



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

## General Certificate of Secondary Education

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# Physical Education (Short Course) 3587 *Specification B* 2009

Material accompanying this Specification

- Specimen Assessment Material
- Reports on the Examination
- Teachers' Guide

# SPECIFICATION

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

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## 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

The minimum requirement for candidates to select **two** physical activities, one from each of two different National Curriculum areas of activity.

2

## Specification at a Glance

### *Physical Education B*

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

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

The Scheme of Assessment is not tiered.

GCSE Short Course	
<p>Practical Component</p> <p>Candidates will be assessed in two physical activities which must be selected from two of the following six National Curriculum Areas of Activity:</p> <ul style="list-style-type: none"> <li>• Athletic activities;</li> <li>• Dance activities;</li> <li>• Games activities;</li> <li>• Gymnastic activities;</li> <li>• Outdoor and Adventurous activities;</li> <li>• Swimming activities and Water Safety.</li> </ul>	<p>50% of total marks</p>
<p>Performance Improvement Programme</p> <p>Each candidate is required to submit a performance improvement programme based on:</p> <ul style="list-style-type: none"> <li>• One or more of the physical activities contained in the specification;</li> <li>• Any other aspect of the subject content which can be clearly demonstrated in a practical way to improve performance. This may be based on an additional activity.</li> </ul> <p>The candidate is required to analyse and improve performance through the role of choreographer, coach, leader, official, organiser or performer.</p>	<p>20% of total marks</p>
<p>Terminal Examination</p> <p>One written paper, divided in to two sections, A and B</p>	<p>30% of total marks</p>

  

GCSE
3587

## 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 <b>Subject Code</b> for entry to the GCSE award is 3587.</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 to 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 &amp; Key Skills</i>  This document can be viewed via the AQA web site (<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>).</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 assessments 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

This requires a broad specification based on at least two practical activities taken from the National Curriculum Key Stage 4 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 Key Stage 4 programme of study.

#### 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 two activities for assessment. At least one must be selected from 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. The Performance Improvement Programme should focus on an exercise activity. 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.

It is not possible to meet the statutory requirements for Northern Ireland with this specification.

**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

AQA has two different and distinctive specifications in Physical Education (Short Course).

This unique specification consists of three components. The two coursework components, physical performance and the performance improvement programme, carry the maximum permitted weighting for coursework of 70%. The terminal examination carries the minimum permitted weighting of 30%, thus emphasising the practical nature of the subject.

In all components candidates will be given the opportunity to show what they know, understand and can do. The components are designed so that each one assesses more than one assessment objective. In particular, physical activity underpins the work done in all aspects of the course. Teaching and learning therefore will reflect the composite nature of this subject.

Knowledge, skills and understanding are developed through participation in sport and physical activity and applied to analyse and improve performance. The study of Health, Fitness and Physical Activity and Factors Affecting Participation and Performance support this work. The candidates' personal and social development is also supported through the adoption of different roles when working with others.

Centres are assured of a comprehensive range of support mechanisms administered by AQA.

## Distinctive Differences

There are significant differences between the two specifications offered by AQA in Physical Education (Short Course) that 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 one is likely to best suit their candidates.

The differences that make the specifications distinctive are manifested in the following ways:

### Subject Content

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:

- The ranges of factors selected for some of the topics vary;
- The depth of knowledge required about some of the factors shows differences;
- 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

The examination paper for this specification has a number of compulsory structured questions in the first section. 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.

The examination paper for Specification A (Short Course) has separate sections, each of which covers a different section of the content. All questions are structured and there is no choice.

### Schemes of Assessment

There are differences in the assessment pattern. 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. In Specification A (Short Course) the assessment objectives are met through a 60% internally assessed practical component and a terminal examination of 40%. In this specification there is 50% internally assessed practical component, an internally assessed performance improvement programme of 20% and a terminal examination of 30%.

### Practical Assessments

The methods of assessment for the practical activities for the two specifications are profoundly different. The requirements of this specification enable candidates to meet all the criteria in a single assessment. The requirements identified in specification A 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. This will require different teaching of and learning by candidates in their preparation for assessments.

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

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 National Curriculum Key Stage 3 Programme of Study for Physical Education.

Much of the Biology content of this specification will have been taught during Key Stage 3 Science. The limit of biological knowledge is identified in section 9.1. This specification builds upon this knowledge and is concerned with its application in the context of physical movement and the improvement of performance. This specification extends the core National Curriculum for Physical Education at Key Stage 4.

#### 4.4 Progression

This qualification is a recognised part of the National Qualifications framework. As such it provides progression from Key Stage 3 to post 16 studies. It lays an appropriate foundation for the further study of Physical Education and Sports Studies at GCE Advanced Subsidiary and Advanced level and/or GNVQ Leisure and Recreation. 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 the candidate's knowledge, skills and understanding of physical education through selected physical activities;
- b. develop the candidate's understanding about the role of rules and conventions in selected physical activities;
- c. develop the candidate's skills of observation and analysis;
- d. support the candidate's personal and social development by adopting different roles in selected physical activities when working with others;
- e. promote the candidate's understanding of the health benefits and risks associated with taking part in physical activity;
- f. develop the candidate's knowledge and understanding of the different factors that affect participation and performance.

## 6

### Assessment Objectives

#### 6.1 A01 Perform Effectively

Perform effectively under applied conditions in their selected physical activities:

- using tactics or compositional techniques;
- observing the rules and conventions of their activities;

6.2 A02 Analyse Performance

Analyse performance:

- to determine its strengths and weaknesses;
- to improve its quality and effectiveness.

6.3 A03 Show Knowledge and Understanding

Show knowledge and understanding of:

- the relationships between health, fitness and physical activity;
- risk assessment in physical activity;
- the factors affecting participation and performance.

6.4 Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:

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

Quality of written communication will be assessed in the terminal examination and the performance improvement programme.

## 7

## Scheme of Assessment

## 7.1 Assessment Units

The Scheme of Assessment comprises 3 components.

**Coursework: Physical Activities**

50% of the marks                      50 marks

Candidates will be assessed in two physical activities, which must be selected from at least two of the six National Curriculum Areas of Activity.

**Coursework: Performance Improvement Programme**

20% of the marks                      63 marks

Candidates complete a performance improvement programme which requires them to analyse and improve performance by adopting a particular role.

Up to 3 marks will be awarded for the candidates' quality of written communication.

**Written Paper**                                      45 minutes

30 % of the marks                      47 marks

The paper will have two sections, A and B. Section A will consist of a number of short answer questions and longer structured questions incorporating an incline of difficulty. Candidates will be required to answer all questions. Section B will consist of open ended questions. Candidates will be given a choice of questions to answer..

Up to 2 marks will be awarded for the candidates' quality of written communication.

**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	3	
6.1 Perform Effectively	45		5	50%
6.2 Analyse Performance		15	5	20%
6.3 Knowledge & Understanding	5	5	20	30%
<b>Overall Weighting of Units (%)</b>	50%	20%	30%	<b>100</b>

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

# Subject Content

## 8

### Summary of Subject Content

#### 8.1 Three Sections

The subject content builds on the National Curriculum requirements for Physical Education.

The subject content consists of three inter-related sections:

1. Health, Fitness and Physical Activity;
2. Factors Affecting Participation;
3. The Physical Activities.

The first and second sections will be assessed in the terminal examination. The third section will be internally assessed and moderated by AQA.

The content of the first and second, third and fourth sections is intended to show the extent and depth of study required. These sections form the general background against which to study physical activities and extends the requirements outlined in the National Curriculum. They should, wherever possible, relate to performance generally and to the specific activities selected by candidates. It is not envisaged that they should be taught as isolated, theoretical elements of the course.

The content of the third section, The Physical Activities, extends the requirements outlined in the National Curriculum.

#### 8.2 Physical Activities

Candidates will be assessed in two activities which must be selected from **two** of the **six** listed National Curriculum Areas of Activity.

##### 10.1 Athletic Activities

- Athletics;
- Cross Country or Fell Running;
- Olympic Weightlifting.

##### 10.2 Dance Activities

- Dance.

#### 10.3 - 10.7 Game Activities

- Combat: Fencing, Judo;
- Invasion: Basketball, Handball, Hockey **or** Indoor Hockey, Ice Hockey **or** Roller Hockey, Lacrosse, Netball, Rugby League **or** Rugby Union, Soccer, Water Polo;
- Net/Wall: Badminton, Racquetball **or** Squash, Table Tennis, Tennis, Volleyball;
- Striking/Fielding: Baseball **or** Rounders, Cricket;
- Target: Archery, Golf.

