



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Physical Education 3581 *Specification A* 2009

Material accompanying this Specification

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

SPECIFICATION

This specification will be published annually on the AQA Website (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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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 activities that they perform;
- develop leadership skills.

All these aspects are fulfilled by the requirements of the coursework component of this specification.

Specification at a Glance

Physical Education A

This is one of two specifications in the subject offered by AQA.

- Specification A is based on a 60% internally-assessed practical component and a terminal examination with a weighting of 40%.
- Specification B is based on a 50% internally-assessed practical component, an internally-assessed analytical investigation of 20% and a terminal examination of 30%.

The scheme of assessment is not tiered.

| | | |
|--------------------------|---|--|
| GCSE Full Course 3581 | GCSE Full Course 3581 | |
| | Paper 1 Written Paper 2 hours 40% of total marks Factors Affecting Performance & Participation in Physical Activity | |
| | Coursework Practical 60% of total marks The Effective Performance and Analysis of Physical Activities Plan, Perform and Evaluate a Health-Related Exercise Programme and Four activities chosen from at least two of the following activity areas. Game, Gymnastic, Dance, Athletic, Swimming, Outdoor & Adventurous. | |

A GCSE Physical Education Specification A short course is also available as outlined below. Full details are available in a separate booklet.

| | | |
|---------------------------|--|--|
| GCSE Short Course 3586 | GCSE Short Course 3586 | |
| | Paper 1 Written Paper 1 hour 40% of total marks Factors Affecting Performance & Participation in Physical Activity | |
| | Coursework Practical 60% of total marks The Effective Performance and Analysis of Physical Activities Plan, Perform and Evaluate a Health-Related Exercise Programme and Two activities, chosen from two of the following activity areas. Game, Gymnastic, Dance, Athletic, Swimming, Outdoor & Adventurous. | |

3

Availability of Assessment Units and Entry Details

| | | |
|-----|---|--|
| 3.1 | Availability of Assessment Units | Examinations based on this Specification are available in the June examination series only. |
| 3.2 | Entry Codes | <p>Normal entry requirements apply, but the following information should be noted.</p> <p>The Subject Code for entry to the GCSE award is 3581</p> |
| 3.3 | Classification Codes | <p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>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.</p> <p>The classification code for this specification is 7210.</p> |
| 3.4 | Private Candidates | This specification is not available for private candidates. |
| 3.5 | Access Arrangements and Special Consideration | <p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>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.</p> <p>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 & Key Skills</i> This document can be viewed via the AQA web site (www.aqa.org.uk).</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p> |
| 3.6 | Language of Examinations | All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelic. |

Scheme of Assessment

4

Introduction

4.1 National Criteria

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

- The GCSE Subject Criteria for Physical Education;
- The GCSE, GCE, GNVQ and AEA Code of Practice April 2007;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria;

This specification has been carefully constructed to enable candidates to meet 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 includes all six of the activity areas to enable compliance with the KS4 programmes of study. Additionally, there is a further group so that candidates can be assessed in activities that are not included within these activity areas.

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 must offer four activities for assessment. At least one activity must be selected from each of any 2 of the different activity areas.

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 the specification, centres need to ensure that the selection of activities is made from appropriate groups in order to meet the further demands of these criteria.

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.

The subject content for the written paper specifies the knowledge and understanding for the course by identifying the factors that affect performance and participation which candidates should know about.

In the coursework, candidates have to plan, perform and evaluate a health-related exercise programme to improve performance. They also show evidence of performing effectively in a range of different activities and their ability to analyse and evaluate performance.

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.

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 performance and participation in physical activities, also of the fitness and health benefits and risks associated with taking part in physical activity. 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.

As part of 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.

Through participating in the activities 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 and conventions, 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.

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

| | |
|-------------------------|--|
| Distinctive differences | <p>There are significant differences between the two specifications in Physical Education offered by AQA which make them distinctive in their own right. These arise not only from the weightings of the components as a result of the different schemes of assessment, but also by including different subject content and by offering different styles of examination papers and practical assessments. These differences will inevitably lead to different teaching and learning opportunities when delivering the course and in preparing candidates for their assessments. It will, therefore, not be possible to co-teach the two specifications. It is important that teachers consider the implications for their candidates of the following inherent differences to establish which specification is likely to best suit their needs.</p> <p>The differences that make the specifications distinctive are manifested in the following ways:</p> |
| Subject content | <p>1. There are substantial differences in the subject content of the specifications. Whilst both have, as would be expected, a significant common core, these are often dealt with in different ways. For instance:</p> <ul style="list-style-type: none"> • the range of factors selected for some of the topics vary; • the depth of knowledge required about some of the factors differs; • the content in some of the sections is different; • the overall amount of content is different, as would be expected in reflecting the different weightings of the terminal examination. |
| Examination paper | <p>2. The examination paper for this specification has separate sections, each of which covers a different section of the content. All questions are structured and there is no choice.</p> <p>The examination paper for specification B has a number of compulsory structured questions in the first section, but it also includes a section with a choice of questions worth 15 marks which require extended writing (essay type) answers. Preparation for these different styles of written papers will lead to different teaching and learning outcomes.</p> |
| Schemes of assessment | <p>3. There are differences in the assessment pattern. In this specification the assessment objectives are met through a 60% internally assessed practical component and a terminal examination of 40%. Specification B is based on a 50% internally assessed practical component, an internally assessed analytical investigation of 20% and a terminal examination of 30%. Thus, centres have a choice of methods of assessment to suit the needs of their candidates in order to meet the requirements of the different assessment objectives.</p> |
| Practical Assessments | <p>4. The method of assessment for the practical activities for the two specifications is profoundly different. The requirements identified in this specification provide an identified and structured range of tasks that collectively enable all the aims and assessment objectives to be met. They can be undertaken separately or together. The requirements of specification B enable candidates to meet all the criteria in single assessments. This will require different teaching of and learning by candidates in their preparation for assessments.</p> |

A course based on this specification develops knowledge and understanding of the importance of exercise and activity 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 compositional ideas, and fitness and health. Thus the composite nature of the subject is underpinned by the importance of learning in, about and through physical activity.

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 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 activities
- d. promote their understanding of the health benefits and risks associated with taking part in physical activity
- e. develop the skills necessary to analyse and improve performance
- f. support their personal and social development through adopting different roles in selected activities when working with others.

6

Assessment Objectives

- | | | |
|-----|---|---|
| 6.1 | A01 Perform Effectively | <p>The specification will assess a candidate's ability to perform effectively under applied conditions in their selected activities by:</p> <ol style="list-style-type: none"> a. using tactics and compositional techniques; b. observing the rules and conventions of their activities. |
| 6.2 | A02 Analyse Performance | <p>The specification will assess a candidate's ability to analyse performance so as to:</p> <ol style="list-style-type: none"> a. determine its strengths and weaknesses; b. improve its quality and effectiveness. |
| 6.3 | A03 Show Knowledge and Understanding | <p>The specification will assess a candidate's ability to show knowledge and understanding of:</p> <ol style="list-style-type: none"> a. the factors affecting participation and performance in physical activity; b. the relationship between health, fitness and practical activity; c. risk assessment in physical activity. |
| 6.4 | Quality of Written Communication | <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Quality of Written Communication will be assessed in Paper 1 (the Written Paper).</p> |

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 Physical Activity

Section A - Health, Fitness and the Factors Affecting Performance

2 x 15 mark questions

Section B – Principles of Training

2 x 15 mark questions

Section C – Factors Affecting Individual Performance and Participation

1 x 20 mark question

Section D – Social and Cultural Factors Affecting Participation

1 x 20 mark question

+ 5 marks QWC

Practical Coursework

| | |
|-------------------|-----------|
| 60 % of the marks | 480 marks |
|-------------------|-----------|

The Effective Performance and Analysis of Physical Activities

Section 1 - Plan, Perform, Monitor and Evaluate a Health-Related Exercise Programme to Improve Performance

Section 2 – Practical Performance in **four** activities chosen from at least **two** of the following activity areas

Game, Gymnastic, Dance, Athletic, Swimming, Outdoor & Adventurous

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 |
| Overall Weighting of Units (%) | 40 | 60 | 100 |

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 is designed to develop candidates' knowledge and understanding of factors that affect performance and participation in physical 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.

8.1 The Written Paper

Candidates should recognise that there is a whole range of factors that can affect 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.

- Section A • Health, Fitness and the Factors affecting Performance
This section includes the following aspects: Health and fitness; Physical Activity; Diet; Fitness for Physical Activities.
- Section B • Principles of Training
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
This section includes the following aspects: School; Changing Attitudes; Social Groupings; Leisure Time; Facilities Available.
- Section D • Social and Cultural factors Affecting Participation
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 in the coursework. Candidates should also be able to take appropriate actions to improve performance through its 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 addition, by participating in **four** different activities, candidates are able to demonstrate their ability to:

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

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

This GCSE specification has been written against the Key Stage 4 Programme of Study for England. Candidates entering for this GCSE in Northern Ireland and Wales must be taught all the material required by the National Curriculum in their own country.

