION B**  
**Principles of Training for Games Activities**

*Linked to the effects of the health and fitness aspects of participation **in games activities**, candidates should have knowledge and understanding of how and why training and other factors influence performance.*

Fitness Training	<p>a. Knowledge and understanding of terminology used: Specificity, Overload (including Frequency, Intensity and Duration), Progression, Reversibility, Repetitions/Sets.</p> <p>Aerobic/Anaerobic Fitness – advantages and limitations.</p>
Specific Training Methods	<p>The effects on the body and advantages and disadvantages of: Weight Training. Circuit Training. Interval Training. Fartlek Training. Continuous Training. Aerobic/Anaerobic.</p>
The effects of muscular endurance	<p>On participation and selection into a game leading to an understanding of activities requiring high levels, e.g. mid-field players, 5-set matches.</p> <p>Means of improving/developing muscular endurance such as sit-ups, chin ups, dips, press ups, etc.</p>
Understanding what is meant by strength	<p>Why different types of strength might be required for different games, such as static strength, explosive strength and dynamic strength and sporting examples of each.</p> <p>The importance of the difference between muscular strength and muscular endurance in games activities and ways of improving muscular strength.</p>
Understanding what flexibility consists of	<p>The range of movement around a joint.</p> <p>The need for flexibility in games. To include ways in which improved flexibility can improve a games player: such as increased stride length for sprinting in a game, shoulder flexibility in rugby scrum or the length of reach for racket games.</p> <p>Ways of improving flexibility. To include various forms of stretching and mobility exercises performed such as static stretching, active stretching and passive stretching.</p> <p>The link between flexibility and strength and the need not to develop one to the detriment of the other.</p> <p>Means of testing flexibility such as the sit and reach test.</p>

Subject content	Notes for teachers.
Physiological Factors	b. Candidates should have knowledge and understanding of the effects of the following factors for games players.
Fatigue	How and when fatigue occurs and the effects of it on skill level.
Smoking; Alcohol	Short and long term effects on performance in games.
Drugs	Knowledge and understanding of the effects is limited to the following: <ul style="list-style-type: none"><li>• Stimulants</li><li>• Narcotic Analgesics</li><li>• Anabolic Agents</li><li>• Diuretics</li><li>• Peptide Hormones, Mimetics and Analogues,</li><li>• Beta Blockers</li><li>• Blood Doping</li></ul>
Individual Differences	Body typing as Endomorph, Mesomorph and Ectomorph.  The most suitable body type for a particular game (or playing role/ position within that game) as based on a combination or extreme of the above body types. Knowledge of particular game/position for each type and the reasons for their suitability.
Age	Physical maturity, suitability for certain games prior to maturity. The effects of performance at various ages up to and including retirement. The effects of the ageing process on the various body systems.
Psychological Factors and the Acquisition of Skill	c. Tension. Anxiety. Boredom. Motivation. Personality and sport to include introvert, extrovert including examples of games that suit particular personalities.  Aggression in sport. Both direct and indirect, together with examples of games in which they are evident.  The importance of feedback in learning. Types of practice and types of guidance for different games and why they might be given. Simple definitions of open and closed skills and examples from games of each.
Technological Developments	d. Technological developments in terms of equipment and materials used and their effect on participation and performance in different games and for different players.  Also improvements in facilities, safety factors and provision, teaching/ training aids, etc. Use of advanced Information Communication Technology to also improve both knowledge and performance.  Technological advances in the use of digital cameras/accurate recordings for analysis of achievement at world class level such as at the Olympic Games and World Championships, for example, instant replays, umpiring/refereeing (third umpire) decisions and statistical data e.g. speed of service etc.

Subject content	Notes for teachers.
<b>Safety and Risk Assessment</b>	<b>Prevention of Injury to Self and Others</b>
Correct Actions, Clothing, Footwear to Prevent Injury	<p>Candidates should show knowledge and understanding of:</p> <p>a. Correct technique when taking part in games. Particular reference to sports equipment, e.g. use of protective coverings of goal posts in rugby; use of appropriate footwear, e.g. studded boots; and protective clothing in appropriate activities, e.g. hockey, cricket, soccer, etc.</p> <p>The need for clothing to be appropriate to the game, such as non-marking shoes on squash courts. The need to have specific clothing to wear for games and to wash and clean it regularly.</p> <p>Correct sports footwear to give support to arches and to cushion the ankle joint on the impact when running or jumping. The effect of high back shoes, e.g. causing Achilles tendon damage.</p>
Warm-Ups/ Warm-Downs	b. For safety and the prevention of injury in games activities.
Safety and the Role of Rules in games in Relation to Self and Others	<p>c. Candidates should be aware of safety considerations that could apply in games and also to understand the role that rules play in making sure that taking part is as safe as possible. This includes appropriate warm-up, the condition of the playing surface and equipment, the players' actions being within the rules of the game and using correct techniques.</p> <p>There should also be knowledge and understanding of why adherence to the rules and spirit of the game, to include responding positively to officials in charge and to any other instructions given by teachers/coaches, etc., affects safety.</p>
Area 1 – Invasion Games	<p><b>Game-Specific Examples:</b></p> <p>Invasion games: use of shin pads, face mask/batting helmet, gum shield, batting/goal keepers' gloves, etc.</p>
Area 2 – Net/Wall Games	Net/wall games: goggles; secure net/posts; clear and safe playing area.
Area 3 – Striking/Fielding/Target Games	Striking games: use of batting helmet/gloves/pads; wicket keepers' helmet/gloves/pads; staying behind/at side of golfer.
Other Activities	Candidates must, <b>at all times</b> , be aware of the risks involved, and observe all the appropriate and correct safety precautions/rules laid down by the Governing Body for the game, in order to ensure their own personal safety and the safety of others when taking part.
Risk Assessment and First Aid in games	<p>d. Knowledge of common injuries associated with games activities. <b>Note that candidates should not undertake any first aid treatment.</b></p> <p>Common injuries associated with different games and the actions that should then be taken.</p> <p>Joint and muscle injuries – strains and sprains (tendon and ligament damage), pulled muscles and dislocations, soft tissue injuries including cuts and bruises.</p>



Subject content

Notes for teachers

Understanding the principles of R.I.C.E.

- Rest
- Ice
- Compression
- Elevation.

Recognition of fractures to upper and lower limbs.

Recognition of the symptoms of concussion.

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9.3 SECTION C

Factors Affecting Individual Performance and Participation in games

*Candidates should know and understand the effects **in different games** of the following factors, and how they inter-relate on performance and participation with the effects of health, fitness and training.*

School

- a. The importance of the school in promoting participation in games through the requirements of the National Curriculum and the curriculum offered in time tabled lessons.

The different roles that schools may encourage pupils to adopt when taking part in games, such as that of player, official, observer, coach, captain, leader, organiser.

The provision of examination based courses, sports performance awards/proficiency testing and awards. Providing a range of extra-curricular games/representative teams, clubs and societies.

Attitudes of staff (both positive and negative) and experience of staff. The extent and quality of facilities available. Outside visits. Links to local sports clubs/providers.

Cross-curricular work, e.g. health awareness and social education issues. The contribution of IT to the subject and the importance and link of the key skills.

Changing Attitudes

- b. Effects of attitudes of society on participation in games.

The importance of role models in setting participation trends or shaping attitudes.

Women's involvement in games in terms of greater participation, wider sporting opportunity, greater management and officials' roles.

Games growing in popularity and those declining in popularity – possibly reflecting trends or copying current role models.

The effects of sports bodies or organisations such as Sport England, Governing Bodies, British Sports Trust (formerly CCPR) and the National Coaching Foundation. Also the role of local authorities.

Social Groupings

- c. Peers, family, gender, race, socio-economic, both the positive and negative effects that these groups might have on performance and participation in games.

The specific effects (both positive and negative) that peer pressure might have on participation of the individual in games.

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Subject content	Notes for teachers
Leisure Time	<p>d. Reasons for increased leisure time, e.g. greater unemployment, shorter working week, technological advances including more labour saving devices, more part-time work. The resulting growth in the leisure industry to provide for this greater need in both the public and private sector.</p> <p>Local Authority provision specifically targeting particular ‘user groups’ and making concessions and allowances for them.</p>
Facilities Available – Sports centres, Swimming Pools, Playing Fields, Sports Clubs, etc	<p>e. The provision of both outdoor and indoor facilities and the issues regarding their location in terms of funding, access, acceptability, expected use and demand. Environmental aspects of provision.</p> <p>The advantages and disadvantages to a country of hosting a major international sporting competition or event such as the Olympic Games, Commonwealth Games, or World Cup Tournaments.</p> <p>The provision for excellence and the facilities which might be provided for this.</p> <p>The range of games which must be catered for.</p> <p>User groups in terms of individuals, teams, clubs, regional/national squads – all ages, provision for training and competition. The role of the ‘Centres of Excellence’ in specific games.</p> <p>The scope for and range of challenge in games. Acceptability, access, provision and the environmental issues involved.</p>

**9.4 SECTION D**  
**Social and Cultural Factors**  
**Affecting Games Participation**

*Candidates should have knowledge and understanding of how opportunities for participation and performance **in games** are affected by the following factors.*

Sponsorship	<p>a. Advantages and disadvantages to the sponsor, the player and for the game.</p> <p>Examples of major games/sponsors, such as national teams, competitions, and the effects of sponsorship, e.g. prime time viewing. Dates, clothes, times of games changed to suit sponsor’s needs.</p> <p>Ease of obtaining sponsorship at various levels, at different profile levels of sport and for different games.</p> <p>Acceptable and unacceptable types of sponsorship.</p>
Media	<p>b. Forms of media coverage to include:</p> <ul style="list-style-type: none"> <li>● television</li> <li>● radio</li> <li>● the Press</li> <li>● information technology.</li> </ul> <p>How the media helps to give an understanding of performance and participation in games.</p> <p>Types of coverage including the various ways that television is broadcast. The different types of programmes broadcast e.g. informative, educational, instructive and entertainment. The importance of the individual’s/director’s influence on what might be seen or said in a game.</p>