#### 10.8 Gymnastic Activities

- Artistic Gymnastics **or** Educational Gymnastics, Rhythmic Gymnastics, Sports Acrobatics;
- Artistic Roller Skating **or** Ice Skating;
- Springboard Diving, Trampolining.

#### 10.9 Outdoor and Adventurous Activities

- Canoeing **or** Kayaking, Rowing, Sailing, Surfing, Windsurfing;
- Caving & Potholing, Climbing, Mountain & Moorland Walking, Orienteering;
- Cycling;
- Horse Riding;
- Ski-ing.

#### 10.10 Swimming Activities and Water Safety

- Swimming;
- Life-saving **or** Survival;
- Synchronised Swimming.

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### 8.3 Format of Content

The subject content for each physical activity is detailed in a common format consisting of two subsections:

- (a) Acquiring and developing skills;
- (b) Selecting and applying skills and tactics or compositional ideas.



## Factors Affecting Performance and Participation in Physical Activities

### 9.1 Health, Fitness and Physical Activity

Centres should be aware that much of the Biology content of the following will have been taught and learnt during Key Stage 3 Science. However, for those candidates where this has not been the case the limit of the biological knowledge is identified below. This specification is concerned with the application of this knowledge in the context of physical movement and the improvement of performance.

#### Movement and Physical Activity

- a. Candidates should know that the skeletal and muscular systems provide a framework for movement and physical activity.
- Candidates should be able to explain the following:
- how the skeleton provides a framework for movement;
  - how joints differ in design to allow certain types of movement at a joint (flexion, extension, abduction, adduction, rotation and circumduction);
  - how muscles work isometrically and isotonicly;
  - how the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement at the major moveable joints;
  - how muscles respond to exercise;
  - how fast and slow muscle fibres affect performance.
- b. Candidates should know that the respiratory, digestive and circulatory systems provide an energy source for movement and physical activity.
- Candidates should be able to explain the following:
- how the respiratory system responds to exercise by increasing rate and depth of breathing, tidal volume, vital capacity,  $VO_2$  maximum and diffusion of oxygen and carbon dioxide;
  - how food is made available by the digestive process, transported by the circulatory system;
  - how glycogen is used and where it is stored;
  - how energy is produced aerobically and anaerobically;
  - how metabolism affects the potential for exercise;

- how and why the circulatory system responds to exercise by increasing heart rate, stroke volume, cardiac output, blood pressure, red blood cell production, circulation and capillarisation;
  - how the waste products of energy metabolism (carbon dioxide, heat, lactic acid, water) are removed from the body (excretion, expiration, perspiration);
  - how oxygen debt occurs and is repaid;
  - how and when fatigue occurs.
- c. Candidates should know that the nervous and glandular systems provide a control mechanism for movement and physical activity.

Candidates should be able to explain the following:

- how the nervous system controls movement and the potential for exercise;
- how hormones of the body affect exercise;
- how and why the body regulates temperature (hyperthermia and hypothermia), and water balance (dehydration).

#### Health and Physical Activity

- a. Candidates should be able to define health as the state of complete mental and physical well-being.
- b. Candidates should know and understand the role of physical activity in promoting and maintaining health by being able to explain the changes that occur to their bodies as they exercise, the short term and the long term effects of exercise on their bodies.
- c. Candidates should be able to explain how these changes affect the unfit performer, the average performer and trained athletes.
- d. Candidates should be able to describe and evaluate safe health-promoting physical activity programmes for different age groups.
- e. Candidates should know the following common injuries associated with physical activities and be able to describe how they may occur and recognise their signs and symptoms:
- fractures;
  - joint injuries (e.g. dislocation, torn cartilage);
  - soft tissues injuries (bruising, cuts, grazes, pulls/strains, sprains).
- f. Candidates should know and understand that accidents/injuries can be reduced by the following means:
- being fit for activity;
  - working at appropriate levels of participation/competition;
  - warming-up and warming-down.

Fitness and Physical Activity

- a. Candidates should be able to define general physical fitness as the ability of the body (heart, lungs and muscles) to carry out everyday activities without excessive fatigue and with enough energy left for emergencies.
- b. Candidates should be able to describe physical activities which will improve general physical fitness.
- c. Candidates should know the following components of fitness as described and understand how these affect performance in different physical activities:
  - Speed
    - the time taken to move a specified distance;
    - the response times of part(s) of the body or the whole body in response to a stimulus;
  - Stamina
    - the extent to which the body can withstand the onset of fatigue and carry on working or sustaining tension;
    - local muscular stamina and general cardio-vascular stamina;
  - Strength
    - the extent to which the muscles exert force against a resistance;
    - types of strength (dynamic, explosive and static);
    - the relevance of muscle tone;
    - fast and slow responses of muscles;
  - Suppleness
    - the extent to which a joint can be moved;
    - the relationship of muscles to the range of movements of joints.
- d. Candidates should be able to describe a test for each component and understand measurements.

9.2 Factors Affecting Participation

Modes of Participation

Candidates should know the following ways of being involved in physical activity:

- administrator/organiser;
- choreographer/coach/instructor/leader/teacher/trainer;
- official (judge, referee, umpire etc);
- performer/player;
- spectator.

### Reasons for Participation

Candidates should know the three main reasons for participation:

- health (illness/stress reduction, image, longevity, well-being);
- leisure (challenge, enjoyment, friendship, hobby, socialisation);
- vocation (amateur/professional/part-time professional player).

### Factors Influencing Participation

Candidates should know and understand how the following factors can influence participation in an activity and give examples:

- access;
- age (from childhood through to senior citizen);
- disability;
- economics (personal, local and national);
- education (school experience, peer group);
- environment/climate;
- family;
- gender;
- media;
- politics (elitism, nationalism, government, policy);
- popularity/promotion/role models;
- sportsmanship;
- tradition/culture.

## The Physical Activities

Candidates must be assessed in accordance with the criteria stated in paragraph 15.2. The Assessment Criteria are based on the Learning Outcomes stated for each of the six National Curriculum Areas of Activity. Candidates are expected, as appropriate, to:

- acquire and develop skills and techniques;
- evaluate and adapt their own performance;
- demonstrate an understanding and practical application of the rules/laws and conventions of the physical activity and the roles of officials
- demonstrate an understanding of health and safety issues and their practical application.

Candidates must be given appropriate opportunities to demonstrate what they know and understand and can do. The Assessment Criteria, therefore, reflect the levels of demand placed on candidates in performing the physical activity.

Candidates should:

- demonstrate the skills and techniques stated in the ‘Acquiring and developing skills’ section of the specification for each physical activity selected, as appropriate;
- perform each physical activity selected, as appropriate, and be assessed whilst selecting and applying these skills and tactics or compositional ideas.

The assessment tasks will, therefore:

- vary according to the National Curriculum Area of Activity selected;
- vary according to the physical activity selected from the National Curriculum Areas of Activity.

The ‘Selecting and applying skills and tactics or compositional ideas’ section for each physical activity in each National Curriculum Area of Activity gives further guidance, as required.

Candidates must be given the opportunity to demonstrate their ability in appropriate performance or competition to maximise their potential for securing the best possible mark. The assessment tasks will also, therefore:

- vary according to individual capabilities and engage candidates at different levels, as appropriate;
- reflect the full range of candidates’ abilities;
- involve modification of the physical activity, as appropriate;
- take account of player specialism and positional preference, as appropriate.

Candidates must be assessed continuously to maximise potential for securing the best possible mark.

Candidates are expected to manage their environment to ensure the health and safety of themselves and others. They are expected to demonstrate and apply knowledge and understanding of risk assessment associated with physical activity. They should know and understand, therefore, that accidents/injuries can be reduced by safe practice. In selecting and applying skills and tactics or compositional ideas the assessment tasks for candidates are:

- to lift, carry, place and use equipment safely;
- to wear suitable footwear and clothing, including items of protection, as appropriate;
- to follow the relevant rules, laws, codes, etiquette and safety procedures in practice and during competition.

AQA will give consideration to proposals submitted by centres specifically for candidate with disabilities. Written approval must be obtained from AQA prior to the commencement of the course.

## 10.1 Athletic Activities

### ATHLETICS

#### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

#### Acquiring and developing skills

Candidates should demonstrate any **two** events:

#### Track Events

##### Sprints:

start (use of blocks), stride (length and cadence), leg action, foot placement, arm action, head position, tactics and finish.

Candidates can be assessed in **either** 100m, 200m **or** 400m.

##### Distance:

start, pacing, running from the front, overtaking, maintaining form, tactics and finish.

Candidates can be assessed in **either** 800m, 1500m **or** 3000m.

##### Race Walking:

Start, pacing, walking from the front, overtaking, maintaining form, tactics and finish.

Candidates can be assessed in **either** 1000m **or** 3000m.