9 Factors Affecting Performance and Participation in Physical Activities

9.1 SECTION A Health, Fitness and Factors Affecting Performance

Subject content

Notes for teachers.

Health and Fitness

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 activities.

The concept of both physical and mental fitness being relative to their purpose and the activity.

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

Physical Activity

Candidates should have knowledge and understanding of the following reasons for undertaking exercise, and how and why exercise 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 linked to factors such as age, gender and activity/exercise level.</p> <p>Psychological benefits of participation in terms of the relief of tension and stress/stress related illness and the added enjoyment of life.</p> <p>Social benefits in terms of meeting new friends with shared common interests.</p> |
| For the Performer | <p>b. The specific requirements of different physical activities taking into account possible playing/performing seasons and ‘closed seasons’.</p> <p>Candidates should understand why many activities 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 the playing seasons approach, training is changed to ‘sharpen up’ more specifically to the game/event. This should include skills practices to develop techniques/set pieces where appropriate.</p> <p>Some sports/events 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 performers to travel abroad for warm weather training, (or possible altitude 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.</p> |
| Diet For the Maintenance of Good Health | <p>Candidates should know:</p> <p>a. Balanced diets contain appropriate amounts of:</p> <ul style="list-style-type: none"> ● carbohydrates, fats and proteins ● vitamins, limited to vitamins A, C and D ● minerals, limited to iodine, iron and calcium ● fibre/roughage ● water (fluids). <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 amounts and types of exercise taken. 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 performance.</p> |

| | |
|--|--|
| Subject content | Notes for teachers. |
| Specific Requirements for different Performers | b. Comparison of dietary needs between people taking part in different physical activities. Special diets for different types of activity 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 events and dietary needs before, during and after the training/competition phase. |
| Fitness for Physical Activities | <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 not 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> |
| The Performer in Action | <p>Candidates should be able to discuss and explain how and why the separate body systems inter-relate during physical activity. They should know and understand how these systems contribute to and affect performance, and of the effects of physical activity on the systems, in relation to the activity, to different people of different ages and for life-long health.</p> <p>This includes being aware of the effects of training and exercise on the body and the ways in which it can improve levels of performance.</p> |
| How the skeletal system contributes to performance | a. Candidates should be able to explain the functions of the skeletal system in differing activities to include: support, protection, movement, shape and blood cell production and the effects of physical activity on the skeletal system. |
| | Knowledge of the main bones and their role in body movement during physical activity and in sports actions is limited to: |
| | <ul style="list-style-type: none">• clavicle• scapula• humerus• radius/ulna• sternum• ribs• pelvis• femur• tibia/fibula• patella. |
| How different physical movements are achieved | b. The different types of joint action that allow the movement in relation to performance in physical activities, such as jumping, kicking and throwing, etc. and the locations of the movable (synovial), immovable and slightly movable joints involved. |
| | Types of freely movable joints to include gliding, hinge, pivot, condyloid and ball and socket that allow different movement. |
| | Range of movement limited to: flexion, extension, rotation, abduction and adduction. |
| | The basic functions in physical movement of cartilage and ligaments. |

| Subject content | Notes for teachers. |
|---|---|
| The contribution of muscle groups to movement and performance | <p>The ways that muscles work in different physical 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 physical activity.</p> <p>Muscle attachment: origin and insertion and the role and function of tendons in achieving physical movement.</p> <p>Reference to the specific action of muscles and their contribution to movements in different physical activities, is limited to:</p> <ul style="list-style-type: none"> • biceps • triceps • deltoids • pectorals • trapezius • abdominals • latissimus dorsi • gluteals • quadriceps • hamstrings • gastrocnemius. |
| How training affects the circulatory system | <p>d. The benefits of training for the performer, e.g. endurance athletes. The effects and needs of different demands from different activities.</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 performer, e.g. an endurance event athlete or performer.</p> <p>Knowledge of parts of the breathing system is limited to:</p> <ul style="list-style-type: none"> • air passages • trachea • alveoli • lungs <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> <p>Respiration as the process that takes place in living cells, releasing energy from food molecules for physical activity.</p> |

Subject content

Notes for teachers.

Understanding the terms aerobic and anaerobic in relation to exercise

- aerobic respiration in the presence of oxygen, summarised as:
glucose + oxygen = energy + carbon dioxide + water
- anaerobic respiration in the absence of oxygen summarised as:
glucose → energy + lactic acid.

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.

9.2 SECTION B
Principles of Training

Linked to the effects of the health and fitness aspects of physical activity and performance, candidates should have knowledge and understanding of how and why training and other factors influence performance.

Fitness Training

- a. Knowledge and understanding of terminology used:
Specificity, Overload (including Frequency, Intensity and Duration),
Progression, Reversibility, Repetitions/Sets.
Aerobic/Anaerobic Fitness – advantages and limitations.

Specific Training Methods

The effects on the body and advantages and disadvantages of:
Weight Training. Circuit Training. Interval Training. Fartlek Training.
Continuous Training. Aerobic/Anaerobic. Altitude Training.

The effects of muscular endurance

On participation and selection into an activity leading to an understanding of events/activities requiring high levels, e.g. long/middle distance running.

Means of improving/developing muscular endurance such as sit-ups, chin ups, dips, press ups, etc.

Understanding what is meant by strength

Why different types of strength might be required for different activities, such as static strength, explosive strength and dynamic strength and sporting examples of each.

The importance of the difference between muscular strength and muscular endurance in physical activities and ways of improving muscular strength.

Understanding what flexibility consists of

The range of movement around a joint.

The need for flexibility. To include ways in which improved flexibility can improve a performance: such as sprinting, increased stride length, trampolining/diving – moves executed with greater form and style.

Ways of improving flexibility. To include various forms of stretching and mobility exercises performed such as static stretching, active stretching and passive stretching.

The link between flexibility and strength and the need not to develop one to the detriment of the other.

Means of testing flexibility such as the sit and reach test.

| | |
|--|--|
| Subject content | Notes for teachers. |
| Physiological Factors | b. Candidates should have knowledge and understanding of the effects of the following factors. |
| Fatigue | How and when fatigue occurs and the effects of it on skill level. |
| Smoking; Alcohol | Short and long term effects on performance. |
| Drugs | Knowledge and understanding of the effects is limited to the following: <ul style="list-style-type: none"> • Stimulants • Narcotic Analgesics • Anabolic Agents • Diuretics • Peptide Hormones, Mimetics and Analogues • Beta Blockers • Blood Doping |
| Individual Differences | Body typing as Endomorph, Mesomorph and Ectomorph. The most suitable body type for a particular sport (or playing role/ position within that sport) as based on a combination or extreme of the above body types. Knowledge of particular sports for each type and the reasons for their suitability. |
| Age | Physical maturity, suitability for certain activities 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 sports which suit particular personalities. Aggression in sport. Both direct and indirect, together with examples of sports in which they are evident. The importance of feedback in learning. Types of practice and types of guidance and why they might be given. Simple definitions of open and closed skills and examples from sports of each. |
| Technological Developments | d. Technological developments in terms of equipment and materials used and their effect on participation and performance in different activities and for different performers. 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, photo finishes, split times, timing of race winners to hundredths of seconds, underwater cameras etc. |

| Subject content | Notes for teachers. |
|---|---|
| Safety and Risk Assessment | Prevention of Injury to Self and Others |
| Correct Actions, Clothing, Footwear to Prevent Injury | <p>Candidates should show knowledge and understanding of:</p> <p>a. Correct technique when performing a skill or when landing. Particular reference to lifting and lowering actions to include sports equipment, e.g. trampoline wings; use of appropriate footwear, e.g. studded boots; spiked running shoes and protective clothing in appropriate activities, e.g. hockey, cricket, soccer, etc.</p> <p>The need for clothing to be appropriate to the activity, such as not wearing loose clothing on the trampoline. The need to have specific clothing to wear for sporting activity 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 | <p>b. For safety and the prevention of injury.</p> |
| Safety and the Role of Rules in Relation to Self and Others | <p>c. Candidates should be aware of safety considerations that could apply in each of the practical activity areas 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 playing surface and equipment, the performers' actions being within the rules of the activity 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> |
| | Activity Specific Examples: |
| Area 1 – Game Activities | <p>Invasion/striking games: use of shin pads, face mask/batting helmet, gum shield, batting/goal keepers' gloves, etc.</p> <p>Net/wall games: goggles; secure net/posts; clear and safe playing area.</p> |
| Area 2 – Gymnastic Activities | <p>Gymnastics: condition of mats; qualified staff/spotters; overhanging beams; use of magnesium carbonate; use of spotters when trampolining; removal of jewellery; tying hair back.</p> <p>How to lift, carry, place and use equipment safely.</p> |
| Area 3 – Dance Activities | <p>Dance: condition of floor/mats; warm-up; removal of jewellery; must wear appropriate clothing, footwear, etc.</p> |

| | |
|---|---|
| Subject content | Notes for teachers. |
| Area 4 – Athletic Activities | Athletics: use of landing areas for jumping events; rake being removed from the pit; condition and placement of soft landing areas/mats; not throwing until told to do so; staying behind throwers; not running to collect javelins, use of warning sound in throwing events, etc. |
| Area 5 – Swimming Activities | Swimming: not running on pool side; checking depth of water; not jumping/diving in; not going out of one’s depth, etc. |
| Area 6 – Outdoor and Adventurous Activities | Outdoor and Adventurous Activities: possible hazards inherent in the activities; environmental factors (including extreme weather conditions); risk and risk control. |
| Area 7 – Other Activities | Candidates must, at all times , be aware of the risks involved, and observe all the appropriate and correct safety precautions/rules laid down by the Governing Body for the activity, in order to ensure their own personal safety and the safety of others when taking part in physical activity. |
| Risk Assessment and First Aid | <p>d. A knowledge of common injuries associated with physical activities. Note that candidates should not undertake any first aid treatment.</p> <p>Common injuries associated with different activities 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> <p>Understanding the principles of R.I.C.E.</p> <ul style="list-style-type: none"> • Rest • Ice • Compression • Elevation. <p>Recognition of fractures to upper and lower limbs.</p> <p>Recognition of the symptoms of concussion.</p> <p>Recognition of the causes of hypothermia and the action to be taken.</p> |