Subject content	<p>Notes for teachers.</p> <p>Educational uses for games, to include specific schools programmes, skill development, e.g. coaching series or documentaries.</p> <p>Positive effects of media such as better educated supporters, more supporters, more participants, greater ease of attracting sponsorship. The rise of sports personalities as positive role models.</p> <p>Negative effects such as over exposure of certain games and lack of coverage for many minority games.</p> <p>Effect on attendance at matches with people preferring to stay at home and watch. Lack of privacy for sports personalities. Media can over sensationalise the game in order to sell/promote their service/paper/ publication, etc. Possible changes due to media pressure, e.g. day/night matches, changes to playing seasons, introduction of tiebreak in tennis to appeal to television audiences.</p>
Social and Cultural Aspects	<p>c. Conduct of players and officials. Etiquette within different games including examples of where this might be expected to take place.</p> <p>Social/anti social behaviour of fans/supporters. Role of spectators at games/matches – positive such as encouragement, and negative such as hooliganism, violence on and off the pitch/field.</p> <p>Strategies employed to combat hooliganism, spectator behaviour. The influence of previous events in developing rules regarding all-seater stadiums and segregation of fans.</p> <p>Comparison of behaviour of players and spectators in relation to different games and the role rules might play in this.</p> <p>Political and financial issues related to major international sporting events such as individual games' world championships, international competitions and the Olympic Games.</p> <p>The traditional differences between amateur and professional sport and the ways in which the barriers have been broken down in many games. Open sport and the ways in which 'loopholes' are found for amateur players.</p>
Influences of Local and National Providers – Impact on Performance and Participation in games	<p>d. Local – provision for game activities in local areas through local authorities and sports development through designated officers, etc., and their links with schools and clubs.</p> <p>Candidates should be aware of provision for games through both the public and private sector of sports/leisure centres and private sports/fitness clubs.</p> <p>Awareness of specific roles within clubs such as officials and committee members and the link between clubs and schools in terms of usage of facilities/opportunities for participation in games.</p> <p>The role of differing sports organisations, such as Sport England (including the basis provided by the Sports Council), in targeting participation in specific groups and in the distribution of the funds. Funding agencies for sport including the role of the National Lottery.</p>

## Key Skills and Other Issues

10

### Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

#### 10.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance, Working with Others and Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA web site (<http://www.qca.org.uk/keyskills>).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for Physical Education (Games) can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication, Application of Number, Information Technology, Improving own Learning and Performance, Working with Others and Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below.

#### 10.2 Key Skills Opportunities in Physical Education (Games)

The broad and multi-disciplinary nature of physical education that calls upon candidates’ abilities to demonstrate the transferability of their knowledge, skills and understanding, provides many opportunities for candidates to develop Key Skills and for them to produce evidence of their attainment.

The following matrices signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the six Key Skills units at Levels 1 and 2, in the teaching and learning components of this specification. The degree of opportunity in any one component will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Opportunities are identified using the following indicators:

- ✓✓ = good opportunities
- ✓ = some opportunities
- = little or no opportunity

### Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>C1.1</b> Take part in discussions	✓✓	✓✓	✓✓
<b>C1.2</b> Read and obtain information	✓✓	✓	✓
<b>C1.3</b> Write different types of documents	✓	✓✓	

### Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>C2.1a</b> Contribute to discussions	✓✓	✓✓	✓✓
<b>C2.1b</b> Give a short talk	✓	✓	✓
<b>C2.2</b> Read and summarise information	✓✓	✓	✓
<b>C2.3</b> Write different types of documents	✓	✓✓	✓

### Application of Number Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>N1.1</b> Interpret information from different sources	✓	✓	✓
<b>N1.2</b> Carry out calculations			
<b>N1.3</b> Interpret results and present findings		✓✓	

**Application of Number Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>N2.1</b> Interpret information from different sources	✓	✓	✓
<b>N2.2</b> Carry out calculations			
<b>N2.3</b> Interpret results and present findings		✓✓	

**Information Technology Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>IT1.1</b> Find, explore and develop information	✓	✓	
<b>IT1.2</b> Present information, including text, numbers and images	✓	✓	

**Information Technology Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>IT2.1</b> Search for and select information	✓	✓✓	✓
<b>IT2.2</b> Explore and develop information and derive new information	✓	✓	✓
<b>IT2.3</b> Present combined information, including text, numbers and images	✓	✓	

## Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>WO1.1</b> Confirm what needs to be done and who is to do it	✓	✓✓	✓✓
<b>WO1.2</b> Work towards agreed objectives	✓	✓✓	✓✓
<b>WO1.3</b> Identify progress and suggest improvements	✓	✓✓	✓✓

## Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>WO2.1</b> Plan work and confirm working arrangements	✓	✓✓	✓✓
<b>WO2.2</b> Work co-operatively towards achieving identified objectives	✓	✓✓	✓✓
<b>WO2.3</b> Exchange information on progress and agree ways of improving work with others	✓	✓✓	✓✓

## Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>LP1.1</b> Confirm short-term targets and plan how these will be met	✓	✓✓	✓✓
<b>LP1.2</b> Follow plan to meet targets and improve performance	✓	✓✓	✓✓
<b>LP1.3</b> Review progress and achievements	✓	✓✓	✓✓

**Improving own Learning and Performance Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>LP2.1</b> Help set short-term targets and plan how these will be met	✓	✓✓	✓✓
<b>LP2.2</b> Use plan and support from others, to meet targets	✓	✓✓	✓✓
<b>LP2.3</b> Review progress and identify evidence of achievements	✓	✓✓	✓✓

**Problem Solving Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>PS1.1</b> Confirm understanding of given problems	✓	✓✓	✓✓
<b>PS1.2</b> Plan and try out ways of solving problems	✓	✓✓	✓✓
<b>PS1.3</b> Check if problems have been solved and describe the results	✓	✓✓	✓✓

**Problem Solving Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Subject Content	Coursework Section 1	Coursework Section 2
<b>PS2.1</b> Identify problems and come up with ways of solving them	✓	✓✓	✓✓
<b>PS2.2</b> Plan and try out options	✓	✓✓	✓✓
<b>PS2.3</b> Apply given methods to check if problems have been solved and describe the results	✓	✓✓	✓✓

**10.3 Further Guidance**

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the Teachers' Guide.

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

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

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

### 11.2 Spiritual

Through the study of Physical Education (Games) activities, candidates are able to reflect on and evaluate their own existence and values in relation to society. They will have opportunities to do this by experiencing and reflecting on both their own, and that of elite players, human achievement (Skill Area D section 14.7). In addition, through developing leadership skills (Health-related exercise programme section 14.1) and whilst adopting other roles in games (Skill Area E section 14.8), candidates will be able to show recognition and understanding of their own and others' individual worth, thus developing positive attitudes towards themselves and others.

### 11.3 Moral and Ethical

The process of participating in sport promotes candidates' negotiation skills and encourages recognition and sympathetic awareness of their own and others' values and beliefs. Throughout this course of study, candidates will have opportunities to discern, consider and discuss values and attitudes, such as the effect of drugs on performance (section 9.2), relating this to dilemmas of moral behaviour (section 9.4) or effects of change within society (section 9.3). By analysing the conduct of individuals or society as a whole, e.g. in the study of etiquette or behaviour such as violence or hooliganism (section 9.4), candidates will gain an understanding of socially accepted codes of behaviour, such as accepting authority and supporting referees, and umpires.

### 11.4 Social

Participating in games activities encourages candidates to consider the values and attitudes that prevail in society and social groups (section 9.3). In addition, they will need to know and understand the effects that social groupings, such as peers and family (section 9.3), have on performance and participation of individuals and groups, e.g. loyalty and teamwork in team/game activities.

### 11.5 Cultural

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



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11.6 European Dimension	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.</p> <p>A study of this specification supports the European dimension since it is designed to improve candidates' knowledge and understanding of personal and social development. In particular, the knowledge and understanding gained from the subject content of this specification contributes to the health and environmental education aspects of the cross-curricular themes and to education for citizenship.</p>
11.7 Environmental Issues	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report <i>“Environmental Responsibility: An Agenda for Further and Higher Education”</i> 1993 in preparing this specification and associated specimen papers.</p> <p>A course of study based on this specification allows responsible attitudes to environmental issues to be fostered, particularly in relation to provision for and participation in games activities.</p>
11.8 Citizenship	<p>This specification allows treatment of aspects of citizenship through the contribution made to candidates' moral, social and cultural development (see 11.3, 11.4 and 11.5) and through the opportunities to promote an understanding of, and responsible attitude towards, environmental issues (see 11.7).</p>
11.9 Avoidance of Bias	<p>AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.</p>
11.10 Health and Safety	<p>Teaching about health and safety in physical education forms part of the teaching requirements for the breadth of study as described in AO3c and as detailed in section 9.2 of this specification.</p> <p>When working with equipment in practical activities and in different environments, including those that are unfamiliar, candidates should be taught:</p> <ul style="list-style-type: none"><li>(a) about hazards, risks and risk control;</li><li>(b) to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;</li><li>(c) to use information to assess the immediate and cumulative risks;</li><li>(d) to manage their environment to ensure the health and safety of themselves and others;</li><li>(e) to explain the steps they take to control risks.</li></ul> <p>All centres and candidates must be fully aware of the recommended safety procedures as laid down by governing body for that game and as recommended by BAALPE.</p>

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## 11.11 ICT

Candidates can use:	Through studying a course based on this specification, some of the ways in which candidates will have opportunities to use ICT to support their work are listed below.
Databases	To provide access to movement ideas and techniques to analyse and evaluate activities at different levels of performance. These could be used on several occasions throughout the course to identify and quantify improvement in performance.
Digital cameras/camcorders	<ol style="list-style-type: none"><li>i to observe good technique;</li><li>ii to observe and analyse to improve technique and performance;</li><li>iii critically evaluate their own and other's performance;</li><li>iv evaluate strategic contribution in team play;</li><li>v record and review performance;</li><li>vi identify types of physical movement in the application of theory.</li></ol>
Video analyses	To develop understanding of patterns of play and the contribution of individuals in games activities when working with others.
Electronic and digital measuring and timing devices	To measure fitness and the effectiveness of performance when participating in games activities.
Spreadsheets, imaging and word processors	To produce the coursework evidence when completing the health-related exercise programme, and/or in the observation and analysis of performance.
The Internet	To have access to up-to-date information on a range of topics e.g. rules and regulations, and a range of games. This may also be used as an opportunity to exchange and share information.