##### Hurdles:

start (use of blocks, standing), stride (length and cadence), leg action, foot placement, arm action, head position, tactics and finish.

Boys can be assessed in **either** 100m or 400m hurdles **or** 1500m steeplechase

Girls can be assessed in **either** 80m **or** 300m hurdles.

#### Field Events

#### Throws

##### Shot:

grip and stance, movement across circle (hop-step-back), the lift, extension and release, angle of release, follow through.

##### Discus:

grip and stance, preliminary swings, movement across the circle (the glide and turn), balance, release and follow through, angle and flight of discus.

	<p>Javelin: grip, carry and run-up, withdrawal, last strides, crossover steps, body/javelin alignment, release and follow through, making the mark.</p> <p>Hammer: grip and stance, preliminary turns, high/low point, 'sit' position, accelerate hammer, long arms, heel and toe action of pivot foot, pull and release.</p>
Jumps	<p>High jump: marking of approach, run-up, last stride, take-off and lift, arm swing, clearance, training leg, landing. Candidates should demonstrate <b>one</b> of the following techniques: straddle, scissors, Fosbury flop <b>or</b> western roll.</p> <p>Long jump: marking of approach run, smooth acceleration, last stride, sink and take off and lift, flight, hang/kick, shoot through, feet together, landing.</p> <p>Triple jump: marking of approach, run, smooth acceleration, last stride, take-off and lift, leg/arm assistance, knee lift, hang or kick in flight, maintaining momentum, landing.</p> <p>Pole vault: marking approach, grip, run up, acceleration and plant, hand position and hang, push off pole, position over bar, landing.</p>
Selecting and applying skills and tactics	Candidates should perform in two chosen events in appropriate competition.
Additional Information	Centres must ensure that equipment/implements used are at the appropriate size, weight, height.

CROSS COUNTRY/FELL  
RUNNING

Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

Acquiring and developing  
skills

Candidates should demonstrate **two** different and appropriate events.

start, pacing, running from the front, overtaking, maintaining form, tactics and finish.

Candidates must be limited to events of less than 6000m.

Selecting and applying skills  
and tactics

Candidates should perform in two chosen events in appropriate competition.

Additional Information

Centres must ensure that equipment/implements used are at the appropriate size, weight, height.



## OLYMPIC WEIGHTLIFTING

Learning Outcomes	<p>Candidates will be expected to develop advanced skills and techniques, appropriate to their age and weight.</p> <p>Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.</p> <p>Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of officials.</p> <p>Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.</p>
Acquiring and developing skills	<p>Candidates should demonstrate the following:</p> <p>Basic techniques: squat, split snatch, squat, split clean and jerk.</p> <p>Advanced/Assistance Exercises: high pull, jerk balance, split snatch balance press, squat snatch balance press, front squats, split squats, power clean, squat deep knee bend.</p>
Selecting and applying skills and tactics	<p>Candidates should perform <b>two</b> Olympic lifts with the appropriate loads and in appropriate competition: Snatch; Clean and Jerk.</p>

## 10.2 Dance Activities

### DANCE

#### Learning Outcomes

Candidates will be expected to develop two contrasting and technically demanding dances that successfully communicate artistic intention. These dances can be drawn from different dance cultures.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

#### Acquiring and developing skills

Candidates should demonstrate the following:

Body actions:  
gesture, stepping, turning, stillness, jumping, and travelling.

Dynamics:  
time changes, degrees of energy and phrasing.

Spatial awareness:  
level, direction, use of floor space, (including pathways on the floor and in the air), personal and general space.

Body awareness:  
use of whole, use of part, awareness of shape in motion and stillness.

#### Selecting and applying skills and compositional ideas

Candidates should perform in **two** dances.

### 10.3 Game Activities: Combat

#### FENCING

Learning Outcomes	<p>Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.</p> <p>Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.</p> <p>Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.</p> <p>Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.</p>
Acquiring and developing skills	<p>Candidates should demonstrate the following:</p> <p>basic techniques:</p> <p>on guard position, the grip, advancing and retiring, lunge and recovery, straight thrust, cutting (sabre), disengage, simple or lateral parry, riposte,</p> <p>compound attacks: i.e. comprising more than one action, counter riposte, preparation of attack, footwork, deflection of blade pressure, feint direct and disengage, feint-disengage-disengage, feint direct-counter disengage, lateral and circular defence.</p>
Selecting and applying skills and tactics	<p>Candidates should perform with their chosen weapon (epee or foil or sabre) in appropriate competition.</p>

## JUDO

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Breakfalling Techniques (Ukemi-waza):  
backward, to either side, forward.

Throwing Techniques (Nage-waza):  
Tai-otoshi, O-uchi-gari, O-soto-gari, Seoi-nage, Ko-soto-gari, Harai-goshi, Uchi-mata, Tomoe-nage.

Defence Posture (Jigotai):  
an appropriate defence posture to throwing techniques.

Counter Techniques (Kaeshi-wazwa):  
an appropriate counter technique to throwing techniques.

Combination Techniques (Renraku-waza):  
Tai-otoshi into O-uchi-gari, O-soto-gari into Seoi-nage, Ko-soto-gari into Harai-goshi, Uchi-mata into Tomoe-nage.

Holding Techniques (Osaekomi-waza):  
Kesa-gatame, Kami-shiho-gatame, Ushiro-kesa-gatame, Yoko-shiho-gatame.

Groundwork Techniques (Ne-waza):  
common groundwork situations  
getting past the legs, turning opponent over from legs, arm roll, turning all fours opponent over, straddle attack, trapped leg.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition.

## 10.4 Game Activities: Invasion

### BASKETBALL

#### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

#### Acquiring and developing skills

Candidates should demonstrate the following:

##### Dribbling:

fast, slow, high, low dribble,  
change of hand, pace, ball height and direction,  
dribble and pass, dribble and shoot,  
beating an opponent, shielding and rolling.

##### Passing:

bounce, chest, javelin, overhead,  
use of fake.

##### Receiving:

one/two handed catch (stationary and on the move)  
making a target (signalling),  
intercepting, rebounding, stealing.

##### Shooting:

set, jump, lay-up,  
use of fake.

##### Footwork:

stopping - jump stop, stride stop,  
pivoting,  
marking, tracking, drop-step,  
getting free.

#### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Positions and basic roles in attack and defence.

Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

in attack - 1-2-2, 2-1-2, 1-3-1 formations;

in defence - zone and man to man.

Set Plays:

dead ball - tip offs, jump ball, free throw, out of court;

ball in play - fast break, cutting, rebounding, blocking out, screening and post play.

## HANDBALL

Learning Outcomes	<p>Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.</p> <p>Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.</p> <p>Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.</p> <p>Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.</p>
Acquiring and developing skills	<p>Candidates should demonstrate the following:</p> <p>Passing: shoulder, cross-body, side wrist, bounce, underhand, drop, feint (stationary and on the move).</p> <p>Receiving: one/two handed catch (stationary and on the move), making a target (signalling), intercepting.</p> <p>Shooting: shoulder, jump, 6 metre jump/break, fall, drive, low, side, hip, penalty, reverse (left/right hand).</p> <p>Goalkeeping: (as appropriate) blocking/catching the ball at a variety of heights, killing the ball and passing; positioning and narrowing the angle, throwing, anticipating, directing, starting attacks.</p>
Selecting and applying skills and tactics	<p>Candidates should perform appropriate competition and show an understanding of:</p> <p>Positions and basic roles in attack and defence.</p> <p>Principles of Attack: depth, improvisation, mobility, penetration, width.</p> <p>Principles of Defence: balance, concentration, control and restraint, delay, depth.</p> <p>Systems of Play: in attack - simple fast break, extended break; in defence - man for man, press, defensive zone formations.</p> <p>Set Plays: free throw, penalty throw, referee's throw, throw-off.</p>

## HOCKEY

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Grip:  
holding the stick.

Dribbling:  
running with the ball, changing pace and direction, running with the ball and passing/shooting, running with the ball at an opponent/beating an opponent.

Passing/shooting/hitting:  
flick, drive, push, reverse stick, scoop.

Receiving:  
stopping the ball from the front, side and rear, taking the ball on the move, intercepting.

Tackling:  
block from the front,  
lunge and jab from the side and front (stick or non-stick side).

Goalkeeping: (as appropriate)  
use of pads, stick and hands in stopping the ball at different heights, spread of body in front of attackers, positioning and narrowing the angle, kicking and distributing, anticipating and directing.

Footwork:  
positioning, marking/tracing, getting free.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Positions and basic roles in attack and defence.



Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

2-3-5, 3-3-4, 1-3-3-3.

Set Plays:

dead-ball – pass back, hit-ins, penalty corners, long corners, penalty strokes, bully,

ball in play – square passing, movement off the ball, reverse pass.