9.3 SECTION C

Factors Affecting Individual Performance and Participation

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

Subject content

Notes for teachers

School

- a. The importance of the school in promoting participation in physical education 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 such as that of performer, official, observer, coach, captain, leader, organiser, choreographer.
- The provision of examination based courses, sports performance awards/proficiency testing and awards. Providing a range of extra-curricular activities/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 sport.
- The importance of role models in setting participation trends or shaping attitudes.
- Women's involvement in sport in terms of greater participation, wider sporting opportunity, greater management and officials' roles.
- Activities 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.
- The specific effects (both positive and negative) that peer pressure might have on participation of the individual.

Leisure Time

- 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.
- Local Authority provision specifically targeting particular 'user groups' and making concessions and allowances for them.

| | |
|--|---|
| Subject content | Notes for teachers. |
| 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, World Cup Tournament or any other specific event such as boxing bouts, Grand Prix, etc.</p> <p>The provision for excellence and the facilities which might be provided for this.</p> <p>The range of activities 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 sports.</p> <p>The scope for and range of challenge in activities – particularly those in the outdoor and adventurous category. Acceptability, access, provision and the environmental issues involved.</p> |

9.4 SECTION D
Social and Cultural Factors
Affecting Participation

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

| | |
|-------------|--|
| Sponsorship | <p>a. Advantages and disadvantages to the sponsor, the performer and the individual sports/activities.</p> <p>Examples of major events/sponsors, such as national teams, competitions, and the effects of sponsorship, e.g. prime time viewing. Dates, clothes, times of events changed to suit sponsor’s needs.</p> <p>Ease of obtaining sponsorship at various levels and at different profile levels of sport.</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"> • television • radio • the Press • information technology. <p>How the media helps to give an understanding of performance and participation.</p> <p>Types of coverage including the various ways that television is broadcast. Also 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.</p> <p>Educational uses, to include specific schools programmes, skill development, e.g. coaching series or documentaries.</p> |

Subject content

Notes for teachers.

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.

Negative effects such as over exposure of certain sports and lack of coverage for many minority sports.

Effect on attendance with people preferring to stay at home and watch. Lack of privacy for sports personalities. Media can over sensationalise the event 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 tie break in tennis to appeal to television audiences.

Social and Cultural Aspects

- c. Conduct of players and officials. Etiquette within different sports including examples of where this might be expected to take place.
- Social/anti social behaviour of fans/supporters. Role of spectators – positive such as encouragement, and negative such as hooliganism, violence on and off the field.
- Strategies employed to combat hooliganism, spectator behaviour. The influence of previous events in developing rules regarding all-seater stadiums and segregation of fans.
- Comparison of behaviour of players and spectators in relation to different sports and the role rules might play in this.
- Political and financial issues related to major international sporting events such as individual sports' world championships, international competitions and the Olympic Games.
- The traditional differences between amateur and professional sport and the ways in which the barriers have been broken down in many sports. Open sport and the ways in which 'loopholes' are found for amateur performers.

Influences of Local and National Providers – Impact on Performance and Participation

- d. Local – provision for sport in local areas through local authorities and sports development through designated officers, etc., and their links with schools and clubs.
- Candidates should be aware of provision through both the public and private sector of sports/leisure centre and private sports/fitness clubs.
- 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.
- 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.

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 down loaded 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 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

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 |
| C1.1 Take part in discussions | ✓✓ | ✓✓ | ✓✓ |
| C1.2 Read and obtain information | ✓✓ | ✓ | ✓ |
| C1.3 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 |
| C2.1a Contribute to discussions | ✓✓ | ✓✓ | ✓✓ |
| C2.1b Give a short talk | ✓ | ✓ | ✓ |
| C2.2 Read and summarise information | ✓✓ | ✓ | ✓ |
| C2.3 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 |
| N1.1 Interpret information from different sources | ✓ | ✓ | ✓ |
| N1.2 Carry out calculations | | | |
| N1.3 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 |
| N2.1 Interpret information from different sources | ✓ | ✓ | ✓ |
| N2.2 Carry out calculations | | | |
| N2.3 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 |
| IT1.1 Find, explore and develop information | ✓ | ✓ | |
| IT1.2 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 |
| IT2.1 Search for and select information | ✓ | ✓✓ | ✓ |
| IT2.2 Explore and develop information and derive new information | ✓ | ✓ | ✓ |
| IT2.3 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 |
| WO1.1 Confirm what needs to be done and who is to do it | ✓ | ✓✓ | ✓✓ |
| WO1.2 Work towards agreed objectives | ✓ | ✓✓ | ✓✓ |
| WO1.3 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 |
| WO2.1 Plan work and confirm working arrangements | ✓ | ✓✓ | ✓✓ |
| WO2.2 Work co-operatively towards achieving identified objectives | ✓ | ✓✓ | ✓✓ |
| WO2.3 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 |
| LP1.1 Confirm short-term targets and plan how these will be met | ✓ | ✓✓ | ✓✓ |
| LP1.2 Follow plan to meet targets and improve performance | ✓ | ✓✓ | ✓✓ |
| LP1.3 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 |
| LP2.1 Help set short-term targets and plan how these will be met | ✓ | ✓✓ | ✓✓ |
| LP2.2 Use plan and support from others, to meet targets | ✓ | ✓✓ | ✓✓ |
| LP2.3 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 |
| PS1.1 Confirm understanding of given problems | ✓ | ✓✓ | ✓✓ |
| PS1.2 Plan and try out ways of solving problems | ✓ | ✓✓ | ✓✓ |
| PS1.3 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 |
| PS2.1 Identify problems and come up with ways of solving them | ✓ | ✓✓ | ✓✓ |
| PS2.2 Plan and try out options | ✓ | ✓✓ | ✓✓ |
| PS2.3 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 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 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 performers, 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 activity situations (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, umpires and judges.

11.4 Social

Participating in physical 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 activities 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 activities offered in this specification, e.g. folk and other forms of dance and/or traditional games, candidates will 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.

| | |
|----------------------------------|---|
| 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 physical activity.</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">(a) about hazards, risks and risk control;(b) to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;(c) to use information to assess the immediate and cumulative risks;(d) to manage their environment to ensure the health and safety of themselves and others;(e) to explain the steps they take to control risks. <p>All centres and candidates must be fully aware of the recommended safety procedures as laid down by governing body for that sporting activity and as recommended by BAALPE.</p> |

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. |
| Multimedia devices | To create sound and light when performing, e.g. in dance and gymnastic activities. |
| 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">i to observe good technique;ii to observe and analyse to improve technique and performance;iii critically evaluate their own and other's performance;iv evaluate strategic contribution in team play;v record and review performance;vi identify types of physical movement in the application of theory. |
| Video analyses | To develop understanding of patterns of play and the contribution of individuals in physical activities when working with others. |
| Electronic and digital measuring and timing devices | To measure fitness and the effectiveness of performance when participating in physical 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 and a range of activities. 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.

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

| | | |
|---|---|-----------------|
| Section 1 | | 80 marks |
| The Health-Related Exercise/Training Programme to Improve Performance including | For one of the activities 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 |

Section 2 **400 marks**

All candidates have to select **four** activities from **at least two** of the groups shown below. In addition, to meet the National Curriculum requirements in England, activities must be selected from at least **two** of the areas 1 – 6.

| | |
|---|--|
| Area 1 – Game Activities | Association football, badminton, basketball, cricket, gaelic football, hockey, hurling, lacrosse, netball, rounders or softball, rugby football (league or union), squash, table tennis, tennis, volleyball. |
| Area 2 – Gymnastic Activities | Artistic gymnastics, compositional gymnastics, rhythmic gymnastics, trampolining. |
| Area 3 – Dance Activities | Modern educational dance, folk dance, historical dance, theatrical dance, social dance, ice dance. |
| Area 4 – Athletic Activities | Athletics, cross country running, weightlifting. |
| Area 5 – Swimming Activities | Life saving, personal survival, swimming. |
| Area 6 – Outdoor and Adventurous Activities | Canoeing, climbing, horse riding, mountain activities, orienteering, sailing, skiing, surfing. |
| Area 7 – Other Activities | Boccia, cycling, golf, judo, karate, rowing or sculling, taekwondo. |

- Assessment of Activities
- The assessment of activities is divided into **five** areas.
 - Achievement in each of the five areas is assessed using a scale of 1 – 10 marks.