In using the above opportunities, candidates can meet the statutory requirements for the use of ICT in Physical Education through taking part in games activities.

# Centre-Assessed Component

## 12

## Nature of the Centre-Assessed Component

### 12.1 Introduction

**All** candidates must do **Section 1**, where they show evidence of the application of their knowledge and understanding by planning, performing and evaluating a safe, health-related exercise/training programme designed to improve performance in **one** of their games.

In **Section 2**, candidates are assessed on their practical performance of five different skill areas, in **four** games chosen from at least **two** of the different games activity areas.

**All** practical sessions should be regarded as opportunities for evidencing all or any of the skills required to be assessed. Candidates may at any time when participating, be able to undertake other roles, develop leadership skills, show knowledge and understanding of the roles of rules, demonstrate their skills, apply tactics and strategies or analyse and improve performance.

For **all** coursework the following guidance must be followed.

### 12.2 Safety Procedures

See section 11.10.

### 12.3 Implementation

The process of practical assessment is the responsibility of the Head of Physical Education in each centre. The Head of Physical Education is also responsible for ensuring that each teacher who is assessing candidates for this specification takes part in internal standardisation within the centre, and will be required to sign a declaration to this effect.

At the **start of the course**, centres **must advise** AQA of their intention to enter candidates so that a moderator can be allocated to the centre.

### 12.4 Assessment process

Formative assessments of candidates will be carried out by centre staff in order to support the summative assessments of the relative level candidates achieve.

Final marks will be submitted to AQA supported, where appropriate, by video evidence.

Moderation will be carried out by standardising meeting and/or centre visit and/or moderation of video/portfolio and written evidence.

### 12.5 Candidates with Special Needs

Provision exists for candidates with special needs to be assessed. Centres with candidates with special needs should contact AQA as early as possible. Whilst **all candidates must fulfil the rubric of the specification**, where possible, candidates will be assessed against recognised criteria appropriate to their level of disability.

AQA will consult with Disability Sport England to provide the relevant information for centres once the specific needs for a candidate are identified to them. Where these are not available, candidates will be assessed against the set criteria and appropriate adjustments will be made. It is important when contacting AQA that centres clearly identify the nature and official level of a candidate's disability.

<b>Section 1</b>	<b>80 marks</b>
The Health-Related Exercise/ Training Programme to Improve Performance in a game, including	For <b>one</b> of the games assessed in Section 2, the following assessments are made.
	Planning 20
	Performing 20
	Monitoring 10
	Evaluating 20
Leading a warm-up/warm-down	Leading a warm-up/warm-down 10
	Total 80 marks

<b>Section 2</b>	<b>400 marks</b>
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All candidates have to select **four** games from **at least two** of the areas shown below. In addition, to meet the National Curriculum requirements of England at KS 4, candidates following the games course will also need to participate in an activity chosen from one of the other activity areas listed in the National Curriculum.

Area 1 – Invasion Games	Association football, basketball, gaelic football, hockey, hurling, lacrosse, netball, rugby football (league or union).
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Area 2 – Net/Wall Games	Badminton, squash, table tennis, tennis, volleyball.
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Area 3 – Striking/Fielding/ Target Games	Boccia, cricket, golf, rounders or softball.
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- |                          |  |
|--------------------------|--|
| Assessment of Activities | <ul style="list-style-type: none"> <li>• The assessment of games is divided into <b>five</b> areas.</li> <li>• Achievement in each of the five areas is assessed using a scale of 1 – 10 marks.</li> </ul> |
|--------------------------|--|

For **each** game, the following assessments are made.

Skill Area A	Acquiring and Developing Individual and Group Skills in the game	10 × 3
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Skill Area B	Selection and Application of Skills/techniques in the Game Situation	10 × 5
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For **two** of the activities from **different** groups the following assessments are also made.

Skill Area C	Understanding, Observing and Applying Rules Conventions in the game	10
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Skill Area D	Evidence of the ability to Analyse and take action to Improve their own and others' Performance in the game	10
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Skill Area E	Adopting different roles in the game	10
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Total Assessment	<b>Maximum 480 marks</b>
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## Guidance on Setting the Centre-Assessed Component

### 13.1 Introduction

Throughout the course of study candidates should be given frequent opportunities to participate in games. Candidates should tackle complex and demanding situations, applying their knowledge of skills, techniques and effective performance. They should decide on the purpose for getting involved in games, i.e. whether it is to compete, to promote health and well being, or to develop personal fitness. In addition to performance, they should also decide on the role that they want to take part in for the game.

They should be taught to:

- plan, perform, monitor and evaluate a health-related exercise programme for **one** of their chosen games;
- lead a warm-up or warm-down session to develop their leadership skills;
- show understanding of the principles involved;
- acquire and develop skills/techniques under applied conditions;
- perform effectively in the full recognised version of the game by selecting and applying skills and tactics;
- understand, observe and apply rules;
- analyse and improve their own and others' performance;
- adopt different roles in the game e.g. official, coach, player, leader.

In addition, candidates should be able to:

- use increasingly advanced strategies and tactics of competitive participation and be able to adapt these to the strengths and limitations of other players;
- co-operate with others in regular practices in order to refine their techniques.

To enable candidates to develop their leadership skills, it is a compulsory requirement that they lead a warm-up or warm-down session. This should **not** be confused with the warm-up/warm-down aspect that is carried out by each candidate as part of their exercise/training programme.

Candidates should be given the opportunity initially, to develop their leadership skills by being responsible for part of the warm-up or warm-down session, e.g. the flexibility/stretching phase, the pulse raising phase or the skill rehearsal phase. Each candidate will then be assessed on their ability to lead an entire warm-up or warm-down session. Where practicable, each candidate should be able to select the game that they wish to, when fulfilling this requirement. This may be carried out in any core physical education lesson, GCSE practical session, or intra-school or inter-school competition.

13.2 Section 1 - Planning, Performing, Monitoring and Evaluating a Health-related Exercise/Training Programme for one of their games, including leading a warm-up/warm-down session

Max 80 marks

Candidates should plan, perform, monitor and evaluate their own exercise/training programme in order to demonstrate and apply knowledge and understanding of the basic fitness training principles underpinning performance in games. The programme should be designed specifically by candidates to enable them to demonstrate their knowledge and understanding of fitness and health, and in particular:

- how preparation, training and fitness relate to and affect performance for a games player;
- how to design and carry out activity and training programmes that have specific purposes for a games player;
- the importance of exercise and games to personal, social and mental health and well-being;
- how to monitor and develop their own training, exercise and activity programme;
- develop leadership skills by leading a warm-up/warm-down.

The health-related exercise/training programme for a game should provide candidates with the opportunity to demonstrate the practical application of their knowledge of **some** of the following theoretical aspects.

- Planning an exercise/training/fitness programme;
- Appropriateness of chosen exercises/training method/activities;
- General principles, types/order of activities;
- Grading of programme according to age, sex and fitness levels, taking into account any injury or medical condition;
- General training principles, specificity, progression, overload and adequate recovery;
- General principles, effective intensity and duration for optimum gains, heart rate zones;
- Safety in relation to the lifting, carrying and placement of equipment/apparatus;
- How to prepare the body for games safely and effectively – warm up;
- Enabling the body to recover from activity – warm down;
- Measuring heart rate/recovery rate using the pulse;
- Simple fitness tests – multi stage shuttle run test, sit and reach test.

	This exercise/training programme for a game assesses the following:	
Planning	The candidates' ability to plan an exercise/training programme that is appropriate to the game, demonstrating application of knowledge and the theory of the general principles of training.	<b>Max 20 marks</b>
Performing	Carrying out and performing the planned programme.	<b>Max 20 marks</b>
Monitoring	Regular and accurate recording and completion of results.	<b>Max 10 marks</b>
Evaluating	Appraisal of the programme, both ongoing and summative in relation to aims and outcomes.	<b>Max 20 marks</b>
Leading a warm-up/warm-down for a game	The candidates' ability to show understanding and value of a warm-up or warm-down, when designing and leading an appropriately structured session.	<b>Max 10 marks</b>

**13.3** **Guidance on setting the exercise/ training programme**

In planning, performing and evaluating their programme for a game, candidates should consider **some** of the following factors.

Testing of prior fitness;

Awareness of safety aspects;

Understanding of type of exercises/training being carried out, and for what purpose;

Health-related components of fitness;

Warm-up;

Aerobic conditioning;

Anaerobic training;

Specificity/progression/overload;

Intensity/training zones;

Seasonal factors, e.g. pre-season/mid-season;

Heart rate;

Warm-down;

Recovery rate.