## INDOOR HOCKEY

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

**Grip:**  
holding the stick.

**Dribbling:**  
running with the ball, changing pace and direction, running with the ball and passing/shooting, running with the ball at an opponent.

**Passing:**  
from a stationary position, on the move, a still ball, a moving ball, use of wall.

**Receiving:**  
the ball coming straight, to open stick side, to reverse stick side, from the right, from the left, from behind.

**Shooting:**  
flick, scoop, a still ball, a moving ball.

**Tackling:**  
from in front, open and reverse stick side from behind, chasing back to tackle/delay.

**Goalkeeping: (as appropriate)**  
positioning, use of pads and stick, catching - in flight, parrying and killing the ball, narrowing the angle.

**Footwork:**  
marking, tracking,  
getting free.

Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Positions and basic roles in attack and defence.

Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

player vs player, zone.

Set Plays:

push back, penalty corners, push outs, penalty stroke.

## ICE HOCKEY

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Grip:  
holding the stick.

Dribbling:  
skating with the puck, changing pace and direction, skating at the opposition, beating an opponent, screening.

Passing:  
stationary and moving passes, use of barriers for passing.

Receiving:  
stopping the puck from the front, side and rear,  
taking the puck on the move, intercepting.

Shooting:  
slap-shot, first-time shot (at speed), wrist shot, back hand shot.

Tackling:  
types of tackle, timing of tackle.

Checking:  
the use of the body to halt, deter or impede an opponent.

Goalkeeping: (as appropriate)  
positioning, use of pads and stick, catching - in flight, parrying and killing the puck, narrowing the angle.

Skating techniques:  
forwards, backwards, changing direction, changing speed, stopping, marking and dodging/marking and getting free, jockeying.

Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Positions and basic roles in attack and defence.

Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

attacking and defending formations.

Set Plays:

face-off, face-off in opponents' zone,

face-off in own zone, penalty,

playing short-handed, powerplay situations.

## ROLLER HOCKEY

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Grip:  
holding the stick.

Dribbling:  
skating with the puck, skating at the opposition, screening, beating an opponent.

Passing:  
stationary and moving passes, use of barriers for passing.

Receiving:  
stopping the puck from the front, side and rear,  
taking the puck on the move, intercepting.

Shooting:  
slap-shot, first-time shot (at speed), wrist shot, back hand shot.

Tackling:  
types of tackle, timing of tackle.

Checking:  
the use of the body to halt, deter or impede an opponent.

Goalkeeping: (as appropriate)  
positioning, use of pads and stick, catching - in flight, parrying and killing the puck, narrowing the angle.

Skating techniques:  
forwards, backwards, changing direction, changing speed, stopping, marking and dodging/marking and getting free, jockeying.

Selecting and applying skills and tactics

Candidates should perform in the appropriate competitions and show an understanding of:

Positions and basic roles in attack and defence.

Principles of Attack:

depth, improvisation, mobility, penetration and width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

attacking and defending formations.

Set Plays:

formation for face off,

formation for face off in opponents' zone,

formation for face off in own zone,

penalty,

playing short handed,

power play situation.

## LACROSSE

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Grip:  
holding the stick.

Passing:  
overarm, underarm, reverse stick to stationary and moving targets from both sides.

Receiving:  
picking up a stationary ball, picking up a ball moving away, towards and across, catching on both sides, stationary and on the move, intercepting.

Shooting:  
underarm and overarm, high and low reverse stick.

Tackling:  
with stick, body check.

Goalkeeping: (as appropriate)  
use of pads, stick and hands in stopping the ball at differing heights, spread of body in front of attackers, positioning and narrowing angle, anticipating and directing, distributing.

Footwork:  
marking, tracking, getting free,  
running whilst cradling.



Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Positions and basic roles in attack and defence.

Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

attacking and defending formations.

Set Plays:

dead ball - starts and restarts, from infringements;

ball in play – square passing, movement off the ball, overlap and reverse pass.

## NETBALL

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Passing:

one/two handed underarm, bounce, shoulder, overhead/lob, two handed chest.

Receiving:

one/two handed catch (stationary and on the move), making a target (signalling), intercepting, toss-ups.

Shooting:

one/two handed.

Footwork:

landing on one/both feet and recovering, pivoting, marking, getting free.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Positions and basic roles in attack and defence.

Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

attacking and defensive formations.

Set Plays:

dead ball - centre pass, backline pass, sideline pass, toss-up, free pass, penalty pass/shot;  
ball in play - blocking.

## RUGBY LEAGUE

(cannot be used as a separate activity from Rugby Union)

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

#### Ball handling:

holding and protecting the ball, running with the ball, changing pace and direction (side -step, swerve), playing the ball, handing off, bumping off, touching down.

#### Passing:

swing pass - short and long, loop pass, spin pass, one handed pass, dummy pass.

#### Receiving:

one/two handed catch (stationary and on the move), catching the high ball, falling on the ball, picking up the ball on the move, intercepting.

#### Tackling:

front, rear, side, smother, falling and recovering.

#### Kicking:

drop, grubber, punt - 'up and under', place kicks - conversions, penalty goal attempts, starts and restarts, tap-kick - differential penalty.

#### Scrummaging:

body position, binding, footwork.

Selecting and applying skills  
and tactics

Candidates should perform in the appropriate competition and show an understanding of:

Positions and basic roles in attack and defence.

Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

attacking and defending formations.

Set Plays:

dead ball - starts and restarts at the '22' and halfway line, penalty goal kicks, tap penalties, differential penalties, the scrummage;

ball in play - overlap, scissors, run-around, switch, play the ball.

## RUGBY UNION

(cannot be used as a separate activity from Rugby League)

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

#### Ball handling:

holding and protecting the ball, running with the ball, changing pace and direction (side -step, swerve), handing off, touching down.

#### Passing:

swing pass - short and long, screen pass, loop pass, spin pass, one handed pass, reverse pass, off the ground pass, dummy pass.

#### Receiving:

one/two handed catch (stationary and on the move), catching the high ball (Mark), falling on the ball, picking up the ball on the move, intercepting.

#### Tackling:

front, rear, side, smother, falling and recovering.

#### Kicking:

drop, grubber, punt - 'up and under', place kicks - conversions, penalties, starts and restarts.

#### Scrummaging:

body position, binding, footwork.

#### Rucks and mauls:

body position, binding.

#### Line-out:

throw-in, lifting, catching, passing.

Selecting and applying skills and tactics

Candidates should perform in the appropriate competition and show an understanding of:

Positions and basic roles in attack and defence.

Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

attacking and defending formations.

Set Plays:

dead ball – starts and restarts at the '22' and halfway line, penalty goal attempts, penalties, the scrummage, the line-out (and shortened lines); ball in play - overlap, scissors, run-around, switch.

## SOCCER

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

#### Dribbling:

running with the ball at feet/between feet, changing direction and pace, using different parts of the foot, running with the ball at the feet/between the feet and passing/shooting, running at an opponent, beating an opponent, screening.

#### Passing/kicking/shooting:

chip, ground, half-volley, lofted, volley (left/right foot).

#### Receiving:

ball on the ground, trapping with the left and right foot, use of different parts of the foot, stationary and on the move, ball in the air - use of the chest, parts of the foot, thigh and head, stationary and on the move, intercepting.

#### Heading:

forwards, sideways, backwards with feet on/off the ground, stationary and on the move.

#### Tackling:

front block, side block, slide and recovery.

#### Goalkeeping: (as appropriate)

gathering the ball at a variety of heights, going down at opponent's feet, positioning and narrowing the angle, throwing, place kicking, punting, punching, anticipating and directing, shot stopping, dealing with back pass.

#### Footwork:

jockeying, marking and tracking, getting free.

#### Throw-ins:

body position, arm action, long and short.

Selecting and applying skills and tactics

Candidates should perform in the appropriate competition and show an understanding of:

Positions and basic roles in attack and defence.

Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

attacking and defending formations.

Set Plays:

dead ball - kick-offs, corners, throw-ins, penalties, goal kicks, free kicks (direct/indirect), drop ball.