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

| | | |
|------------------|--|--------------------------|
| Skill Area A | Acquiring and Developing Individual and Group Skills | 10 × 3 |
| Skill Area B | Selection and Application of Skills/techniques in the Game/Activity Situation | 10 × 5 |
| | For two of the activities from different groups the following assessments are also made. | |
| Skill Area C | Understanding, Observing and Applying Rules and Conventions | 10 |
| Skill Area D | Evidence of the ability to Analyse and take action to Improve their own and others' Performance | 10 |
| Skill Area E | Adopting different roles in the activity | 10 |
| Total Assessment | | Maximum 480 marks |

Guidance on Setting the Centre-Assessed Component

13.1 Introduction

Throughout the course of study candidates should be given frequent opportunities to participate in physical activities. Candidates should tackle complex and demanding activities, applying their knowledge of skills, techniques and effective performance. They should decide on the purpose for getting involved in physical activity, i.e. whether it is to compete/perform, 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 activity.

They should be taught to:

- plan, perform, monitor and evaluate a health-related exercise programme;
- 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 event/version of the game by selecting and applying skills, tactics, compositional ideas;
- understand, observe and apply rules and conventions;
- analyse and improve their own and others' performance;
- adopt different roles in the activity e.g. official, coach, performer, choreographer, 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 performers;
- 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 activity/sport 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 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. 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;
- how to design and carry out activity and training programmes that have specific purposes;
- the importance of exercise and activity 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 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 activity 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 assesses the following: |
| Planning | Max 20 marks |
| | The candidates' ability to plan an exercise/training programme that is appropriate to the activity, demonstrating application of knowledge and the theory of the general principles of training. |
| Performing | Max 20 marks |
| | Carrying out and performing the planned programme. |
| Monitoring | Max 10 marks |
| | Regular and accurate recording and completion of results. |
| Evaluating | Max 20 marks |
| | Appraisal of the programme, both ongoing and summative in relation to aims and outcomes. |
| Leading a warm-up/warm-down | Max 10 marks |
| | The candidates' ability to show understanding and value of a warm-up or warm-down, when designing and leading an appropriately structured session. |

13.3 Guidance on setting the exercise/ training programme

In planning, performing and evaluating their programme, 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.

| | | | |
|------|---|---|----------------------|
| 13.4 | Section 2 – Practical Performance | | Max 400 marks |
| | | For each activity, the following assessments are made. | |
| | Skill Area A | | Max 30 marks |
| | | Acquiring and Developing Individual and Group Skills | |
| | Skill Area B | | Max 50 marks |
| | | Selection and Application of Skills/techniques in the Game/Activity Situation | |
| | | For two of the activities from different groups the following assessments are also made | |
| | Skill Area C | | Max 10 marks |
| | | Understanding, Observing and Applying Rules and Conventions | |
| | Skill Area D | | Max 20 marks |
| | | Evidence of the Ability to Analyse and take action to improve their own and others' Performance | |
| | Skill Area E | | Max 10 marks |
| | | Adopting different roles in the activity | |
| | 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 many opportunities where these different skills can be evidenced in combination with each other. For instance: <ul style="list-style-type: none">• there may be times when candidates are awaiting their “turn” to engage in an activity and they can be analysing others’ and planning their own tactics and strategies for participation, such as at tournaments/competitions;• they may be unable to participate but could act as an official/coach/choreographer etc.;• by taking up different positions in team games they may be able to adopt the role of captain/demonstrate their leadership skills;• candidates may have opportunities to be able to be tournament/route organisers such as by planning and organising sports days, tournaments, competitions or expeditions for their centre, for themselves and/or for others;• when adopting the role of an official they can be evidencing their understanding and application of rules and conventions. Further guidance and examples will be provided in the Teachers’ Guide. | |

| | | |
|------|----------------------------|---|
| 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. |
|------|----------------------------|---|

Assessment Criteria

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

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 5 marks
- (iii) Appropriateness/purpose of exercises/techniques used to improve fitness/skills. 5 marks
Account may be taken of the time of the training, e.g. pre/mid-season
- (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/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 – 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 | Max 6 marks per section | Max 20 marks |
| | The evaluation of the differing stages may result in some duplication, 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 and 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 – 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 – 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 – 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 The manageability of the programme Reference, with explanations, to the effects on the performer on completion of the programme - progress/development The enjoyment/interest/motivation experienced during the programme Reference to what may happen next/ adaptations to any future programme/planning | 2 marks 2 marks 2 marks 2 marks 2 marks |
| Leading a warm-up/warm-down | (i) Suitability of exercises/activities included in the warm-up/warm-down session to increase/decrease the intensity of movement as appropriate (ii) Utilisation of exercises/skills/equipment/stretchches appropriate to the sport/activity/muscle group (iii) Ability to organise and lead the group (iv) Use of verbal communication skills – voice projection/ volume/intonation/clarity (v) Use of non-verbal communication skills - demonstration of exercises/activities | Max 10 marks 2 marks 2 marks 2 marks 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 programme, 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.

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.

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 performance and health. 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

Introduction

Generic skills/techniques for the assessment of each of the activity 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 activities, 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 activities 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 performer could be awarded 8, 9 or 10 marks.

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

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

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** activity can be found in sections 14.9 – 14.15

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/original ideas. Even complex skills are applied with outstanding control, consistency, accuracy, precision, expression, 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 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/a number of ideas, which are performed with satisfactory control, consistency, accuracy, precision, expression, 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 within the applied conditions.

Marking Band
Moderate Success

4, 3, 2, 1

The candidate shows moderate success in applying/combining some individual/group skills/ideas and techniques, which are performed with some inconsistency in control, accuracy, precision, expression, 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 with applied conditions.

| | | | |
|------|---|------------|--|
| 14.5 | Skill Area B – Selection and Application of Skills/techniques in the Game/Activity Situation | | Max 10 × 5 marks |
| | | | In game/physical activities, candidates increasingly demonstrate their ability to anticipate the responses of others, and to use this information to select and apply skills, tactics and compositional ideas to adapt their own performance. This is assessed according to its consistency and effectiveness in the full, recognised version of the game/event. Assessment criteria for each activity can be found in sections 14.9 – 14.15 |
| | Marking Band Highly Competent | 10, 9, 8 | The candidate is able to employ highly effectively, an extensive range of appropriate skills in the activity situation and can demonstrate, as applicable, high levels of anticipation, tactical awareness, selection of appropriate skills and creativity. 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/compositional techniques. 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, tactical awareness and creativity 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/activity/event. 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 activity/game, showing an awareness of tactics 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** activities from **different** groups the following assessments are also made.

| | | | |
|------|---|------------|---|
| 14.6 | Skill Area C – Understanding, Observing and Applying Rules and Conventions | | Max 10 marks |
| | | | By refereeing/umpiring/officiating/judging performance, and/or by means of written tests/assessments, candidates should demonstrate knowledge, understanding and application of the laws, principles, criteria, 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, criteria, scoring system and safety aspects of performance and 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, criteria, scoring system and safety aspects of performance and 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, criteria, scoring system and safety aspects of performance and 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

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** activities. Teachers should ensure that candidates examine their own performance once and the performance of others once.

Analysis of performance

Max 10 marks

This involves recognising strengths and weaknesses indicating an understanding of what makes an action/skill/technique/performance 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

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 activity 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 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 demonstrating an understanding of the impact that skills, tactics, strategies or composition 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, strategies and/or choreographic principles. The candidate is able to recognise when a sequence of movement or a skill is appropriate to the intention of the performer 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 as individuals and team/group members showing an understanding of how skills, tactics, strategies or composition 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 actions or simple combinations of movement patterns/skills. S/he can make simple judgements and recognise major strengths and weaknesses.</p> <p>Candidates analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve. They can identify when known skills are used effectively in a game/activity/performance/competitive context and can describe simple tactics, strategies, compositional principles showing limited evaluation, and the ability to use some technical terms and suggest simplistic improvements.</p> |

14.8 Skill Area E – Adopting different roles in the activity

Max 10 marks

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, judge,), captain, sports leaders, tournament organiser, choreographer, critic, expedition leader, route 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.

Teachers should ensure that candidates adopt the role of **official** for **at least one** of the activities so as to be able to fulfil the requirements of the criteria by demonstrating their knowledge of observing and applying rules and conventions.

Marking Band
Highly Competent

10, 9, 8

The candidate demonstrates an extensive range of highly competent skills, qualities and attributes applicable to their chosen role. 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/judge the rules/criteria for assessment when officiating/judging an activity/event/game.

Marking Band
Competent

7, 6, 5

The candidate demonstrates a range of competent skills, qualities and attributes applicable to their chosen role. 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/judge the rules/criteria for assessment when officiating/judging an activity/event/game.