3.4	<b>Section 2 - Practical Performance</b>		<b>Max 400 marks</b>
	Skill Area A	For <b>each game</b> , the following assessments are made. Acquiring and Developing Individual and Group Skills in games	<b>Max 30 marks</b>
	Skill Area B	Selection and Application of Attacking or Defending Skills/techniques in the Game Situation  For <b>two</b> of the games from <b>different</b> groups the following assessments are also made.	<b>Max 50 marks</b>
	Skill Area C	Understanding, Observing and Applying Rules and Conventions in games	<b>Max 10 marks</b>
	Skill Area D	Evidence of the Ability to Analyse and take action to improve their own and others' Performance in the game	<b>Max 20 marks</b>
	Skill Area E	Adopting different roles in the game.	<b>Max 10 marks</b>
	Opportunities for providing evidence for Skill Areas A, B, C, D and E	Centres should be aware that although these skill areas are identified separately, there are <b>many</b> opportunities where these different skills can be evidenced in combination with each other. For instance: <ul style="list-style-type: none"><li>• there may be times when candidates are awaiting their “turn” to engage in a game and they can be analysing others’ and planning their own tactics and strategies for participation, such as at tournaments/competitions;</li><li>• they may be unable to participate but could act as an official/coach etc.;</li><li>• by taking up different positions in team games they may be able to adopt the role of captain/demonstrate their leadership skills;</li><li>• candidates may have opportunities to be able to be tournament/competition organisers such as by planning and organising sports days, tournaments or competitions for their centre, for themselves and/or for others;</li><li>• when adopting the role of an official they can be evidencing their understanding and application of rules.</li></ul> Further guidance and examples will be provided in the Teachers’ Guide.	

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



## 14

## Assessment Criteria

14.1 Section 1 – Planning, Performing, Monitoring and Evaluating a Health-related Exercise/Training Programme for one of their games, including leading a warm-up/warm-down

For **one** of their chosen games.

**Maximum 80 marks**

Planning

Max 20 marks

- (i) Purpose/aim of programme in relation to prior fitness, performance levels and any injuries/health problems 5 marks
- (ii) Awareness of safety aspects/equipment/apparatus/physical/physiological for the game 5 marks
- (iii) Appropriateness/purpose of exercises/techniques used to improve fitness/skills for the game selected. Account may be taken of the time of the training, e.g. pre/mid-season 5 marks
- (iv) Appropriate application of activities within the programme in relation to theoretical areas and principles of training, progression/overload/frequency/duration/time, tedium 5 marks

Performing

Max 20 marks

- (i) Implementation of planned programme – performing exercise/game/activity with control, consistency and ease 5 marks
- (ii) Completion of exercises/techniques in safe/efficient manner 5 marks
- (iii) Attitude/motivation towards improving personal exercise/training/fitness/skill level within the game - sustaining activity over appropriate periods 5 marks
- (iv) Effective and appropriate warm-up/warm-down 5 marks

Evidence required to support awarding the marks:

The evidence was fully explained, appropriate and detailed.	Thorough knowledge and understanding	5 marks
The evidence was partially explained, relevant and with some detail.	Good knowledge and understanding	3 – 4 marks
There was some evidence which lacked explanation and detail.	Some knowledge and understanding	2 marks
There was little evidence to support the awarding of marks for the criterion.	Limited knowledge and understanding	1 mark

Monitoring		Max 10 marks
	(i) Use of table for recording results	2 marks
	(ii) Brief notes/comments after each session (ongoing)	2 marks
	(iii) Recording heart rate	2 marks
	(iv) Recording recovery rate	2 marks
	(v) Concluding statement/summary of results	2 marks
Evaluating	<b>Max 6 marks per section</b>	<b>Max 20 marks</b>
	The evaluation of the differing stages may result in some duplicity, and candidates cannot be credited twice for the same factor, e.g. assessment/explanation of the exercises/activities being the correct choice – specificity, in the planning <b>and</b> monitoring phases.	
1. Evaluation of planning the programme (maximum 6 marks)	Reference to pre-test scores	2 marks
	Assessment of the appropriateness of the level at which the programme was pitched	2 marks
	The appropriateness of the order of exercises/activities within the programme	2 marks
	The application of the principles of training i.e. progression, overload	2 marks
	Assessment/explanation of the exercises/activities being the correct choice for the game – specificity	2 marks
2. Evaluation of performing the programme (maximum 6 marks)	The application of the principles of training i.e. progression/overload	2 marks
	Assessment/explanation of the exercises/activities being the correct choice for the game – specificity	2 marks
	The manageability of the programme	2 marks
	The appropriateness of the order of exercises/activities within the programme	2 marks
	The enjoyment/interest/motivation experienced during the programme	2 marks
3. Evaluation of monitoring the programme (maximum 6 marks)	Assessment/explanation of the exercises/activities being the correct choice for the game – specificity	2 marks
	The appropriateness of the order of exercises/activities within the programme	2 marks
	Identification and explanation of any modifications made during the implementation period	2 marks
	Reference, with explanations, to the effects on the performer at any stage through the programme	2 marks
	Reference, with explanation, to the results recorded by the performer at any stage through the programme	2 marks

4. Final evaluation/appraisal of the programme  (maximum 6 marks)	Reference to post-test scores	2 marks
	The manageability of the programme	2 marks
	Reference, with explanations, to the effects on the player on completion of the programme - progress/development	2 marks
	The enjoyment/interest/motivation experienced during the programme	2 marks
	Reference to what may happen next/adaptations to any future programme/planning	2 marks
Leading a warm-up/warm-down for a game		Max 10 marks
	(i) Suitability of exercises/activities included in the warm-up/warm-down session to increase/decrease the intensity of movement as appropriate	2 marks
	(ii) Utilisation of exercises/skills/equipment/stretches appropriate to the game/muscle group	2 marks
	(iii) Ability to organise and lead the group	2 marks
	(iv) Use of verbal communication skills – voice projection/volume/intonation/clarity	2 marks
	(v) Use of non-verbal communication skills - demonstration of exercises/activities	2 marks

Evidence required to support awarding the marks:

The evidence was fully explained, appropriate and detailed.	Achieves well	2 marks
There was some evidence which lacked explanation and detail.	Achieves	1 mark

## 14.2 Achievement Descriptions

Planning, performing, monitoring and evaluating the health-related exercise/training programme for a game, including leading a warm-up/warm-down.

### Highly Competent 57 – 80

The candidate demonstrates a thorough understanding of the principles behind, and benefits of regular, safe exercise and its impact on fitness and health. S/he is able to set achievable targets and their target setting demonstrates that the candidate is clear about what they want to achieve.

The candidate sets out clear aims in relation to knowledge of their prior fitness and performance levels and selects appropriate exercise to help them improve their games playing.

S/he demonstrates thorough knowledge and understanding of the principles of practice and training to devise exercises for a training programme directly related to their own needs. S/he shows an understanding and makes use of the relationship between conditioning and the quality of performance. S/he demonstrates an awareness of how different intensity of exercise affects specific types of fitness.

S/he is readily able to identify and explain potential risks and demonstrates considerable knowledge and understanding of relevant safety procedures and principles.

The candidate implements the programme in a safe and efficient manner performing the exercises/activities highly competently with considerable control, consistency, accuracy and ease and is able to sustain energetic activity over appropriate periods of time.

The exercises/activities s/he selects for the warm up/warm down are appropriate and effective.

The candidate makes highly effective use of an appropriate table for recording results and makes highly competent notes/comments after each session. S/he demonstrates good understanding of how to monitor and evaluate progress towards targets. S/he shows the ability to use information from monitoring to develop and improve progress, by interpreting the information s/he gathers and records, and adapting as s/he recognises the need. S/he accurately measures and records heart and recovery rates. The candidate shows thorough knowledge and understanding when summarising their results.

The candidate demonstrates high competence when selecting appropriate exercises/activities to plan an effective warm up/warm down session and the ability to increase/decrease the intensity of movement as appropriate to prepare the body for exercise or to recover from activity. S/he demonstrates considerable confidence and ability to organise, lead and direct others. The candidate demonstrates highly competent communication skills and the appropriate use of non-verbal communication.

Competent

33 – 56

The candidate shows an understanding of the principles behind planning their own activity/exercise programme. S/he is able to set realistic targets and their target setting demonstrates that the candidate has some idea about what they want to achieve.

The candidate sets out clear, but basic aims in relation to knowledge of their prior fitness and performance levels and selects appropriate exercise to help them improve their games playing.

S/he demonstrates knowledge and understanding of some of the principles of practice and training to devise exercises for a training programme related to their own needs. S/he shows satisfactory understanding and makes some connections between conditioning and the quality of performance. S/he demonstrates awareness of how different intensity of exercise affects types of fitness. S/he is able to identify potential risks and demonstrates knowledge and understanding of relevant safety procedures and principles.

The candidate implements the programme in a safe and efficient manner performing the exercises/activities competently with satisfactory control, consistency and accuracy and is able to maintain activity over appropriate periods of time.

The exercises/activities s/he selects for the warm up/warm down are appropriate and effective.

The candidate makes effective use of an appropriate table for recording results and makes competent notes/comments after each session. S/he demonstrates good understanding of how to monitor and evaluate progress towards targets. S/he shows the ability to use information from monitoring to make progress. S/he demonstrates the ability to measure and record heart and recovery rates. The candidate shows knowledge and understanding when summarising their results.

The candidate demonstrates competence when selecting appropriate exercises/activities to plan an effective warm up/warm down session and to alter the intensity of movement to prepare the body for exercise or to recover from activity. S/he demonstrates satisfactory confidence and ability to organise, lead and direct others. The candidate demonstrates competent communication skills and the appropriate use of some non-verbal communication.

**Moderately Successful 1 – 32**

The candidate can explain how the body reacts during different types of exercise, and identifies some activities and exercises suitable for preparing and recovering from specific activity. They identify some of the benefits of regular, safe exercise and activity on their health and games performance. S/he is able to set reasonable targets and their target setting demonstrates that the candidate has basic ideas about what they want to achieve.