## WATER POLO

Learning Outcomes	<p>Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.</p> <p>Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.</p> <p>Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.</p> <p>Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.</p>
Acquiring and developing skills	<p>Candidates should demonstrate the following:</p> <p><b>Dribbling:</b> swimming with the ball, carrying the ball, turning with the ball.</p> <p><b>Passing:</b> throwing and catching with either hand, dry pass, wet pass, push pass, backhand pass, layout pass, back pass, scoop pass.</p> <p><b>Receiving:</b> collecting the ball, catching with either hand.</p> <p><b>Shooting:</b> facing goal - straight shot, lob shot, sling shot; back to goal - backhand shot, sling shot, layout shot, hook shot; swimming shots - push shot, lift-back shot; deflection shots - bat deflection, tip deflection.</p> <p><b>Tackling:</b> grab tackle, underarm/overarm tackle, backhand block, lunge block.</p> <p><b>Goalkeeping: (as appropriate)</b> saving a shot, positioning, maintaining the angle, action after a save.</p> <p><b>Swimming:</b> front crawl, head-up front crawl, back crawl, changing direction, rotating, positioning (driving and cutting), treading water, turning an opponent.</p>
Selecting and applying skills and tactics	<p>Candidates should perform in appropriate competition and show an understanding of:</p> <p>Positions and basic roles in attack and defence.</p>

Principles of Attack:

depth, improvisation, mobility, penetration, width.

Principles of Defence:

balance, concentration, control and restraint, delay, depth.

Systems of Play:

in attack - pivot offence 1-2-2-1, driving attack, setting the arc, counter attack, ball side play;

in defence - man to man, whole pool.

Set Plays:

man up situations,

man down situations.

## 10.5 Game Activities: Net/Wall

### BADMINTON

#### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

#### Acquiring and developing skills

Candidates should demonstrate the following:

Basic techniques:

grip, swing, wrist action, body position in relation to the shuttle, follow through, control and accuracy, movement and footwork.

Strokes:

(forehand and/or backhand as appropriate)

high serve, low serve, flick serve, underhand and overhead clears, drive and smash, drop shots, net shots.

#### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Singles play:

basic positioning, movement around the court, tactics, stroke selection.

### OR

Doubles play:

basic positioning for men's, women's or mixed doubles, tactics, stroke selection.

## RACQUETBALL

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Basic techniques:

grip, swing, wrist action, body position in relation to the ball, follow through, control and accuracy, movement and footwork.

Strokes:

(forehand and/or backhand with or without spin, as appropriate) serves, half-volley, volley, drive and smash.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Singles play:

basic positioning, movement around the court, tactics, stroke selection.

**OR**

Doubles play:

basic positioning for men's, women's or mixed doubles, tactics, stroke selection.

## SQUASH

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of the officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Basic techniques:  
grip, swing, wrist action, body position in relation to the ball, follow through, control and accuracy, movement and footwork.

Strokes:  
(forehand and/or backhand as appropriate)  
service,  
drives (floating lob service and hard service),  
volleys, boasts, drop shots, lobs.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Singles play:  
basic positioning, movement around the court and command of the T, tactics, stroke selection.

## TABLE TENNIS

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of the officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Basic techniques:

grip, swing, wrist action, body position in relation to the ball, follow through, control and accuracy, movement and footwork.

Strokes:

(forehand and/or backhand with or without spin as appropriate) serves, half-volley, drives, smash, drop shots and lobs, net shots.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Singles play:

basic positioning, movement around the table, tactics, shot selection.

**OR**

Doubles play:

basic positioning for men's, women's or mixed doubles, tactics, shot selection.

## TENNIS

Learning Outcomes	<p>Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.</p> <p>Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.</p> <p>Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of the officials.</p> <p>Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.</p>
Acquiring and developing skills	<p>Candidates should demonstrate the following:</p> <p>Basic techniques: grip, swing, position of wrist, body position in relation to the ball, follow through, control and accuracy, movement and footwork.</p> <p>Strokes: (forehand and/or backhand with or without spin as appropriate) serves, half-volley, volley, drives, smash, drop shots and lobs.</p>
Selecting and applying skills and tactics	<p>Candidates should perform in appropriate competition and show an understanding of:</p> <p>Singles play: basic positioning, movement around the court, tactics, stroke selection.</p> <p><b>OR</b></p> <p>Doubles play: basic positioning for men's, women's or mixed doubles, tactics, stroke selection.</p>

## VOLLEYBALL

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of the officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Basic techniques:  
use of fingers, hands and arms,  
body position in relation to the ball,  
control and accuracy,  
movement and footwork.

Shots:  
serves, (underarm and tennis style)  
volley, forward and reverse, dig, smash,  
block, retrieve.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

Team play:  
positions and tactics,  
attacking and defensive formations.

Set Plays:  
Dig/set/spike routines,  
Switching.



**10.6 Game Activities:  
Striking/Fielding**

**BASEBALL**

**Learning Outcomes**

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of the officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

**Acquiring and developing skills**

Candidates should demonstrate the following:

**Batting:**  
grip, stance, swing, follow through,  
hitting to all fields, bunting, base running.

**Pitching:**  
grips, fastball, curveball, change up,  
pitching from the stretch position,  
pitching from the wind up.

**Fielding:**  
use of the glove, throwing, catching,  
fielding ground balls.

**Catcher: (as appropriate)**  
correct signalling to the pitcher,  
exploiting the batters' weaknesses,  
positioning the team in different situations.

**Selecting and applying skills and tactics**

Candidates should perform in appropriate competition and show an understanding of:

**Batting tactics:**  
hitting the ball where it is pitched,  
advancing runners, base running.

**Pitching tactics:**  
use of different pitches (fastball, curveball, change up), use of different locations,  
exploiting the batter's weaknesses.

**Fielding tactics:**  
attacking the ball, throwing to the correct base, or to the pitcher.

**Positional Player:**  
pitcher, catcher,  
infield (1st base, 2nd base, 3rd base, short stop), outfield.

## ROUNDERS

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of the officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

#### Batting:

grip, stance, backswing, footwork direction, control, balance, timing.

#### Bowling:

grips, point of release, aiming, spin and swing, follow through and footwork.

#### Fielding:

basic positions, retrieving, stopping, throwing, catching.

#### Back stop: (as appropriate)

stance, position, taking the ball.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

#### Batting tactics:

how to respond to different types of bowling, hitting into space, running to bases and calling ahead.

#### Bowling tactics:

placing of field and bowling to it, adaptation to left and right handed batters, variation of flight or speed.

#### Fielding tactics:

attacking the ball, knowing to which base to throw and when to throw back to the bowler, adaptation to left/right hand batters

#### Positional Player:

bowler, backstop, fielders (1st base, 2nd base, 3rd base, 4th base), outfield.

## CRICKET

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of the officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

#### Batting:

grip, stance, back lift, footwork, control, balance and timing, strokes (front foot and back foot, as appropriate)  
pull, cut, hook, sweep, reverse sweep, drive, forward defensive, backward defensive.

#### Bowling:

types of bowling - fast/medium (seam), spin,  
grip - to suit type of bowling,  
run-up - length and speed,  
delivery - basic action, line and length, over/round the wicket, follow through.

#### Fielding:

basic positions - short retrieve/long retrieve,  
interception - one handed/two handed, long barrier,  
throwing and catching - close, high, skim.

#### Wicket keeping: (as appropriate)

stance, position, footwork, taking the ball, standing up/back, stumping.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of:

#### Batting tactics:

shot selection (identifying potential run scoring deliveries), hitting the ball into spaces, calling and backing up, running between wickets.

#### Bowling tactics:

field placing, bowling to a set field, variation of flight and speed, type of spin or swing.

#### Fielding tactics:

walking in, backing up, attacking the ball.

## 10.7 Game Activities: Target

### ARCHERY

#### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

#### Acquiring and developing skills

Candidates should demonstrate the following:

grip, stance and body alignment,  
bow control, loading the arrow, pre-draw, anchor, aim, release, follow through,  
sight setting for distance shooting.

#### Selecting and applying skills and tactics

Candidates should be able to perform in appropriate competition.

## GOLF

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate tactics and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the game and the roles of the officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

grip, stance and body alignment,  
club control - take away, strike, follow through,  
shot/club selection - from the tee, from the fairway, out of a bunker, out of the rough, on the green,  
shots - driving, iron play, pitching, putting.

### Selecting and applying skills and tactics

Candidates should perform in appropriate competition and show an understanding of club selection for different holes and weather conditions.

## 10.8 Gymnastic Activities:

### ARTISTIC GYMNASTICS

#### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to provide consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of the officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

#### Acquiring and developing skills

Candidates should demonstrate the following:

balances - handstand and headstand,  
jumps - hollowback, pike, straddle, straight, tuck with turns,  
rolls - backwards, forwards and sideways,  
'springs' - handspring and headspring,  
turns - cartwheel, flicflac and forwards/backwards walk-overs,  
twists - round off.

Candidates should demonstrate **one** of the following vaults carried out with reuther board over a box:

side/flank,  
through,  
astride,  
handspring (long arm).

#### Selecting and applying skills and compositional ideas

Candidates should perform **one** floorwork routine and **one** of the specified vaults, in appropriate competition.

Music may be used to accompany the floorwork routine.

## EDUCATIONAL GYMNASTICS

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of the officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Themes:

locomotion, balance, flight, twisting and turning.