Marking Band
Moderate Success

4, 3, 2, 1

The candidate demonstrates moderate success in a limited range of skills, qualities and attributes applicable to their chosen role. 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/judge some of the rules/criteria for assessment when officiating/judging an activity/event/game.

Opportunities for providing evidence for Skill Areas A, B, C, D and E

Centres are reminded that although these skill areas are identified separately, there are **many** 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.

14.9 Assessment of Game Activities

Generic criteria for the assessment of all game activities.

Association football, badminton, basketball, cricket, gaelic football, hockey, hurling, lacrosse, netball, rounders or softball, rugby football (league or union), squash, table tennis, tennis, volleyball.

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.

Principles of defence

To prevent scoring opportunities by
Denying space and reducing time
Slowing the play
Supporting
Pressurising.

The nature of the sport type will determine the component parts of variation as shown below.

| Invasion Games | Net/Wall | Striking/Fielding |
|-----------------------|-----------------|--------------------------|
| Controlling | Spin | Retrieving |
| Intercepting | Slice | Stopping |
| Retain possession | Pace | Catching |
| Make progression | Height | Field placement |
| Delay and challenge | Direction | Bowler |
| Dispossess attackers | Speed | Bowling |

Skill Area A

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

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.

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 games

Bowler, backstop and 1st post combination in rounders developed to get batsman out.

Guidance and further examples will be given in the Teachers' Guide.

Skill Area B

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

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 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

To provide scoring opportunities
Create and use space
Speed up play
Support

Principles of Defence

To prevent scoring opportunities
Deny space and reduce time
Slow the play
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 activity.

ASSOCIATION FOOTBALL

| Skill Area A | <i>Either</i> | <i>Or</i> |
|---|---|--|
| | Field Play | Goalkeeping |
| 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 | Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| | 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. | |

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 | Intelligent variation and disguise of shots/service |
| | Height | |
| | Direction | |
| | Speed | |
| | Skill Area B | Principles of Attack |
| 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. | |

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 | Principles of Attack Principles of Defence | 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. | |

CRICKET

Skill Area A

| | <u>Either</u> | <u>Or</u> |
|--|---|------------------------------------|
| | Fielding | Wicket Keeping |
| 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 | |

| | <u>Either</u> | <u>Or</u> |
|---------------------------|----------------------------|--|
| | Bowling | Batting |
| 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

| | |
|------------------------------|--|
| Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| 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.

GAELIC FOOTBALL
Skill Area A

| | <u>Either</u> | <u>Or</u> |
|---|--|--------------------------------------|
| | Field of Play | Goalkeeping |
| 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

| | |
|------------------------------|--|
| Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| 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.

HOCKEY

Skill Area A

| | <u>Either</u> | <u>Or</u> |
|---|---|---|
| | Field Play | Goalkeeping |
| 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

| | |
|------------------------------|--|
| Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| 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.

HURLING

Skill Area A

| | <i>Either</i> | <i>Or</i> |
|---|--|--|
| | Field Play | Goalkeeping |
| 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

| | |
|------------------------------|--|
| Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| 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.

LACROSSE

Skill Area A

Either

Or

Field of Play

Goalkeeping

Sending

Passing – underarm, overarm, reverse stick

Distribution

Shooting – distance bounce shot, close accurate aim

Receiving

Catching on both sides, high low and from different angles

Saving – use of pads, hand(s), stick

Picking up a stationary ball

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

Principles of Attack

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

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.

NETBALL

Skill Area A

Sending

Passing

One handed

Two handed

shoulder

chest

high shoulder

overhead

underarm

bounce

bounce

Shooting – where applicable to choice of position

standing, moving, rebounding

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

Principles of Attack

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

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.

ROUNDERS OR SOFTBALL

| Skill Area A | <i>Either</i> | <i>Or</i> | <i>Or</i> |
|--|--|--|----------------------------------|
| | Fielder | Bowler | Backstop |
| 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 | | |
| and Batting | | | |
| Sending | Intelligent use of different directions, heights and pace. Running around posts attempting to score | | |
| Skill Area B | Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. | |
| | 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. | | |

SOFTBALL OR ROUNDERS

| Skill Area A | <i>Either</i> | <i>Or</i> | <i>Or</i> |
|--|---|---|-----------------------|
| | Fielder | Pitcher | 'Catcher' |
| 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 | | |
| and Batting | | | |
| Sending | Intelligent use of height/pace/direction Running between bases, stealing to score. | | |
| Skill Area B | Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. | |
| | 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. | | |

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 | Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| | 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. | |

SQUASH

| | | |
|--------------|--|--|
| Skill Area A | Sending | Service – drive, lob Returning ball – volley, boast, drop shots, lobs |
| | Receiving | Service |
| | Intercepting | Speed up return of ball |
| | Covering | Anticipating possible courses of action and moving into position |
| | Positioning | Command of ‘T’ For service and return of service Awareness of space/opponent |
| | Spin | Intelligent variation and disguise of shots/service according to opponent |
| | Pace | |
| | Height | |
| | Direction | |
| | Speed | |
| Skill Area B | Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| | 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. | |

TABLE TENNIS

| | | |
|--------------|--|--|
| Skill Area A | 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 | |
| Skill Area B | Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| | 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. | |

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 | Intelligent variation and disguise of shots/service |
| | Pace | |
| | Height | |
| | Direction | |
| | Speed | |
| Skill Area B | Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| | 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 | Service – underarm, overarm |
| | Receiving | Service |
| | Intercepting | Speed up return of ball |
| | Covering | Anticipating possible courses of action and moving into position. Blocking |
| | Positioning | For service, return of service Awareness of space/opponents/team mates |
| | Spin | Intelligent variation and disguise of service/shots |
| | Pace | |
| | Height | |
| | Direction | |
| | Speed | |
| Skill Area B | Principles of Attack | To provide scoring opportunities by Creating and using space Speeding up play Supporting. |
| | 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. | |

14.10 Assessment of Gymnastic Activities

Generic criteria for the assessment of gymnastic activities.

Skills/techniques to be assessed in gymnastic activities.

Artistic gymnastics, compositional gymnastics, rhythmic gymnastics, trampolining.

Locomotion/movement/travelling

Jumps/elevation/flight

Rotation/turning/twisting/wheeling/rolling/spinning/circling/swinging

Balance/stillness

Body shape/stretching/curling

Inversion

Qualitative performance

Starting/finishing movements

Phrases and sequences

Using body extension and tension

Linking movements with fluency

Varying shape and direction

Technique/style/precision

Control/co-ordination

Flexibility/mobility

Consistency

Poise/control/panache

Combination of skills/agilities: aesthetic/pleasing/interpretation of theme.

ARTISTIC GYMNASTICS

Skill Area A

Candidates should demonstrate their ability to select and combine skills and agilities to compose **four short sequences** (30 – 60 seconds) of movements to meet the requirements of the six categories.

Jumps – tuck/pike/straddle/hollowback/straight/180° turn.

Turns – cartwheel/flic flac/forward or backward walkovers.

Rolls – backwards/forwards/sideways/others.

Balances – handstand/headstand/others.

Springs – handspring/headspring.

Twists – round off.

The candidate may select the combinations of categories for each sequence, but within the four sequences all **six** categories must be demonstrated.

Skill Area B

An assessment of the effectiveness of the candidate to refine a series of agilities into increasingly complex sequences that include variety, contrast and control. The candidate should show precision, accuracy and advanced compositional concepts and principles when composing their sequence.

A candidate should perform:

A floorwork sequence (60 – 90 seconds) and **two** of the following vaults, performed with a reuter board over a box, which may be in a cross or long position.

Straddle, Handspring (long arm), Side/flank, Through.

The vault should be assessed in terms of :

Approach, take off, pre-flight, strike, post-flight, landing, correct body position.

| | |
|--------------|--|
| 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. |

COMPOSITIONAL GYMNASTICS

Skill Area A Candidates should demonstrate their ability to select and combine skills and abilities to compose **four short sequences** (30 – 60 seconds) of movements to meet the requirements of the six categories.

Travelling
Stillness/balance
Body shape
Rotation
Flight
Inversion

The candidate may select the combinations of categories for each sequence, but within the four sequences all **six** categories must be demonstrated. For example, rotation, travelling and bodyshape could be selected and the candidate can perform a series of rolling actions. Movements including cartwheels could be included in a sequence related to travelling, rotation, wheeling and inversion.

Skill Area B An assessment of the effectiveness of the candidate to refine a series of gymnastic actions into increasingly complex sequences working alone or with others to produce sequences that include variety, contrast and repetition, using both the floor and apparatus. The candidate should show precision, accuracy and advanced compositional concepts and principles when composing their sequence.

The tasks may be selected by either staff or candidate(s) to extend the themes undertaken at Key Stages 3 and 4. Examples of suitable themes would be Rocking and Rolling, or if working in pairs, Balance and Counterbalance.

A candidate should perform:

A floorwork sequence (60 – 90 seconds)

An apparatus work sequence (60 – 90 seconds)

The candidate should show a good choice of apparatus in interpreting the theme/task.