S/he demonstrates limited knowledge and understanding of some of the principles of practice and training to devise exercises for a training programme directly related to their own needs. S/he shows limited understanding and makes basic connections between conditioning and the quality of performance. S/he demonstrates some awareness of how different intensity of exercise affects types of fitness. S/he is able to identify some of the risks and demonstrates limited knowledge and understanding of relevant safety procedures and principles.

The candidate implements the programme in a safe and satisfactory manner performing the exercises/activities with moderate success and with some inconsistency in control and accuracy. S/he struggles to maintain activity over appropriate periods of time.

Some of the exercises/activities s/he selects for the warm up/warm down are appropriate and effective.

The candidate makes limited use of an appropriate table for recording results and makes moderately successful notes/comments after most session. S/he demonstrates partial understanding of how to monitor and evaluate progress. S/he shows limited ability to use information from monitoring to make progress. S/he demonstrates the ability to measure and record heart or recovery rates, but not always accurately.

The candidate shows limited knowledge and understanding when summarising their results, producing basic and simplistic responses lacking detail and description. The candidate demonstrates moderate success when selecting exercises/activities to plan a warm up/warm down session and limited ability to alter the intensity of movement to prepare the body for exercise or to recover from activity.

S/he demonstrates little confidence and ability to organise, lead or direct others. The candidate demonstrates moderate success when communicating and limited use of non-verbal communication.

14.3 Section 2 – Practical Performance in games

Introduction

Generic skills/techniques for the assessment of each of the games areas are given in the specification, so that teachers know what has to be assessed. These skills/techniques will generally be applicable to the whole group of games, thus simplifying the assessments for centres. The list of skills/techniques is followed by the criteria to be used for assessment of the effectiveness of the performance. Finally, there is more detailed guidance for **each** of the games within the area.

The performance descriptors for each of the skill areas are given below. Each description defines the marking band to enable the teacher to categorise initially the candidate's ability within that band. The three bands correspond to high competence, competence and moderate success. The teacher then decides whether the candidate's performance merits a higher, intermediate or lower mark within the respective mark band. For example, a highly competent player could be awarded 8, 9 or 10 marks.

For **each** game, the following assessments are made.

14.4 Skill Area A – Acquiring and Developing Individual and Group Skills/techniques in games

**Max 10 × 3 marks**

The ability to develop and apply group skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.

Assessment criteria for **each** game can be found in sections 14.9 – 14.12

Marking Band  
Highly Competent

10, 9, 8

The candidate demonstrates the ability to apply/combine very refined techniques with highly competent performance of individual, and where applicable, group skills. Even complex skills are applied with outstanding control, consistency, accuracy, precision, co-ordination and a technical proficiency. The candidate demonstrates the ability to apply them in increasingly demanding situations. The candidate is highly competent at modifying and refining skills and techniques to improve their performance and effectiveness in games within the applied conditions.

Marking Band  
Competent

7, 6, 5

The candidate demonstrates the ability to apply refined techniques with competent performance of most individual/group skills, which are performed with satisfactory control, consistency, accuracy, precision, co-ordination and a technical proficiency. The candidate demonstrates the ability to apply them in most demanding situations. The candidate is competent at modifying and refining most skills and techniques to improve most of their performance and effectiveness in games within the applied conditions.

Marking Band  
Moderate Success

4, 3, 2, 1

The candidate shows moderate success in applying/combining some individual/group skills and techniques, which are performed with some inconsistency in control, accuracy, precision, co-ordination and a technical proficiency. The candidate demonstrates some inconsistencies when applying complex skills in demanding situations. The candidate is moderately successful at modifying and refining a few skills and techniques to improve some of their performance and effectiveness in games within the applied conditions.



14.5 Skill Area B – Selection and Application of Skills/ techniques in the Game Situation		Max 10 × 5 marks
		In games activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, tactics and strategies to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game. Assessment criteria for <b>each</b> game can be found in sections 14.9 – 14.12
Marking Band Highly Competent	10, 9, 8	The candidate is able to employ highly effectively, an extensive range of appropriate skills in the game situation and can demonstrate, as applicable, high levels of anticipation, tactical awareness and selection of appropriate skills and strategies. The candidate is able to sustain a highly competent performance, to show adaptability and the ability to apply increasingly advanced strategies and tactics of competitive play. The candidate makes effective decisions about how they will plan and approach their performance in response to new or changing situations.
Marking Band Competent	7, 6, 5	The candidate is able to select appropriately from a wide range of skills, and can demonstrate anticipation, and strategical and tactical awareness with increasing competence. The candidate may not always be able to apply all skills consistently, but shows an effective ability to apply their major strengths in the game. The candidate is able to make and adapt decisions about how they will plan and approach their performance in response to new or changing situations.
Marking Band Moderate Success	4, 3, 2, 1	The candidate has some success and is moderately effective in the game, showing an awareness of tactics and strategies and the ability to select from a limited range of skills, which they do not always apply consistently and effectively. They make decisions about how they will plan and approach their performance. They begin to vary these in response to changing situations.

For **two** of the games from **different** groups the following assessments are also made.

14.6 Skill Area C – Understanding, Observing and Applying Rules and conventions in games		Max 10 marks
		By refereeing/umpiring/officiating, and/or by means of written tests/assessments, candidates should demonstrate knowledge, understanding and application of the laws, principles, scoring systems and safety aspects of participation and competition.
Marking Band Highly Competent	10, 9, 8	The candidate demonstrates a thorough knowledge and understanding of the laws, principles, scoring system and safety aspects of competition. S/he fully comprehends the role of rules in competition for structure, equality, conduct and protection. The candidate applies and observes the rules correctly, quickly and consistently.
Marking Band Competent	7, 6, 5	The candidate competently demonstrates a basic working knowledge and understanding of the laws, principles, scoring system and safety aspects of competition. S/he is aware of various roles of rules in competition, applying and observing them correctly, some quickly and consistently.
Marking Band Moderate Success	4, 3, 2, 1	The candidate demonstrates a simple grasp of the principal laws, principles, scoring system and safety aspects of competition and has a limited understanding of some of the roles of rules in competition. The candidate can normally apply and observe some of the rules correctly.

**14.7 Skill Area D – Evidence of the Ability to Analyse and Improve their Own and Others' Performance in games**

Candidates are assessed on their ability to analyse and evaluate performance accurately, to make judgements using relevant technical terms to determine its strengths and weaknesses so as to take action to improve its quality and effectiveness.

Candidates will be expected to analyse and take action to improve performance for **two** games. Teachers should ensure that candidates examine their own performance once and the performance of others once.

Analysis of performance in games

**Max 10 marks**

This involves recognising strengths and weaknesses in games indicating an understanding of what makes an action/skill/technique/performance in games considered to be appropriate/effective/efficient/successful. Candidates will be expected to look at a performance or consider their own, and will be marked on their ability to identify at least one strength and one weakness which need to be fully explained demonstrating their ability to use appropriate technical terms.

- Identification of strength 1 2 marks
- Identification of strength 2 or further development/explanation of strength 1 2 marks
- Identification of weakness 1 2 marks
- Identification of weakness 2 or further development/explanation of weakness 1 2 marks
- Use of relevant technical terms 2 marks

Improving performance in games

**Max 10 marks**

This involves taking actions which increase strengths and diminish weaknesses, and requires taking action to tackle the deficiencies appropriately.

- Use of knowledge and understanding of the game and principles of practice/training/techniques to decide on and prioritise the area for improvement 2 marks
- Demonstrate understanding of the nature/cause/reason for the strength or weakness 2 marks
- Setting realistic and attainable targets for improvement 2 marks
- Measuring/monitoring progress – how to check for and recognise progress towards the target 2 marks
- Corrective measure – description of practice/activity/exercise to improve technical/tactical/fitness/skill/technique/outcome in the game 2 marks

Evidence required to support awarding the above marks:

The evidence was fully explained, appropriate and detailed.	Achieves well	2 marks
There was some evidence which lacked explanation and detail.	Achieves	1 mark



<p>Marking Band Highly Competent</p>	<p>10, 9, 8</p>	<p>The candidate is able to evaluate critically by applying a range of relevant criteria to judge a performance. S/he is able to select the most important aspects of a performance to be improved, and decide how to modify or refine subsequent attempts in order to achieve the intended result of a corrected model/outcome.</p> <p>The candidate describes, analyses and evaluates their own and others' performance in the game demonstrating an understanding of the impact that skills, tactics, strategies and fitness have on the quality and effectiveness of performance, using the relevant technical terms correctly and confidently. They understand how to monitor and evaluate progress towards targets. They create action plans and ways of monitoring improvement.</p>
<p>Marking Band Competent</p>	<p>7, 6, 5</p>	<p>The candidate is able to identify good and faulty aspects of performance, and shows knowledge of important tactics and strategies. The candidate is able to recognise when a skill is appropriate to the intention of the player and shows the ability to analyse elements of the performance to judge technical competence using appropriate terminology.</p> <p>Candidates analyse and comment on their own and others' performance in the game as individuals and team/group members showing an understanding of how skills, tactics, strategies and fitness relate to the quality and effectiveness of performance. They plan ways to improve their own and others' performance. They can suggest modifications and adjustments to improve appropriate aspects of the performance.</p>
<p>Marking Band Moderate Success</p>	<p>4, 3, 2, 1</p>	<p>The candidate shows the ability to observe simple skills or combinations of skills. S/he can make simple judgements and recognise major strengths and weaknesses.</p> <p>Candidates analyse and comment on how skills and techniques have been used in their own and others' games play and on other aspects of performance, and suggest ways to improve. They can identify when known skills are used effectively in a game/competitive context and can describe simple tactics and strategies showing limited evaluation, and the ability to use some technical terms and suggest simplistic improvements.</p>