Sub Themes:

shape, levels, directions, speeds.

### Selecting and applying skills and compositional ideas

Candidates should perform **two** sequences covering all aspects. One of the sequences must be a solo.

## RHYTHMIC GYMNASTICS

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practised application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Body elements:

balances, pivots,  
bodywaves, circles, swings, turns, bends,  
hops, leaps, skips,  
rolls-forward/backward/sideways,  
splits.

Apparatus elements: (as appropriate)

active bouncing, balancing, circles/swings,  
figure of eight, free rolls, rotation, spinning,  
spirals/coils/snakes, throws.

### Selecting and applying skills and compositional ideas

Candidates should perform **two** sequences each set to music in appropriate competition.

Candidates must use a different piece of apparatus in each sequence from the following list: ball, hoop, ribbon, rope and clubs.



## SPORTS ACROBATICS

Learning Outcomes	<p>Candidates will be expected to develop advanced skills and techniques in increasingly demanding situations.</p> <p>Candidates will be expected to evaluate and adapt performance to produce consistent and effective results.</p> <p>Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of officials.</p> <p>Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.</p>
Acquiring and developing skills	<p>Candidates should demonstrate the following:</p> <p>Bases: standing, hands and knees, crouching, kneeling, sitting, lying.</p> <p>Supported positions: handstand, standing, front angle, back angle, Russian half lever.</p> <p>Linking movements: jumps, rolls, cartwheels, twists, somersaults.</p> <p>Counterbalances: using a variety of positions and grips.</p>
Selecting and applying skills and compositional ideas	<p>Candidates should perform <b>two</b> routines, one of which must be as a pair, in appropriate competition.</p>

## ARTISTIC ROLLER SKATING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate a range of the following:

toe loop, axel loop, backoutside upright spin, lutz loop toe loop, forward outside camel, double toe loop, forward outside upright spin, axel loop double toe loop, forward outside to backoutside upright, jump camel, double toe double toe, foot sequence, backoutside camel.

### Selecting and applying skills and compositional ideas

Candidates should perform **one** figures routine and **one** free skating routine in appropriate competition.

Music may be used.

## ICE SKATING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

basic stance, getting up after a fall,  
basic glide, snow plough stop,  
three turns,  
backwards skating to forwards skating,  
chassis, mohawks, three jump, spiral,  
upright spin.

### Selecting and applying skills and compositional ideas

Candidates should perform **one** figures routine and **one** free skating routine in appropriate competition.

Music may be used.

## SPRINGBOARD DIVING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Basic techniques:  
take off, flight, entry into water.

Basic dives:  
forward, back reverse, inward.

Rotation:  
variety of basic dives in different positions i.e. tucked, piked, twisting somersaults.

### Selecting and applying skills and compositional ideas

Candidates should perform **two** dives in appropriate competition.

Dives should be performed from 1m or 3m height board.

## TRAMPOLINING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

bouncing and checking,  
basic bounces - piked, straddled, straight and tucked positions,  
basic drops - back, front, hands and knees and seat,  
combinations - various drops, drops plus twists, drops plus rotation,  
somersaults - turnovers, front and back somersaults.

### Selecting and applying skills and compositional ideas

Candidates should perform **two** routines each consisting of ten bounces in appropriate competition.

## 10.9 Outdoor and Adventurous Activities

### CANOEING/KAYAKING

#### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

#### Acquiring and developing skills

Candidates should demonstrate the following as appropriate:

carrying, getting in and out in different situations,  
emptying,  
capsize drill and return to bank, self rescue,  
paddling forwards/backwards,  
keeping straight,  
sweep forward/reverse, draw stroke,  
recovery stroke, stern rudder,  
bow rudder, low brace turn, sculling draw.

#### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

## ROWING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

carry a boat,  
getting in and out of the boat in different situations, hand positions on oars,  
arm and leg actions,  
entry propulsion and extraction of blade,  
recovery phase, emptying a boat,  
capsize drill and return to bank/self rescue,  
setting off, rowing forwards/backwards,  
keeping straight, turning left and right,  
figure of eight, emergency stop.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

Candidates should perform in either single or double sculls, quadruple sculls coxed or uncoxed or in an eight coxed.

## SAILING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Basic techniques:

rigging a boat, handling a boat ashore, rope work.

Crewing and/or helming:

steering a course - tacking/reaching/running, stopping, going about, gybing, reefing, picking up a mooring, coming to and leaving a jetty.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.



## SURFING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

preparation of board/leash,  
entry into water to chest depth,  
surfing prone (trim), paddling techniques,  
resurfacing after a wipe-out,  
sitting on a board, recognising sets,  
catching clean wave, wave priority,  
surfing forehand/backhand,  
maintaining position on wave by manoeuvring board, finishing ride safely.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

## WINDSURFING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Basic techniques:  
rigging a board, handling boards ashore,  
launch and recovery.

Movement afloat:  
leaving and returning to land,  
slowing down/stopping, going about, gybing.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

## CAVING AND POTHOLING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

ladder climbing, rope work,  
selection of hand and footholds - climbing/descending,  
movement through passages - vertical/horizontal, traversing,  
pitch rigging, abseiling, belaying.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

## CLIMBING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Rope handling/use of equipment:  
belaying, lowering off, knots.

Movement on rock:  
use of different holds, descending, abseiling, traversing.

Communicating.

### Selecting and applying skills and compositional ideas

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

## MOUNTAIN AND MOORLAND WALKING (SUMMER)

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Basic techniques:  
walking skills, walking in groups,  
load carrying, packing, pacing.

Map/compass skills:  
finding north, map and magnetic bearings,  
resection.

Producing and following route cards:  
stages, grid references,  
bearings, time estimation, escape routes.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

## ORIENTEERING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

Map/compass skills:  
orientation/bearings/rough and accurate navigation, use of line and point features, relocation.

Running skills:  
pacing/terrain running,  
map reading while moving,  
control of running speed,  
maintenance of rhythm.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

## CYCLING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

setting off, balance, cornering,  
stopping, spatial awareness,  
control of machine, braking, use of gears, pedalling, pacing.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

Candidates should perform in either track, racing, time trials or touring.

## HORSE RIDING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following through any of the options shown:

mounting up/setting off,  
balance and position,  
cornering and turning,  
stopping, spatial awareness,  
control of the horse, pacing.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

Candidates should perform in either show jumping, cross country, racing or dressage.



## SKIING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and appropriate strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the conventions of the activity in a challenging environment.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

basic stance,  
getting up after a fall, basic glide,  
side step, snow plough stop,  
snow plough turns, side slipping,  
traversing, stem turns, carved turns,  
parallel turns.

### Selecting and applying skills

Candidates should perform their activity in a suitable environment, completing a journey and dealing with unforeseen circumstances, as appropriate.

## 10.10 Swimming Activities and Water Safety

### SWIMMING

#### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the activity and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

#### Acquiring and developing skills

Candidates should demonstrate **two** of the following strokes:  
back crawl,  
breast stroke,  
butterfly,  
front crawl.

Candidates should demonstrate the following basic techniques for each stroke selected:  
body position, arm action, leg action,  
breathing and timing, efficiency.

#### Selecting and applying skills and tactics

Candidates should perform the following in appropriate competition:  
starts - shallow diving and back crawl,  
turns - pivot and tumble turn,  
finish - use of fingers.

Candidates should perform in any **two** events in appropriate competition from:

back crawl,  
breast stroke,  
butterfly,  
front crawl,  
individual medley.

Races are to be conducted in the pool available to the centre using the distances/time published in the Teachers' Guide for guidance.

LIFE SAVING/SURVIVAL

Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the activity and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

Acquiring and developing skills

Candidates should demonstrate **two** of the following strokes:  
back crawl,  
breast stroke,  
butterfly,  
front crawl.

Candidates should demonstrate the following basic techniques for each stroke selected:  
body position, arm action, leg action,  
breathing and timing, efficiency.

Selecting and applying skills and tactics

Candidates should perform the following:

Life Saving

reaching and throwing rescues,  
entry procedures - into unknown conditions,  
rescues - using rigid and non rigid buoyant and non buoyant aids  
approaching a casualty  
strokes - side stroke, life saving kick  
towing - contact and non-contact tows using rigid and non-rigid aids,  
extended chin tow, cross chest, chin tow,  
securing and landing a casualty,  
resuscitation and aftercare.

**OR**

Survival

Candidates should perform the following:  
entry into unknown conditions,  
treading water,  
H.E.L.P (Heat Escape Lessening Posture),  
huddle position,  
swimming in clothing,  
surface dive - feet first, head first,  
underwater swimming,  
stamina swimming.

## SYNCHRONISED SWIMMING

### Learning Outcomes

Candidates will be expected to develop advanced skills and techniques and strategies in increasingly demanding situations.