Music may be used for either/both sequences.

One of the sequences should be performed with a partner, or in a three or four if required.

| | |
|--------------|--|
| 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. |

RHYTHMIC GYMNASTICS**Skill Area A**

Candidates should demonstrate their ability to combine skills and agilities to compose **four short sequences** (30 – 60 seconds) of movements that are selected to meet the requirements of the six categories.

Balances

Pivots

Rolls

Splits

Hops/leaps/skips

Body waves/bends/circles/swings/turns

The short sequences should also include appropriate apparatus elements selected from:

Active bouncing

Balancing

Circles/swings

Figure of eight

Rolls

Rotation

Spinning

Spirals/coils/snakes

Throws.

Four short sequences should be performed to incorporate all areas of the body elements in combinations selected by the candidate, and should involve at least two different pieces of apparatus selected from ball, hoop, ribbon, rope or club.

Skill Area B

An assessment of the effectiveness of the candidate to refine a series of rhythmic gymnastic actions into increasingly complex sequences that include variety, contrast and control. The candidate should show precision, accuracy and advanced compositional concepts and principles when composing their sequence.

Two sequences (of 60 – 90 seconds) should be performed each set to music and using a different piece of apparatus from ball, hoop, ribbon, rope or club.

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.

TRAMPOLINING

Skill Area A

Candidates should show their ability to develop and apply individual and group skills/techniques in increasingly demanding situations/authentic contexts as outlined below.

Basic jumps

Straight
Tuck
Pike
Straddle
Half Twist

Basic drops

Seat
*Front
*Back

Combination drops

*Seat drop to front drop
*Front drop to seat drop
*Front drop to back drop
*Back drop to front drop
*Seat drop ½ twist to seat drop (swivel hips)

Twists/Rotations

*Full twist
Seat drop ½ twist to feet
*½ twist to front drop to feet
*½ twist to back drop to feet
*½ twist to seat drop ½ twist to feet
*Seat drop ½ twist to seat drop ½ twist to feet
*Hands and knees forward turnover to back to feet or
*Forward/backward somersault (optional)

½ twist to seat drop to feet
*Front drop ½ twist to feet
*Back drop ½ twist to feet
*Seat drop ½ twist to seat drop (swivel hips)

Candidates will be assessed on their ability to compose and perform **four short sequences** of increasingly advanced techniques and skills selected from the above groups. Each routine should increase in the number of bounces and degree of difficulty. The first routine should be a **6-bounce** routine comprised of basic jump(s), basic drop(s) and one combination drop. The second, a **7-bounce** routine should additionally include a twist/rotation. The **8-bounce** routine should include either two combination drops **or** two twist/rotations, and the final **9-bounce** routine should include two combination drops **and** two twist/rotations.

The routines should be selected by the candidate to enable them to show the full range of their ability in the performance of a wide range of skills.

For example, a moderately successful candidate may simply add a full twist to change a 7-bounce routine into an 8-bounce routine. However, a more able candidate would select different movements entirely.

Skill Area B

Candidates will be assessed on the performance of two **10-bounce** routines, each of which must contain at least four of the advanced skills/agilities marked with an asterisk. Candidates should select skills to show the full range of their ability over the two routines.

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 Dance Activities Generic criteria for the assessment of dance activities.

Modern educational dance, folk dance, historical dance, theatrical dance, social dance, ice dance.

Candidates should reflect different social and cultural contexts in their dance. Different dance forms should be selected for the performance of the solo/duet and the group dance. Examples are given below.

Folk/National such as English, Welsh, Irish, Scottish, African, Asian.
Historical – Minuet, pavanne.

Theatrical – Jazz, contemporary, ballet.

Social – Ballroom, square.

Candidates may also perform in aerobic, street, roller or ice dance forms as long as the criteria are met.

Technical/expressive skills/techniques

Travel/locomotion/stepping pathways

Balance/stillness

Rotation/turning/weight transference

Jumps/elevations

Gestures/motifs

Performance skills

Technical quality

Technique/style

Control/co-ordination

Flexibility/mobility/fluency

Starting/finishing movements

Phrases and sequences

Expressive/communicative

Mood/emotion

Body language/awareness/accuracy/clarity

Gesture/focus

Communicate artistic intention

DANCE

Skill Area A

Candidates should choreograph and perform **four short dance sequences** (of 30 – 90 seconds) with accuracy and expression using presentational skills. At least **two** different dance forms should be selected.

Candidates should demonstrate the ability to combine movements to meet the requirements of the five technical/expressive skills/techniques. The candidate may select combinations of categories for each sequence, which best reflect the chosen dance form(s). They may also choose to use a variety of sound/music for accompaniment.

Skill Area B

Candidates should demonstrate their ability to select and apply appropriate skills, techniques and original ideas with refinement, precision, control and fluency to produce two dances from different forms. They should perform a group dance (2 – 3 minutes) **and either** a solo **or** duo/trio (1 – 2 minutes).

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 Athletic Activities

Generic criteria for the assessment of athletic activities.

Athletics, cross country running, weightlifting.

Skills/techniques to be assessed in athletic activities.

Refine existing techniques in events, e.g. good use of hips and legs in throwing events.

Extend and refine fluency in sequences of movement, e.g. use of rotation in discus throwing.

Candidates compete in a running/jumping/throwing event and have one attempt compared to others.

Improving performance in running/jumping/throwing

Faster time – running – measured against previous performance, or against somebody else.

Greater distance – running – measured against a set time, shorter or longer.

Even Par – ability to run a set distance in exact/specific time, e.g. 300 m in exactly 1 minute.

Greater height – jumping – measured against previous performance/somebody else/proportion of own size.

Greater distance – jumping – measured against previous performance/length of own body.

Greater distance – throwing – measured against previous performance, somebody else, own size.

Greater height – throwing (where applicable) – measured against previous performance/own height.

Improving technique

Running – run with better style, i.e. even strides, on the balls of the feet, with relaxing of arm action, head still and in line, more comfortable and effective.

Start – pace – finish.

Jumping – accurate take off, using run-up, shape in the air, use of arms, landing and recovery.

Throwing – Push, pull or hurl.

Pushing involves starting with the missile close to the body and releasing it by straightening the arm.

Pulling involves pulling the missile from behind the head, bending the elbow and then straightening it to release the missile.

Hurling involves a fast and rapid swing of the arms from behind to in front of the body, with arms remaining straight throughout the action.

Movement across/within release area/run up

Feet and arm relationship

Height of throw/release of missile

Speed of arm

Follow through

Recovery

ATHLETICS**Skill Area A**

Candidates should apply their knowledge and understanding to improve their performance in the various stages of their **three** chosen events. The three events should be chosen from at least two of the following groups.

| | | |
|----------------|------------------------|----------------|
| Sprints | Middle distance | Hurdles |
| 100 m | 800 m | 80 m |
| 200 m | 1500 m | 100 m |
| 300 m | 3000 m | 110 m |
| 400 m | | 300 m |
| 4 x 100 m | | 400 m |
| 4 x 200 m | | Steeplechase |
| 4 x 400 m | | |
| Throws | Jumps | |
| Shot putt | High jump | |
| Discus | Long jump | |
| Javelin | Triple jump | |
| Hammer | Pole vault | |

Note: This section could provide candidates with the opportunity to develop and show their ability to analyse and improve their own and others' performance, as well as with undertaking the role of coach. Candidates may need assistance to work on the various stages/aspects of their event in relation to monitoring progress. For example, in sprinting, in addition to working on the technique of the start and finish of the race, other candidates could assist with timing the candidate's performance over the various stages of the race. If placed at measured intervals along the side of the track, and all start timing when the candidate commences the race and stop the watch as they pass them, the sprinter will have a breakdown of the time taken over each phase of the race.

In the triple jump, helpers could mark the points of each of the phases of the jump and then measure them to provide information to the athlete. An assessment can then be made of the candidate's ability to utilise this knowledge and show progress in their performance in the stages, and overall weaknesses will be highlighted and can be practised.

Skill Area B

Candidates will be assessed on their ability to take part in the **three** specific athletic events, taken from at least **two** of the groups, showing advanced techniques and skills with precision, speed, power or stamina and technical proficiency.

They will be assessed in relation to the criteria for improving technique, as set out on the previous page.

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.

CROSS COUNTRY RUNNING

Skill Area A

Candidates should apply their knowledge and understanding to improve their performance in the various stages of their **three** different types of terrain/environment over shortened courses.

Candidates could make use of an indoor area in a gym or sports hall to work on pace judgement over a set period of time.

Other variations may involve uphill and/or downhill work, with various degrees of incline/decline, flat or gentle sloping areas.

Candidates may additionally work with treadmill or sand/seashore.

The environments available will obviously depend on the candidate's location and the time/travel available.

Some road running may be involved, so candidates and staff need to be aware of the health and safety implications of this and the guidelines issued by the Local Education Authority and BAALPE.

Skill Area B

Candidates will be expected to take part in **three** different cross country events, in a variety of venues/competitions showing advanced techniques and skills with precision, speed, power or stamina and technical proficiency.