14.8	<b>Skill Area E – Adopting different roles in the game</b>	<b>Max 10 marks</b>	<p>Adopting a chosen role enables the candidate to demonstrate personal, social, problem solving, communication and leadership skills when working with others. They can adopt the role of coach, trainer, manager, official (referee, assistant referee, umpire), captain, sports leaders, tournament organiser or different positional roles in team games. There is ample opportunity for a number of these roles to be adopted when candidates are working in small groups during practice/ contexts/situations.</p> <p>Teachers should ensure that candidates adopt the role of <b>official</b> for <b>at least one</b> of the games so as to be able to fulfil the requirements of the criteria by demonstrating their knowledge of observing and applying rules.</p>
Marking Band Highly Competent	10, 9, 8		<p>The candidate demonstrates an extensive range of highly competent skills, qualities and attributes applicable to their chosen role in the game. The candidate demonstrates highly competent organisational skills pertinent to safety, equipment, people and space. The candidate effectively employs an extensive range of verbal and non-verbal communication skills, including voice projection/volume/intonation/ clarity and the confident and competent use of specialist terminology, as well as the use of demonstration, hand signals and body gestures. The candidate demonstrates a highly competent ability to implement and enforce the rules when officiating a game.</p>
Marking Band Competent	7, 6, 5		<p>The candidate demonstrates a range of competent skills, qualities and attributes applicable to their chosen role in the game. The candidate demonstrates competent organisational skills pertinent to safety, equipment, people and space. The candidate competently employs a wide range of verbal and non-verbal communication skills. The candidate demonstrates a competent ability to implement and enforce the rules when officiating a game.</p>
Marking Band Moderate Success	4, 3, 2, 1		<p>The candidate demonstrates moderate success in a limited range of skills, qualities and attributes applicable to their chosen role in the game. The candidate demonstrates moderately successful organisational skills pertinent to safety, equipment, people and space. The candidate has moderate success in employing a limited range of verbal and non-verbal communication skills. The candidate is moderately successful in their ability to enforce some of the rules for assessment when officiating a game.</p>
Opportunities for providing evidence for Skill Areas A, B, C, D and E			<p>Centres are reminded that although these skill areas are identified separately, there are <b>many</b> opportunities where these different skills can be evidenced in combination with each other. Examples of how this might be achieved are given in section 13.4.</p>

<b>14.9 Assessment of Game Activities</b>	Generic criteria for the assessment of all game activities.																												
Invasion Games	Association football, basketball, gaelic football, hockey, hurling, lacrosse, netball, rugby football (league or union).																												
Net/Wall Games	Badminton, squash, table tennis, tennis, volleyball.																												
Striking/Fielding/Target Games	Boccia, cricket, golf, rounders or softball.																												
Skills/techniques to be assessed in game activities.	Sending Receiving Intercepting Covering Positioning Variations – dependent on game activity type.																												
Principles of attack	To provide scoring opportunities by Creating and using space Speeding up play Supporting.																												
and																													
Principles of defence	To prevent scoring opportunities by Denying space and reducing time Slowing the play Supporting Pressurising.																												
	The nature of the game type will determine the component parts of variation as shown below.																												
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Invasion Games</b></td> <td style="width: 50%;"><b>Net/Wall</b></td> </tr> <tr> <td>Controlling</td> <td>Spin</td> </tr> <tr> <td>Intercepting</td> <td>Slice</td> </tr> <tr> <td>Retain possession</td> <td>Pace</td> </tr> <tr> <td>Make progression</td> <td>Height</td> </tr> <tr> <td>Delay and challenge</td> <td>Direction</td> </tr> <tr> <td>Dispossess attackers</td> <td>Speed</td> </tr> <tr> <td><b>Striking/Fielding</b></td> <td><b>Target</b></td> </tr> <tr> <td>Retrieving</td> <td>Accuracy</td> </tr> <tr> <td>Stopping</td> <td>Direction</td> </tr> <tr> <td>Catching</td> <td>Distance</td> </tr> <tr> <td>Field placement</td> <td>Control</td> </tr> <tr> <td>Bowler</td> <td>Shot Selection</td> </tr> <tr> <td>Bowling</td> <td>Spin</td> </tr> </table>	<b>Invasion Games</b>	<b>Net/Wall</b>	Controlling	Spin	Intercepting	Slice	Retain possession	Pace	Make progression	Height	Delay and challenge	Direction	Dispossess attackers	Speed	<b>Striking/Fielding</b>	<b>Target</b>	Retrieving	Accuracy	Stopping	Direction	Catching	Distance	Field placement	Control	Bowler	Shot Selection	Bowling	Spin
<b>Invasion Games</b>	<b>Net/Wall</b>																												
Controlling	Spin																												
Intercepting	Slice																												
Retain possession	Pace																												
Make progression	Height																												
Delay and challenge	Direction																												
Dispossess attackers	Speed																												
<b>Striking/Fielding</b>	<b>Target</b>																												
Retrieving	Accuracy																												
Stopping	Direction																												
Catching	Distance																												
Field placement	Control																												
Bowler	Shot Selection																												
Bowling	Spin																												
<b>Skill Area A</b>	<p>Ability to develop and apply individual and group attacking and defending skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in competition/authentic context.</p> <p>The emphasis is on learning, developing and applying techniques in competition context/game event, rather than isolated techniques. A game event being an identifiable part of a game which can be reconstructed away from the full game allowing candidates to develop and apply their skills in a controlled setting.</p>																												

	Examples of contexts for games activities include:
Invasion games	2v1, 3v2, 4v3 etc. in hockey, football, basketball– dribbling or passing versus challenging for the ball; use of grids to build complexity.
Net/wall games	Service selection and return of service developed to playing out the point.
Striking/fielding	Bowler, backstop and 1 <sup>st</sup> post combination in rounders developed to get batsman out.
Target games	Playing for safety versus playing for attack.
	Guidance and further examples will be given in the Teachers' Guide.

### Skill Area B

In games, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, tactics and strategies to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game.

In game activities, candidates have to select which skills to use at a particular moment in time. The skills need to suit the situation and achieve the desired outcome to be successful. This involves assessing the candidate's ability to read the game, apply her/himself in developing situations and show an awareness of positional and tactical play. The candidate should show the ability to select and apply appropriate attacking and defending skills in the game, through the tactical and positional awareness of space, and in the anticipation of colleagues' and/or opponents' moves. To demonstrate their effectiveness, candidates will be expected to contribute to the performance of the team through their understanding of the principles of attack and defence and the ability to put them into practice.

#### **Principles of Attack**                      and                      **Principles of Defence**

To provide scoring opportunities	To prevent scoring opportunities
Create and use space	Deny space and reduce time
Speed up play	Slow the play
Support	Support/Pressurise

For example, candidates may demonstrate the ability to select where to take or send the ball/shuttlecock. They may identify, create and use space; take up appropriate positions on the court/pitch; support other players; make it difficult for an opponent; anticipate what is going to happen next and do something about it.

### Skill Area C

See section 14.6 in the specification for details.

### Skill Area D

See section 14.7 in the specification for details.

### Skill Area E

See section 14.8 in the specification for details.

The following pages outline how the generic games criteria are applied to each game.

## 14.10 Assessment of Invasion Games

## ASSOCIATION FOOTBALL

Skill Area A	<i>Either</i>	<i>Or</i>
	<b>Field Play</b>	<b>Goalkeeping</b>
Sending	Passing, crossing, heading, shooting	Distribution
Receiving	Chest/feet/knee	Shot stopping
Intercepting	On the ground/in the air	Crosses on the ground/in the air
Covering	Marking	Supporting the defence
Positioning	Awareness of space/ team mates/ opponents	Awareness of team mates/opponents
Retain possession } Make progression }	Running with the ball/dribbling and dodging/feinting accurate passing and support	Accurate passing
Delay and challenge	Closing down	Narrowing the angle
Dispossess attackers	Challenging	Moving out to striker
Skill Area B	<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.
	and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.
Skill Area C	See section 14.6 in the specification for details.	
Skill Area D	See section 14.7 in the specification for details.	
Skill Area E	See section 14.8 in the specification for details.	

## BASKETBALL

Skill Area A	Sending  Receiving Intercepting Covering Positioning  Retain possession } Make progression }  Delay and challenge Dispossess attacker	Passing – chest, javelin, bounce Shooting – lay up, jump, set, shot Catching Passes, rebounds Marking Awareness of space/team mates/opponents Accurate passing and supporting Dribbling with the ball, changing hands/speed/direction Dribbling and dodging/feinting Closing down Challenging
Skill Area B	<b>Principles of Attack</b>  and <b>Principles of Defence</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.  To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.
Skill Area C	See section 14.6 in the specification for details.	
Skill Area D	See section 14.7 in the specification for details.	
Skill Area E	See section 14.8 in the specification for details.	

## GAELIC FOOTBALL

### Skill Area A

	<i>Either</i>	<i>Or</i>
	<b>Field of Play</b>	<b>Goalkeeping</b>
Sending	Passing – foot/hand/fist Kicking – punt/drop/ free kick Shooting – left/right	Distribution
Receiving	Catching – low on chest/overhead Pick up	Shot stopping
Intercepting	On the ground/in the air	Crosses on the ground/in the air
Covering	Marking	Supporting the defence
Positioning	Awareness of space/ team mates/ opponents	Awareness of team mates/opponents
Retain possession } Make progression }	Solo run/side step dodging/feinting accurate passing	Accurate passing
Delay and challenge	Closing down	Narrowing the angle
Dispossess attackers	Challenging	Moving out to attackers

### Skill Area B

<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.
and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.

### Skill Area C

See section 14.6 in the specification for details.

### Skill Area D

See section 14.7 in the specification for details.

### Skill Area E

See section 14.8 in the specification for details.