Candidates will be expected to evaluate and adapt their own performance to produce consistent and effective results.

Candidates will be expected to demonstrate an understanding and practical application of the rules/laws and conventions of the activity and the roles of officials.

Candidates will be expected to demonstrate an understanding of health and safety issues and their practical application.

### Acquiring and developing skills

Candidates should demonstrate the following:

back layout, tuck position,  
front layout, front pike,  
back pike, ballet leg,  
fishtail, flamingo and bent knee vertical,  
dolphin arch, surface arch, split  
walk-over, front.

### Selecting and applying skills and compositional ideas

Candidates should perform **one** routine in appropriate competition.

Music may be used.

# Key Skills and Other Issues

11

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

### 11.1 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.

### 11.2 Key Skills Opportunities in Physical Education

The broad and multi-disciplinary nature of physical education and the maximum coursework content of this specification will provide opportunities for candidates to develop and produce evidence of their attainment in the Key Skills. The following matrices sign post the opportunities for the acquisition, development and production of evidence for Part B and each of the six Key Skill units at Level 1 and Level 2, in the teaching and learning components of this specification. The degree of opportunity in any one component will depend on centre-specific factors, including teaching strategies and level of resources available.

Opportunities are identified using the following convention:

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

### Communication Level 1

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

### Communication Level 2

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

### Application of Level Number 1

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

**Application of Number Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Physical Activities	Performance Improvement Programme	Subject Content
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		
	Physical Activities	Performance Improvement Programme	Subject Content
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		
	Physical Activities	Performance Improvement Programme	Subject Content
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		✓✓	✓

### Improving own Learning and Performance Level 1

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

### Improving own Learning and Performance Level 2

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

### Working with Others Level 1

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



**Working with Others Level 2**

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

**Problem Solving Level 1**

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

**Problem Solving Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Physical Activities	Performance Improvement Programme	Subject Content
<b>PS2.1</b> Identify problems and come up with ways of solving them	✓✓	✓✓	✓
<b>PS2.2</b> Plan and try out options	✓✓	✓✓	✓

<b>PS2.3</b> Apply given methods to check if problems have been solved and describe the results	✓✓	✓✓	✓
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**11.3 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.

**12****Spiritual, Moral, Ethical, Social, Cultural and Other Issues****12.1 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.

**12.2 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. In addition, through developing leadership skills during the physical activities (section 10) and, depending on choice, the performance improvement programme whilst adopting other roles in activity situations, candidates will be able to show recognition and understanding of their own and others' individual worth. Other roles include coach, choreographer, leader, official or organiser. This specification will help the candidate to promote their spiritual development through them gaining a sense of achievement and developing positive attitudes towards themselves.

**12.3 Moral and Ethical**

The process of participating in physical activity 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, relating this to dilemmas of moral behaviour or effects of change within society. By analysing the conduct of individuals or society as a whole, e.g. in the study of etiquette or behaviour, candidates will gain an understanding of socially accepted codes of behaviour. Candidates are encouraged to accept authority and support referees, umpires and judges (section 10).

**12.4 Social**

Participating in physical activities encourages candidates to consider the values and attitudes that prevail in society and social groups. In addition, they will need to know and understand the effects that social groupings, such as peers and family, have on performance and participation of individuals and groups. Certain physical activities are well suited to the candidates' development of an appreciation of loyalty and teamwork (section 10.4).

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**12.5 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 various different activities offered in this specification, candidates will have opportunities to experience, appreciate and relate to cultures other than their own. For example the Dance chosen as one of the physical activities could be one which originates from a culture other than the candidates' own. Candidates should consider how sport can transcend cultural boundaries (also see sections 9.2 and 10).

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**12.6 European Dimension**

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.

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 contributes to the health and environmental education aspects of the cross-curricular themes and to education for citizenship (e.g. section 9.2).

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**12.7 Environmental Issues**

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *“Environmental Responsibility: An Agenda for Further and Higher Education”* 1993 in preparing this specification and associated specimen papers.

Through the course of study of the subject content, this specification allows responsible attitudes to environmental issues to be fostered, particularly in relation to provision for, and participation in, physical activity (see section 9.2).

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**12.8 Citizenship**

This specification allows treatment of aspects of citizenship through the contribution made to candidates' moral, social and cultural development (see 12.3, 12.4 and 12.5) and through the opportunities to promote an understanding of, and responsible attitude towards, environmental issues (see 12.7).

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**12.9 Avoidance of Bias**

AQA has taken great care in the preparation of this specification and associated specimen paper to avoid bias of any kind.

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**12.10 Health and Safety**

Teaching about health and safety in physical education forms part of the teaching requirements for the breadth of study as described in 6.3 of this specification.

When working with equipment in practical activities and in different environments, including those that are unfamiliar, candidates should be taught:

- 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.

All centres and candidates must be fully aware of the recommended safety procedures as laid down by the governing body for that physical activity and as recommended by BAALPE.

Health and safety issues form an essential part of the assessment package for the physical activities.

## 12.11 ICT

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.

Candidates can use:

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

- to observe good techniques;
- to observe and analyse to improve technique and performance;
- critically evaluate their own and others performance;
- evaluate strategic contribution in team play;
- record and review performance;
- 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.

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 Performance Improvement 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

13

### Nature of the Centre-Assessed Component

There are two centre-assessed components in this specification. The assessment of the physical activities is allocated 50% of the total marks for the examination and the Performance Improvement Programme is allocated 20% of the total marks for the examination.

Candidates will be assessed in two activities selected from two of the National Curriculum Areas of Activity. Each activity is assessed in the holistic manner indicated in the criteria. It is important to note that in this component candidates are also assessed on their knowledge and understanding of risk assessment.

For the Performance Improvement Programme each candidate is required to produce a written piece of coursework that clearly meets the assessment criteria. This component has been developed from the previous AQA (NEAB) syllabus for GCSE Physical Education. The Performance Improvement Programme is designed to primarily assess the objective in section 6.2, the analysis of performance

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### Guidance on Setting the Centre-Assessed Components

#### 14.1 Physical Activities

Candidates should be assessed in two physical activities which satisfy the requirements of the specification and enable them to obtain the maximum number of marks. The physical activities need to be assessed in real contexts and not as discrete skills. The contexts in which the physical activities are assessed need to give candidates access to the full range of marks available. It is expected that the contexts used for assessment should be of appropriate demand. Whereas the assessment of the physical activities will be an integral part of the development of the skills and techniques required, the marks used for the final assessment should be indicative of a candidate's potential. In most cases this will mean that the final assessment is done at the end of an extended teaching period devoted to a physical activity or at the end of the course. It will probably be necessary to start the development of the skills involved in the physical activities in a low demand context e.g. in a 5 v 3 game situation in basketball, before the final assessment is done in a full game situation.

## 14.2 Performance Improvement Programme

The Performance Improvement Programme must be undertaken in the following contexts:

- as a choreographer;
- as a coach;
- as a leader;
- as an official;
- as an organiser;
- as a performer.

The Performance Improvement Programme should take the three sections used in the criteria as separate headings. This is common to all contexts.

The three sections are:

<b>Audit</b>	-	analysing the strengths and weaknesses of the current level of performance
<b>Planning</b>	-	researching and proposing how performance could be improved
<b>Forecast</b>	-	making a judgemental prediction of the likely outcomes of the programme

There is an emphasis placed on the analysis of performance (Section 6.2) throughout this component.

Centres are allowed to use any physical activity, with due care given to health and safety, as the basis for the Performance Improvement Programme. Assuming that the criteria can be met the activity does not need to be one included in this specification. For example, a candidate may use an exercise activity as a means of improving performance in a given game situation. The following list of titles gives a few examples only in each category.

### As a Choreographer

- Improving solo dance performance through structured observation and feedback.
- An analysis of warm-up activities and their effect on flexibility in dance.

### As a Coach

- A six session series to improve the passing ability of the year 7 netball squad.

Does the ability to throw a ball transfer to the ability to throw the javelin?

### **As a Leader**

- The impact of the captain on team performance.
- An analysis of the strengths and weaknesses of my leadership skills on the Duke of Edinburgh Award Expedition.

### **As an Official**

- The similarities and differences in my officiating of basketball and soccer activities.
- The use of video analysis to improve my officiating skills in a selected games activity.

### **As an Organiser**

- The effects of the JSLA course on my organisational skills in physical education lessons.
- A review of my Year 8 inter-form basketball tournament in rally and knockout format.

### **As a Performer**

- A study of the effects of improving my leg strength on jump shooting in basketball.
- The effects of selected flexibility exercises on my hurdling technique.
- A conditioning programme leading to performance improvement as measured by the bleep test.