They will be assessed in relation to the following:

run with better style, i.e. even strides, on the balls of the feet, with relaxing of arm action, head still and in line, more comfortable and effective.

Start – pace – finish.

Centres may use their own cross country course and assess the candidate in lessons or interschool/intraschool competitions.

Local parks/recreation areas may be used. District championships may also provide an alternative venue, as would local league cross country events.

Candidates would be expected to run courses of the following lengths:

- Girls 2 500 – 3 000 metres
- Boys 4 000 – 5 000 metres

Longer courses are acceptable as long as they are within the capability of the runner.

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.

WEIGHTLIFTING

Skill Area A

Candidates should apply their knowledge and understanding to improve their performance in a range of exercises, selected from the list below, to develop existing techniques.

Candidates should select **three** exercises and demonstrate correct technique when performing individual lifts and/or repetitions and sets. The load should be appropriate for their age and weight.

Squat, split snatch
 Squat, split clean and jerk
 Bench press
 Press behind neck
 Split snatch balance press
 Squat snatch balance press
 Front squats, back squats, split squats
 Power clean, squat deep knee bend
 Bent forward rowing – dumbbell or barbell
 Curls, standing arm curls

Skill Area B

Candidates will be assessed on their ability to perform two Olympic lifts in competitive situations with appropriate load for their age and weight.

Candidates will be expected to take part in **three** different weightlifting events in a variety of venues/competitions, showing advanced technique and skill with precision, power and technical proficiency:

- Snatch
- Clean and Jerk.

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.

14.13 Assessment of Swimming Activities

Generic criteria for the assessment of swimming activities.

Skills/techniques to be assessed in swimming activities

Life saving, personal survival, swimming.

Water confidence
Entry into water/from water to depth
Floating
Propelling
Turns
Strokes
Pace
Conserving energy/breath/heat
Greater speed
Greater distance

Techniques

Better co-ordination of arms and legs
Easier/more efficient breathing
Streamlining/more efficient/effective stroke
Consideration of start/commencing, turns and finishing/completing.

Examples of contexts for swimming activities include:

- those which enable demonstration of entry into water and propulsion with pace;
- those with entry into water and conservation of energy over greater distance.

Guidance and further examples will be given in the Teachers' Guide.

LIFE SAVING

Skill Area A

Candidates will be assessed on their ability to carry out **four** routines of skills/techniques. Candidates should select from the following list of skill combinations to demonstrate the full range of their ability over the four routines.

Water confidence
Entry into water – entries into unknown conditions,
surface dive, from water to depth,
ability to submerge – feet first/head first.
Floating – ability to maintain buoyancy
Propelling – life saving kick
Turns – manoeuvring a casualty when turning
Strokes – side stroke
Tows – contact/non-contact tows using rigid/non-rigid aids
Pace – judgement, timing, approaching casualty
Conserving energy/breath/heat – stroke efficiency
Greater speed/distance – to casualty/with casualty.

SWIMMING

Skill Area A

Candidates will be assessed on their ability to carry out **four** routines of skills/techniques. Candidates should select from the following list of skill combinations to demonstrate the full range of their ability over the four routines.

Water confidence

Entry into water – racing dive/backstroke start.

Floating – ability to maintain buoyancy

Propelling – arm action/leg action

Turns – Pivot, throwaway, tumble

Strokes – breast stroke, backstroke, butterfly, front crawl

Pace – judgement, timing, co-ordination of movement

Conserving energy/breath – stroke efficiency/breathing rate

Greater speed/distance – against previous performance.

Skill Area B

Candidates will be assessed on their performance of three different strokes over 50 metres. They should show the ability to complete a distance swim of between 100 – 400 m, selected to demonstrate their ability to sustain their technique. Candidates will be assessed in relation to the following criteria.

Better co-ordination of arms and legs

Easier/more efficient breathing

Streamlining/more efficient/effective swim

Consideration and performance of start/commencing, turning and finishing/completing

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.

14.14 Assessment of Outdoor and Adventurous Activities

Skills/techniques to be assessed

Generic criteria for the assessment of Outdoor and Adventurous activities

Canoeing, climbing, horse riding, mountain activities, orienteering, sailing, skiing, surfing.

Safety, survival and emergency procedures
 Self confidence
 Problem-solving skills – journey/activity planning
 Orientation/navigation skills
 Completion of journey/route/exercise over land/water/mountains.
 Analysis of problem/task/challenge
 Knowledge and skills to overcome it
 Recognition of skills
 Selection of equipment/skills/route/course
 Adoption/adaptation of skills to complete challenge.

Examples of contexts for outdoor and adventurous activities include:
 Journeys/challenges that candidates undertake could include:

- those which enable demonstration of safety, confidence and movement skills in closed environments; and
- those which enable demonstration of problem solving, orientation and navigation skills in an open environments.

Guidance and further examples will be given in the Teachers' Guide.

CANOEING

Skill Area A

Candidates will be assessed on their ability to carry out **four** short journeys over at least two different types of water environments dependent on the natural surroundings and area available. Various conditions will be encountered, swimming pools or different lakes, streams, rivers, canals and the sea. Other environmental differences will relate to the height of the banks, speed of water, stationary obstacles such as boulders and other watercraft. Candidates should select from the following list of skill combinations to demonstrate the range of their ability over the four journeys.

Getting into and out of a canoe.
 Capsize drill/eskimo roll/self-rescue, recovery
 Forward /reverse paddling/stopping
 Sweep/reverse sweep strokes
 Draw strokes
 Support strokes

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned journey. Their performance will be assessed in relation to the following criteria.

Analysis of problem/task/ challenge
 Knowledge of skills to overcome it/achieve it
 Recognition of safety issues/procedures
 Selection of equipment/skills/route/course
 Adoption/adaptation of skills to complete challenge/ course

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.

CLIMBING

Skill Area A

Candidates will be assessed on their ability to carry out **four** short challenges over at least two different types of environment/climbing walls. Candidates should select from the following list of skill combinations to demonstrate the range of their ability over the four routes.

Handling of ropes/equipment – attaching rope to belt/harness

Basic knots, belaying, lowering off

Movement on surface/rock/wall – three points of contact

Use of different holds (e.g. foot jam, hand jam,) traversing, abseiling, descending

Correct use of climbing calls/communication

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned route. Their performance will be assessed in relation to the following criteria.

Analysis of problem/task/ challenge

Knowledge of skills to overcome it/achieve it

Recognition of safety issues/procedures

Selection of equipment/skills/route/course

Adoption/adaptation of skills to complete challenge/course

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.

HORSERIDING

Skill Area A

Candidates will be assessed on their ability to carry out/complete **four** short challenges/courses over at least two different types of environment/different lengths of course dependent on the natural surroundings and area available. Candidates should select from the following list of skill combinations to demonstrate the range of their ability over the four routes/length of course.

Mounting up and setting off
 Walking
 Trotting
 Cantering
 Transitions – increase/decrease in pace
 Simple turning/cornering
 Basic jumping/school movements
 Halting
 Dismounting

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned route or course/adapted small equestrian/cross country/novice jumping course/novice dressage test. Their performance will be assessed in relation to the following criteria.

Analysis of problem/task/challenge
 Knowledge of skills to overcome it/achieve it
 Recognition of safety issues/procedures
 Selection of equipment/skills/route/course/speed
 Adoption/adaptation of skills to complete challenge/course appropriately

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.

MOUNTAIN ACTIVITIES

Skill Area A

Candidates will be assessed on their ability to carry out **four** short challenges over at least two different types of environment/terrain. Candidates should select from the following list of skill combinations to demonstrate the range of their ability over the four routes.

Navigation skills – map/compass skills, map and magnetic bearings
Producing and following route – stages, grid references, bearings, time estimates

Equipment – checking, packing, carrying

Pathways/routes – well trodden/used, undefined paths

Walking and/or climbing skills – pacing

Ascending and descending skills (rope work/knots/belays)

Safety procedures, search, evacuation, basic first aid

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned expedition with a minimum of one night at camp. The candidate will be assessed in relation to the following criteria.

Analysis of problem/task/challenge

Knowledge of skills to overcome it/achieve it

Recognition of safety issues/procedures

Selection of equipment/skills/route/course

Adoption/adaptation of skills to complete challenge/course

Camp craft – setting up, striking camp

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.

ORIENTEERING

Skill Area A

Candidates will be assessed on their ability to carry out **four** short challenges over at least two different types of environment/terrain. Candidates should select from the following list of skill combinations to demonstrate the range of their ability over the four routes.

Compass/map skills – orientation, bearings, rough/fine navigation, stationary/on the move, understanding contours.

Use of features – live/point

Sense of scale, estimating distances

Pacing, terrain running, control of running speed, maintenance of rhythm

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned route. Their performance will be assessed in relation to the following criteria.

Analysis of problem/task/challenge

Knowledge of skills to overcome it/achieve it

Recognition of safety issues/procedures

Selection of equipment/skills/route/course

Adoption/adaptation of skills to complete challenge/course

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.

SAILING

Skill Area A

Candidates will be assessed on their ability to carry out **four** short journeys over at least two different water conditions. Candidates should select from the following list of skill combinations to demonstrate the range of their ability over the four routes.