## HOCKEY

### Skill Area A

	<i>Either</i>	<i>Or</i>
	<b>Field Play</b>	<b>Goalkeeping</b>
Sending	Passing – hit, push, reverse stick push, slap, flick, scoop	Distribution but kicking, hitting, pushing
Receiving	Stopping – open stick, reverse stick	Shot stopping, use of hand(s), stick, feet, diving save
Intercepting	Open/reverse stick	Crosses and shots
Covering	Marking	Supporting the defence
Positioning	Awareness of space/ team mates/ opponents	Awareness of team mates/opponents
Retain possession } Make progression }	Running with the ball/dribbling and dodging/feinting	Accurate passing
Delay and challenge	Closing down, channelling	Narrowing the angle
Dispossess attackers	Tackling open stick, block, jab	Moving out to attackers

### Skill Area B

<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.
and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.

### Skill Area C

See section 14.6 in the specification for details.

### Skill Area D

See section 14.7 in the specification for details.

### Skill Area E

See section 14.8 in the specification for details.



## HURLING

### Skill Area A

	<i>Either</i>	<i>Or</i>
	<b>Field Play</b>	<b>Goalkeeping</b>
Sending	Passing/striking	Distribution
Receiving	Catching – one-handed Stopping – on the ground/in the air Lifting – moving and stationary ball	Shot stopping
Intercepting	On the ground/in the air	Crosses on the ground/in the air
Covering	Marking	Supporting the defence
Positioning	Awareness of space/ team mates/ opponents	Awareness of team mates/opponents/ball
Retain possession } Make progression }	dribbling and dodging/feinting accurate passing	Accurate passing
Delay and challenge	Closing down Blocking on the ground/in the air	Narrowing the angle
Dispossess attackers	Challenging	Moving out to attackers

### Skill Area B

<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.
and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.

### Skill Area C

See section 14.6 in the specification for details.

### Skill Area D

See section 14.7 in the specification for details.

### Skill Area E

See section 14.8 in the specification for details.

## LACROSSE

### Skill Area A

	<u>Either</u>	<u>Or</u>
	<b>Field of Play</b>	<b>Goalkeeping</b>
Sending	Passing – underarm, overarm, reverse stick  Shooting – distance bounce shot, close accurate aim	Distribution
Receiving	Catching on both sides, high low and from different angles  Picking up a stationary ball	Saving – use of pads, hand(s), stick
Intercepting	On the floor, in the air	On the floor, in the air
Covering	Marking	Supporting the defence
Positioning	Awareness of space/ team mates/ opponents	Awareness of team mates/opponents
Retain possession } Make progression }	Running with the ball, cradling the stick, dodging/feinting	Accurate passing and support
Delay and challenge	Closing down	Narrowing the angle
Dispossess attackers	Tackling with the stick	Moving out to attackers

### Skill Area B

<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.
and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.

### Skill Area C

See section 14.6 in the specification for details.

### Skill Area D

See section 14.7 in the specification for details.

### Skill Area E

See section 14.8 in the specification for details.

## NETBALL

Skill Area A	Sending	Passing <u>One handed</u> shoulder high shoulder underarm bounce  Shooting – where applicable to choice of position standing, moving, rebounding	<u>Two handed</u> chest overhead bounce
	Receiving	Catching and landing one foot/two feet and footwork, pivoting, balance	
	Intercepting	- at various heights/loose balls	
	Covering	Marking person, space/blocking person, throw	
	Retain possession } Make progression }	Accurate passing and support Dodging and feinting	
	Delay and challenge	- closing down	
	Dispossess attackers	- gain possession	
Skill Area B	<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.	
	and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.	
Skill Area C	See section 14.6 in the specification for details.		
Skill Area D	See section 14.7 in the specification for details.		
Skill Area E	See section 14.8 in the specification for details.		

## RUGBY LEAGUE OR UNION

Skill Area A	Sending	Passing, kicking – punt, place, grub, drop, cross kick, up & under
	Receiving	Catching from various heights/distances, stationary and on the move
	Intercepting	Various heights/palming in the lineout
	Covering	Marking
	Retain possession	Accurate passing and support, maul/held tackle, ruck/playing from the floor
	Make progression	
	Delay and challenge	Closing down
	Dispossess attackers	Tackling from side, front, rear, smother
Skill Area B	<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.
	and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.
Skill Area C	See section 14.6 in the specification for details.	
Skill Area D	See section 14.7 in the specification for details.	
Skill Area E	See section 14.8 in the specification for details.	

14.11 Assessment of Net/Wall Games

**BADMINTON**

Skill Area A	Sending	Service – short, long, flick Return of shuttle – overhead clear – forehand, backhand Drive – forehand, backhand Drop shot Smash
	Receiving	Service
	Intercepting	Speed up return of shuttle
	Covering	Anticipating possible courses of action and moving into position
	Positioning	- Awareness of space/opponent(s)/partner - For service and returning serve/shuttlecock
	Pace Height Direction Speed	Intelligent variation and disguise of shots/service
Skill Area B	<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.
	and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.
Skill Area C	See section 14.6 in the specification for details.	
Skill Area D	See section 14.7 in the specification for details.	
Skill Area E	See section 14.8 in the specification for details.	

## SQUASH

Skill Area A	Sending  Receiving Intercepting Covering  Positioning   Spin Pace Height Direction Speed	Service – drive, lob Returning ball – volley, boast, drop shots, lobs  Service  Speed up return of ball  Anticipating possible courses of action and moving into position  Command of ‘T’  For service and return of service Awareness of space/opponent   Intelligent variation and disguise of shots/service according to opponent
Skill Area B	<b>Principles of Attack</b>  and <b>Principles of Defence</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.  To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.
Skill Area C	See section 14.6 in the specification for details.	
Skill Area D	See section 14.7 in the specification for details.	
Skill Area E	See section 14.8 in the specification for details.	

**TABLE TENNIS**

<b>Skill Area A</b>	Sending	Service Return of ball, - push, topspin, backspin, half-volley, forehand, backhand
	Receiving	Service
	Intercepting	Speed up return of ball
	Covering	Anticipating possible courses of action and moving into position
	Positioning	For service and return of service Awareness of space/opponent(s)/partner
	Spin	Intelligent variation and disguise of shots/service
	Pace	
	Height	
	Direction	
	Speed	
<b>Skill Area B</b>	<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.
	and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.
<b>Skill Area C</b>	See section 14.6 in the specification for details.	
<b>Skill Area D</b>	See section 14.7 in the specification for details.	
<b>Skill Area E</b>	See section 14.8 in the specification for details.	

## TENNIS

### Skill Area A

Sending

Service

Return of ball, - drive, volley, smash, drop shot, forehand, backhand

Receiving

Service

Intercepting

Speed up return of ball

Covering

Anticipating possible courses of action and moving into position

Positioning

For service and return of service

Awareness of space/opponent(s)/partner

Spin

Pace

Height

Direction

Speed

Intelligent variation and disguise of shots/service

### Skill Area B

**Principles of Attack**

To provide scoring opportunities by  
Creating and using space  
Speeding up play  
Supporting.

and **Principles of Defence**

To prevent scoring by  
Denying space and reducing time  
Slowing the play  
Supporting/pressurising.

### Skill Area C

See section 14.6 in the specification for details.

### Skill Area D

See section 14.7 in the specification for details.

### Skill Area E

See section 14.8 in the specification for details.



## VOLLEYBALL

Skill Area A	Sending Receiving Intercepting Covering Positioning  Spin Pace Height Direction Speed	Service – underarm, overarm Service Speed up return of ball Anticipating possible courses of action and moving into position. Blocking For service, return of service Awareness of space/opponents/team mates  Intelligent variation and disguise of service/shots
Skill Area B	<b>Principles of Attack</b>  and <b>Principles of Defence</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.  To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.
Skill Area C	See section 14.6 in the specification for details.	
Skill Area D	See section 14.7 in the specification for details.	
Skill Area E	See section 14.8 in the specification for details.	

14.12 Assessment of Striking/Fielding/ Target Games

**BOCCIA**

**Skill Area A**

Candidates will be assessed on their ability to develop and apply individual, and where applicable, group skills/techniques in increasingly demanding situations, such as semi-opposed or opposed situations/structured practices in authentic context/competition.

Sending – One or both or either hand(s)  
– One or both or either foot/feet  
– Assistance devices

Positioning, intercepting and covering – Rolling shots  
– Short and long shots  
– Aerial shots  
– Bounce and continue rolling  
– Bounce and stop (use of backspin)  
– Control of length/speed  
– Linking shots  
– Ricocheting  
– Clinging  
– Playing to different areas of court  
– Playing from different boxes

**Skill Area B**

Candidates demonstrate their ability to anticipate the responses of others and use this information to select and apply skills and tactics and to adapt their performance accordingly. This is assessed in relation to the selection, consistency and effective usage of skills at the appropriate time.

**Principles of Attack** To provide scoring opportunities  
Accuracy  
Positioning.

and **Principles of Defence** To prevent scoring opportunities  
Securing a lead  
Blocking for width, depth.

**Skill Area C**

See section 14.6 in the specification for details.

**Skill Area D**

See section 14.7 in the specification for details.

**Skill Area E**

See section 14.8 in the specification for details.

**CRICKET**

**Skill Area A**

	<u>Either</u>	<u>Or</u>
	<b>Fielding</b>	<b>Wicket Keeping</b>
Sending	Throwing	Recovery from field
Receiving	Catching, stopping	Catching, stopping
Intercepting	Anticipating path of ball to prevent it reaching its target	Preventing byes/leg byes/stumping
Covering	Anticipating midfield	Anticipating edges off the bat/pad
Positioning	Awareness of space/batsmen/team mates	Standing up/back
Retrieving	Returning ball quickly and accurately to bowler/wicket keeper	Returning ball to bowler
Stopping } Catching }	Various heights/bouncing/ground	
Field placement } Bowler } Bowling }	Intelligent variations to prevent batsman scoring runs	

**And**

	<u>Either</u>	<u>Or</u>
	<b>Bowling</b>	<b>Batting</b>
Sending	Pace/spin/length/direction	Attacking shots off front foot/back foot Defensive shots – forward/backward
Intelligent variations of	Bowling Field placement	Shot placement to score Running between wickets to score

**Skill Area B**

<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.
and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.