For both centre-assessed components it will often be necessary for candidates to work in groups. The presented Performance Improvement Programme must be the candidates' own work. Where candidates work as a group it must be possible to identify the individual contribution of each candidate so that the requirements in the specification are met.

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## **14.3 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.

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# **15**

## **Assessment Criteria**

### **15.1 Physical Activities**

The criteria are not aimed at the outstanding performer. It is intended that the following criteria will apply across the complete ability range. It is anticipated that candidates other than the exceptional performer will attain high marks. It is essential that each candidate is assessed individually in appropriate competition. Account should be taken, as appropriate, of player specialism and positional preference.



<b>15.2</b> <b>Physical Activity</b> <b>Assessment Criteria</b>	<b>22-25</b>	The candidate is able to acquire, develop and evaluate a comprehensive range of appropriate skills and techniques consistently. They can select and apply these, in very demanding situations, in an effective manner. The candidate demonstrates a comprehensive knowledge of risk assessment and always performs in a safe manner. The candidate demonstrates a thorough understanding of the rules and conventions of the activity, where appropriate.
	<b>19-21</b>	The candidate is able to acquire, develop and evaluate a wide range of appropriate skills and techniques consistently. They can select and apply these, in increasingly demanding situations, in an effective manner. The candidate demonstrates a good knowledge of risk assessment and always performs in a safe manner. The candidate demonstrates a good understanding of the rules and conventions of the activity, where appropriate.
	<b>16-18</b>	The candidate is able to acquire, develop and evaluate a range of appropriate skills and techniques consistently. They can select and apply these in demanding situations, in an effective manner. The candidate demonstrates a sound knowledge of risk assessment and performs in a safe manner. The candidate demonstrates a sound understanding of the rules and conventions of the activity, where appropriate.
	<b>13-15</b>	The candidate is able to acquire, develop and evaluate most of the appropriate skills and techniques competently, although there is some inconsistency in the level of achievement. There is also some inconsistency in terms of the application of the skills and techniques in different situations. The candidate demonstrates a satisfactory knowledge of risk assessment and performs in a safe manner. The candidate demonstrates an understanding of most of the rules and conventions of the activity, where appropriate.
	<b>10-12</b>	The candidate is able to acquire, develop and evaluate many of the appropriate skills and techniques with reasonable competence. There are limitations in terms of their application in some situations. The candidate demonstrates reasonable knowledge of risk assessment and usually performs in a safe manner. The candidate demonstrates an understanding of many of the rules and conventions of the activity, where appropriate.
	<b>7-9</b>	The candidate is able to acquire, develop and evaluate some of the appropriate skills and techniques at a basic level of competence. There is some evidence of the application of the skills and techniques in some situations. The candidate demonstrates some knowledge of risk assessment. There is some understanding of safe practice. The candidate has some understanding of the rules and conventions of the activity, where appropriate.

- 4-6 The candidate is able to acquire, develop and evaluate a limited number of appropriate skills and techniques at a low level of competence. There is limited evidence of the application of the skills and techniques in a limited number of situations. The candidate demonstrates limited knowledge of risk assessment. There is a limited understanding of safe practice. The candidate has limited understanding of the rules and conventions of the activity.
- 1-3 The candidate is able to acquire, develop and evaluate a few of the appropriate skills and techniques at a very low level of competence. There is a little evidence of the application of the skills and techniques in a few situations. The candidate demonstrates a little knowledge of risk assessment. There is a little understanding of safe practice. The candidate has a little understanding of the rules and conventions of the activity.

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**15.3 Performance Improvement Programme**

The Performance Improvement Programme should be assessed under the following headings:

- |       |          |            |
|-------|----------|------------|
| (i)   | Audit    | (12 marks) |
| (ii)  | Planning | (12 marks) |
| (iii) | Forecast | (6 marks)  |

A further 3 marks may be allocated for Quality of Written Communication.

The Performance Improvement Programme should be assessed using the detailed criteria in Section 15.4.

Centres are required to annotate each Performance Improvement Programme to show how the marks have been awarded in relation to the marking criteria.

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**15.4 Performance Improvement Programme Assessment Criteria**      **10-12**

**Audit**

The candidate makes a well-informed choice of the role they will undertake and the aspect they will focus upon. A comprehensive audit provides a clear analysis of strengths and weaknesses. It is supported by very detailed (accurate/clear/organised) observations/recording/evidence.

- 7-9 The candidate makes an informed choice of the role they will undertake and the aspect they will focus upon. A wide-ranging audit provides an analysis of strengths and weaknesses. It is supported by detailed observations/recording/evidence.
- 4-6 The candidate makes a choice of the role they will undertake and the aspect they will focus upon. A narrow audit provides some analysis of strengths and weaknesses. It is supported by some observations/recording/evidence.

- 1-3 The candidate makes a choice of the role they will undertake and the aspect they will focus upon. A very narrow audit provides a comment on strengths and weaknesses. There is a limited attempt to record observations.

### **Planning**

- 10-12 Following extensive research the candidate clearly states the aim of the programme, showing a real sense of purpose and understanding. A well-structured and very detailed plan, which uses a comprehensive range of appropriate strategies, is offered.

- 7-9 Following significant/thorough research the candidate clearly states the aim of the programme. A structured and detailed plan, which uses a wide range of appropriate strategies, is offered.

- 4-6 Following some research the candidate briefly states the aim of the programme. A basic plan, with some structure and using a limited range of strategies, is offered.

- 1-3 With little or no evidence of research the candidate makes little or no attempt to state the aim of the programme. A brief plan, which has little structure and uses a limited number of strategies, is offered.

### **6 Forecast**

The candidate has clearly understood the aim of a performance improvement programme. The forecast demonstrates the skills that would be needed to implement the plan/programme effectively, and clearly predicts/outlines potential pitfalls. The candidate acknowledges/recognises alternative strategies.

- 4-5 The candidate has understood the aim of a performance improvement programme. The forecast demonstrates the skills that would be needed to implement the plan/programme, and predicts/outlines some potential pitfalls. The candidate acknowledges/recognises an alternative strategy.

- 2-3 The candidate has understood to some extent the aim of a performance improvement programme. The forecast is limited in demonstrating the skills that would be needed to implement the plan/programme, and also in predicting/outlining any potential pitfalls. There is no evidence of an alternative to the approach offered.

- 1 The candidate is very limited in demonstrating how performance can be improved. The candidate is able to offer only a limited/brief plan/programme. There is little or no estimation of outcomes.

15.5 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.

## 16

## Supervision and Authentication

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- 16.1 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 candidates are assessed outside the centre the responsibility for the awarding of marks according to the criteria rests solely with the centre.
- 
- 16.2 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.
- 
- 16.3 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.
- 
- 16.4 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.

## Standardisation

### 17.1 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.

After the first year, attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

### 17.2 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.

## 18

## Administrative Procedures

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- 18.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in section 15. The marks and supporting information must be recorded in accordance with the instructions in section 14 and Appendix B. 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 numbers is required, so that a moderator can be allocated to a centre.
- 
- 18.2 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.
- 
- 18.3 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.
- 
- 18.4 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 20.5.)

## Moderation

### 19.1 Moderation Procedures

Moderation of Physical Activities is by the visit of a moderator appointed by AQA. At least two activities are marked independently, and at the same time, by the moderator and the centre.

Moderation of the Performance Improvement Programme is by inspection of a sample of candidates' work, sent by post from the centre to the same moderator who is appointed for both components. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the marking of the practical activities and the re-marking of the sample Performance Improvement Programme, 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 Performance Improvement Programme of other candidates. In order to meet this possible request, centres must have available the Performance Improvement Programme 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.

### 19.2 Post-Moderation Procedures

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

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

20

### Grading, Shelf-Life and Re-Sits

20.1 Qualification Titles	The qualification based on this specification has the following title: AQA GCSE in Physical Education: Short Course
20.2 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.
20.3 Re-Sits	Individual components may not be retaken. The whole qualification may be retaken and coursework component marks may be carried forward once in a period of 12 months after the initial submission.
20.4 Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
20.5 Carrying Forward of Centre-Assessed Marks	Candidates repeating the examination may carry forward their moderated coursework marks. These have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
20.6 Awarding and Reporting	This specification complies with the grading, awarding and certification requirements of the GCSE, GCSE in Vocational Subjects, GCE, VCE, GNVQ and AEA Code of Practice 2006/7 and will be revised in the light of any subsequent changes for future years.

## Appendices

### A

## Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by 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 overall. It might conceal weakness in one aspect of the assessment that is balanced by a better performance 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 and identify principles of practice to improve performance. 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 refinement, 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 performances 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

GCSE

GCE

GNVQ

FSMQ

Key Skills

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](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 B 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.