Rigging a training dingy/boat
Rope work/knots
Steering a course – reaching/running/tacking
Stopping
Going about
Gybing
Reefing
Launching and recovery

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned route. Their performance will be assessed in relation to the following criteria.

Analysis of problem/task/challenge
Knowledge of skills to overcome it/achieve it
Recognition of safety issues/procedures
Selection of equipment/skills/route/course
Adoption/adaptation of skills to complete challenge/course

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.

SKIING

Skill Area A

Candidates will be assessed on their ability to carry out **four** short challenges over at least two different levels of runs. Candidates should select from the following list of skills combinations to demonstrate the range of their ability over the four routes.

Basic stance
Getting up after a fall
Side stepping
Snow plough turns/stop
Side slipping
Traversing
Stem turns
Carved turns
Parallel turns/stop-skid to a halt

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned route. Their performance will be assessed in relation to the following criteria.

Analysis of problem/task/challenge
Knowledge of skills to overcome it/achieve it
Recognition of safety issues/procedures
Selection of equipment/skills/route/course
Adoption/adaptation of skills to complete challenge/course

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.

SURFING

Skill Area A

Candidates will be assessed on their ability to carry out **four** short journeys over at least two different wave conditions. Candidates should select from the following list of skill combinations to demonstrate the range of their ability over the four routes.

Preparing board
Paddling technique
Surfing prove
Surfing
Selecting and catching a wave
Balance/maintaining position on board
Launching and finishing
Recovering after a wipe-out.

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned journey. Their performance will be assessed in relation to the following criteria.

Analysis of problem/task/challenge
Knowledge of skills to overcome it/achieve it
Recognition of safety issues/procedures
Selection of equipment/skills/route/course
Adoption/adaptation of skills to complete challenge/course

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.

14.15 Assessment of Other Activities

Criteria for the assessment of Other activities

Boccia, cycling, golf, judo, karate, rowing and sculling, taekwondo.

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

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.

CYCLING/MOUNTAIN BIKING

Skill Area A

Candidates will be assessed on their ability to carry out/complete **four** short challenges/courses over at least two different types of terrain/environment/different lengths of course dependent on the natural surroundings and area available. Candidates should select from the following list of skill combinations to demonstrate the range of their ability over the four routes/length of course.

Setting off
Pedalling
Use of gears
Cornering
Balance
Control of machine
Pace
Braking
Stopping

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned route or course/track over a distance, at speed, in competitive situations selected from track, racing, time trial, touring. Their performance will be assessed in relation to the following criteria.

Analysis of problem/task/challenge
Knowledge of skills to overcome it/achieve it
Recognition of safety issues/procedures
Selection of equipment/skills/route/course/speed
Adoption/adaptation of skills to complete challenge/course appropriately

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.

JUDO

Skill Area A

Candidates will be assessed on their ability to develop and apply individual skills/techniques in increasingly demanding situations in semi-opposed or opposed situations/structured practices in competitive, authentic context. Candidates should demonstrate the full range of their ability in short encounters with an opponent, selecting from the following skills.

Break falling techniques (Ukemi-waza) – backward/forward/to either side

Throwing techniques (Nage-waza)

Defence Posture (Jigotai) – appropriate to throwing techniques

Counter Techniques (Kaeshi-wazwa) – appropriate to throwing techniques

Combination Techniques (Renraku-waza)

Holding techniques (Osakomi-waza)

Groundwork techniques (Ne-waza)

Skill Area B

Candidates will be assessed on their ability to anticipate the responses of others and to use this information to select and apply skills and tactics to adapt their own performance. This is assessed according to their consistency and effectiveness in the competition situation. Candidates should show the ability to select which skills/techniques to use at appropriate moments in time. The skills/techniques need to suit the situation and achieve the desired outcome to be successful when taking on an opponent.

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.

KARATE**Skill Area A**

Candidates will be assessed on their ability to develop and apply individual skills/techniques in increasingly demanding situations in semi-opposed or opposed situations/structured practices in competitive, authentic context. Candidates should demonstrate the full range of their ability in short encounters with an opponent, selecting from the following skills.

Basic technique (Kihon):

Stances (Dachi)

Blocks (Uke)

Punches (Tsuki)

Strikes (Uchi)

Kicks (Keri)

Set forms (Kata)

Sparring (Kumite)

Skill Area B

Candidates will be assessed on their ability to anticipate the responses of others and to use this information to select and apply skills and tactics to adapt their own performance. This is assessed according to their consistency and effectiveness in the competition situation. Candidates should show the ability to select which skills/techniques to use at appropriate moments in time. The skills/techniques need to suit the situation and achieve the desired outcome to be successful when taking on an opponent.

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.

ROWING/SCULLING

Skill Area A

Candidates will be assessed on their ability to carry out/complete **four** short challenges/courses over at least two different types of water environment/different lengths of course dependent on the natural surroundings and area available. Various conditions may be encountered, swimming pools or different lakes, streams, rivers, canals or the sea. Candidates should select from the following list of skill combinations to demonstrate the range of their ability over the four routes/length of course.

Getting into and out of a boat

Capsize drill/self rescue

Sculling strokes

Rowing on stroke side

Rowing on bow side

Paddling with square blades

Skill Area B

Candidates will be assessed on their ability to select and apply a range of techniques to complete a planned route or course over a distance at speed. Their performance will be assessed in relation to the following criteria.

Analysis of problem/task/challenge

Knowledge of skills to overcome it/achieve it

Recognition of safety issues/procedures

Selection of equipment/skills/route/course/speed

Adoption/adaptation of skills to complete challenge/course appropriately

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.

TAEKWONDO**Skill Area A**

Candidates will be assessed on their ability to develop and apply individual skills/techniques in increasingly demanding situations in semi-opposed or opposed situations/structured practices in competitive, authentic context. Candidates should demonstrate the full range of their ability in short encounters with an opponent, selecting from the following skills.

Basic techniques:

Stances (Makki)

Blocks (Jirugi)

Punches (Chigi)

Strikes (Chagi)

Kicks (Cheruegi)

Set forms (Poo-rae)

Sparring (Kyuruki)

Skill Area B

Candidates will be assessed on their ability to anticipate the responses of others and to use this information to select and apply skills and tactics to adapt their own performance. This is assessed according to their consistency and effectiveness in the competition situation. Candidates should show the ability to select which skills/techniques to use at appropriate moments in time. The skills/techniques need to suit the situation and achieve the desired outcome to be successful when taking on an opponent.

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.

14.16 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.

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 – 14.15. The marks and supporting information must be recorded in accordance with the instructions in Section 14.16. 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.)

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 activities, **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 | Qualification Titles | The qualification based on this specification has the following title: AQA GCSE in Physical Education. |
| 19.2 | Grading System | 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 | Re-Sits | Individual components may not be retaken, but candidates may retake the whole qualification more than once. |
| 19.4 | Minimum Requirements | Candidates will be graded on the basis of work submitted for assessment. |
| 19.5 | Carrying Forward of Centre-Assessed Marks | Candidates re-taking the examination may carry forward their moderated coursework marks. These marks 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 | Awarding and Reporting | This specification complies with the grading, awarding and certification requirements of the GCSE, GCE, GNVQ and AEA Code of Practice April 2007 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 physical 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 physical activity 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 physical activity.

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.

B

Record Forms



Centre-assessed work Centre Declaration Sheet

| | | | | | | |
|------------------|------------------------------|-------------------------------|------------------------------|-------------------------------|-------------------------------|-------------------------------------|
| Qualification: ✓ | ELC <input type="checkbox"/> | GCSE <input type="checkbox"/> | GCE <input type="checkbox"/> | GNVQ <input type="checkbox"/> | FSMQ <input type="checkbox"/> | Key Skills <input type="checkbox"/> |
|------------------|------------------------------|-------------------------------|------------------------------|-------------------------------|-------------------------------|-------------------------------------|

Specification title: Unit code(s):

Centre name: Centre no:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Authentication of candidates' work

This is to certify that marks/assessments have been given in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named.

Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the *Candidate Record Form(s)* and has been taken into account. The marks/assessments given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1: Teacher 4:
 Teacher 2: Teacher 5:
 Teacher 3: Teacher 6:

(continue overleaf if necessary)

Internal standardisation of marking

Each centre must standardise assessment across different teachers/assessors and teaching groups to ensure that all candidates at the centre have been judged against the same standards.

If two or more teachers/assessors are involved in marking/assessing, one of them must be designated as responsible for standardising the assessments of all teachers/assessors at the centre.

I confirm that *[tick either (a) or (b)]*

- (a) the procedure described in the specification has been followed at this centre to ensure that the assessments are of the same standard for all candidates; or
- (b) I have marked/assessed the work of all candidates.

Signed: Date:

Signature of Head of Centre: Date:

This form should be completed and sent to the moderator with the sample of centre-assessed work

Candidate Record Forms 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

C

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 Specification A 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, physical activity and fitness;
- 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 is primarily concerned with the effect that these factors have on movement and performance in different physical activities.

Applied GCSE

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