**Skill Area C**

See section 14.6 in the specification for details.

**Skill Area D**

See section 14.7 in the specification for details.

**Skill Area E**

See section 14.8 in the specification for details.

## GOLF

### Skill Area A

Candidates should demonstrate the full range of their shots and stroke play when playing mini-rounds over varying par holes with different hazards/conditions. The holes should be selected by the candidate to demonstrate the range of their ability. When playing the holes candidates should demonstrate:

Setting up – addressing the ball/preparation and stance, body, feet and clubs in relation to the ball,

– appropriate to shot - open/closed.

Swing – position/use of head, arms, hips, legs, knees

Control of club throughout the swing – take away/stroke/  
follow through

Strokes – Tee shot/drive/approach shot - chip/pitch

Out of hazards - rough/bunkers.

Putting.

### Skill Area B

Candidates will be assessed on their ability to select and apply the appropriate shot/stroke for the hole and the weather conditions, when playing a round of golf over at least 9 holes. Candidates will be assessed on their consistency and effectiveness in relation to the following criteria.

Distance

Lie of the ball

Ground conditions

Slope of the fairway/green

Hazards: rough/bunkers/water

Weather including wind speed and direction

### Skill Area C

See section 14.6 in the specification for details.

### Skill Area D

See section 14.7 in the specification for details.

### Skill Area E

See section 14.8 in the specification for details.

**ROUNDERS OR SOFTBALL**

Skill Area A	<u>Either</u>	<u>Or</u>	<u>Or</u>
	<b>Fielder</b>	<b>Bowler</b>	<b>Backstop</b>
Sending	Throwing	Bowling – spin, curve, pace, height	Throw to post/base
Receiving	Stopping and catching	Stopping and catching	Stopping and catching
Intercepting	Anticipating path of ball to prevent it reaching target		Missed ball Nick/edge of ball
Covering	Anticipating misfield	Other posts/bases	Standing up/back
Positioning	Awareness of space/batsman/team mates		
Retrieving	Returning ball quickly and accurately to post/base/bowler		
Stopping } Catching }	Various heights/bouncing ball/ground ball		
Field placement } Bowler } Bowling }	Intelligent variations to prevent batsman scoring runs		
<b>and Batting</b>			
Sending	Intelligent use of different directions, heights and pace. Running around posts attempting to score		
Skill Area B	<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.	
	and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.	
Skill Area C	See section 14.6 in the specification for details.		
Skill Area D	See section 14.7 in the specification for details.		
Skill Area E	See section 14.8 in the specification for details.		

## SOFTBALL OR ROUNDERS

Skill Area A	<u>Either</u>	<u>Or</u>	<u>Or</u>
	<b>Fielder</b>	<b>Pitcher</b>	<b>'Catcher'</b>
Sending	Throwing	Spin, pace, height, curve	Throwing
Receiving	Stopping and catching	Stopping and catching	Stopping and catching
Intercepting	Anticipating pitch of ball to prevent it reaching target		Anticipating strikes
Covering	Anticipating misfield	Other bases	Standing up/back
Positioning	Awareness of space/striker/team mates		
Retrieving	Returning ball quickly and accurately to base/pitcher		
Stopping Catching	Various heights Catching in the glove/ground fielding techniques		
Field placement Pitcher Pitching	Intelligent variations to prevent scoring		
<b>and Batting</b>			
Sending	Intelligent use of height/pace/direction Running between bases, stealing to score.		
<b>Skill Area B</b>	<b>Principles of Attack</b>	To provide scoring opportunities by Creating and using space Speeding up play Supporting.	
	and <b>Principles of Defence</b>	To prevent scoring by Denying space and reducing time Slowing the play Supporting/pressurising.	
<b>Skill Area C</b>	See section 14.6 in the specification for details.		
<b>Skill Area D</b>	See section 14.7 in the specification for details.		
<b>Skill Area E</b>	See section 14.8 in the specification for details.		

**14.13 Evidence to Support the Award of Marks**

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

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

If asked to do so by the moderator, centres will be required to provide video evidence, of a range of candidates in a range of activities, to support the award of marks.

**15****Supervision and Authentication****15.1 Supervision of Candidates' Work**

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

Where activities are not undertaken at the centre, candidates **must** be assessed by a teacher who has been standardised at the centre, where the candidate's entry is made.

**15.2 Guidance by the Teacher**

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

**15.3 Unfair Practice**

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

**15.4 Authentication of Candidates' Work**

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

## 16

# Standardisation

### 16.1 Standardising Meetings

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

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

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

### 16.2 Internal Standardisation of Marking

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

A specimen Centre Declaration Sheet appears in Appendix B.

## 17

# Administrative Procedures

### 17.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in section 14.1 – 14.12. The marks and supporting information must be recorded in accordance with the instructions in Section 14.13. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

Early notification of approximate entry numbers is required, so that a moderator can be allocated to the centre.



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- 17.2 Submitting Marks and Sample Work for Moderation** The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.
- 
- 17.3 Factors Affecting Individual Candidates** Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.
- Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases. Where special help, which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
- 
- 17.4 Retaining Evidence and Re-Using Marks** The centre must retain the work of all candidates, with Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.
- Candidates re-taking the examination may carry forward their moderated mark for the coursework component. (See Section 19.5.)

## Moderation

### 18.1 Moderation Procedures

Moderation of the coursework is by standardising meeting and/or centre visit to standardise a sample of candidates' work, by a moderator appointed by AQA. The centre marks must be submitted to AQA and must reach the moderator by the specified date in the year in which the qualification is awarded.

The sample consists of a minimum of two different types of games, **and** a range of candidates' work (all candidates' work if the entry is 10 or fewer). It is specified by AQA and notified to the centre by the moderator.

Centres should note that special arrangements may need to be made by AQA for the moderation of some of the activities listed.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order or merit.

### 18.2 Post-Moderation Procedures

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

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

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

## Awarding and Reporting

### 19

## Grading, Shelf-Life and Re-Sits

19.1	<b>Qualification Titles</b>	The qualification based on this specification has the following title: AQA GCSE in Physical Education (Games).
19.2	<b>Grading System</b>	The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.
19.3	<b>Re-Sits</b>	Individual components may not be retaken, but candidates may retake the whole qualification more than once.
19.4	<b>Minimum Requirements</b>	Candidates will be graded on the basis of work submitted for assessment.
19.5	<b>Carrying Forward of Centre-Assessed Marks</b>	Candidates re-taking the examination may carry forward their moderated coursework marks. These have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
19.6	<b>Awarding and Reporting</b>	This specification complies with the grading, awarding and certification requirements of the GCSE, GCE, GNVQ and AEA Code of Practice April 2008 and will be revised in the light of any subsequent changes for future years.

## Appendices

### A

## Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

**Grade A** Candidates demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in their activities, with considerable refinement, precision, control and fluency. They make effective decisions about how they will plan and approach their performance in response to new or changing situations.

Candidates analyse and evaluate their own and others' work demonstrating an understanding of the impact skills, tactics or composition, and fitness have on the quality and effectiveness of performance. They identify priorities for improvement and plan appropriate, progressive practices. They understand how to monitor and evaluate progress towards targets.

Candidates have a good understanding of factors affecting performance and participation and the relationship between them.

They have a good understanding of the principles behind, and benefits of regular, safe exercise and its impact on performance, fitness and health. They explain the advantages to themselves and others of following active and healthy lifestyles.

They identify and explain potential risks related to games activities.

**Grade C** Candidates demonstrate their ability to select and apply an increased range of appropriate skills, techniques and ideas in their activities, with greater refinements, precision, control and fluency.

They make and adapt decisions about how they will plan and approach their performance in response to new or changing situations.

Candidates analyse and comment on their own and others' performances showing an understanding of the factors that affect the quality and effectiveness of performance. They plan ways to improve their own and others' performance.

Candidates identify major factors that affect performance and participation in games and show some understanding of how these different factors relate to each other.

They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They explain some of the long-term effects of exercise and activity on physical, mental and social health.

They identify potential risks involved in different activities.

**Grade F** Candidates demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in their activities, with some precision, control and fluency. They make decisions about how they will plan and approach their performance. They begin to vary these in response to changing situations.

Candidates analyse their own and others' performance and can identify major strengths and weaknesses. They make some modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.

Candidates identify some of the factors affecting performance and participation in games.

They explain how the body reacts during different types of exercise, and identify some activities and exercises suitable for preparing and recovering from specific activities. They identify and explain some of the benefits of regular, safe exercise and activity on their performance and health.

They recognise some of the risks involved in different activities.

‘Candidate Record Forms, Centre Declaration Sheets are available on the AQA website in the Administration area. They can be accessed via the following link [http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)’

**B**

## Overlaps with other Qualifications

GCSE Science: Single and Double Award

GCSE Biology

GCSE Human Biology

GCSE Human Physiology and Health

Some topics within the Physical Education (Games) Specification can be found in part in the GCSE Science: Single and Double Award, Biology, Human Biology and Human Physiology and Health specifications.

These include:

- Health, fitness and games;
- Diet;
- Exercise;
- Skeletal system;
- Muscles;
- Circulatory system;
- Breathing and respiration;
- Drugs.

However, the approach, breadth and depth of coverage of these topics differs, since this specification in Physical Education (Games) is primarily concerned with the effect that these factors have on movement and performance in different games activities.

Applied GCSE

Applied GCSEs were introduced in 2002. Further details of overlap will be provided in due course.