

**Edexcel GCSE in
Physical Education – 1827
Physical Education (Short Course) – 3827**

First examination 2004

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Practical Assessment

Introduction

The Coursework Guide covers both the GCSE Full Course and the GCSE Short Course in Physical Education. It is designed to help teachers with the assessment of Paper 2 (Practical Skills) which accounts for 60% of the total marks.

This guide has been expanded to include all documentation and criteria relevant to the assessment activities for the Edexcel GCSE Physical Education full and short courses. As such it provides the definitive working documentation to support all aspects of assessment. Centres and practising teachers undertaking the assessment procedures should make themselves fully conversant with the contents and refer to the guide if they have any queries relating to the assessment process.

Activities for practical assessment

Candidates will be assessed on their selected activities during the course and in a Final Practical Assessment. Candidates will also be required to demonstrate their ability to analyse performance in one of their chosen activities.

GCSE Physical Education

Candidates must offer **four** activities from at least two different activity groups.

GCSE Physical Education (Short Course)

Candidates must offer **two** activities from different activity groups

To fulfil specific requirements of the different national orders:

Candidates in Wales must offer four activities and these may be from any area of activity taken from the National Curriculum Order for Wales.

Candidates in England must offer at least two activities from different areas of activity taken from the National Curriculum Order for England

NB: Not all candidates from a centre need to offer the same activities or follow the same specification.

The practical assessment will be carried out by the teacher. The Teacher-Examiner in the centre must make two assessments of the ability of each candidate in each of the activities selected.

The assessments will take place as follows:

(a) assessment over the duration of the course

(b) a Final Practical Assessment -

taking place during the final months of the course, between March and mid-May in the year of the examination.

Both assessments will be marked by the Teacher-Examiner and the final assessment marks moderated by a Visiting Moderator or by video evidence.

The criteria for meeting local needs

The rationale for the inclusion of activities is based upon the need to support centres in the delivery of the National Curriculum. Consequently, Edexcel will only consider accepting additional activities to those that are already stated in the specification **if the activity is available to all candidates on their GCSE programme and is delivered within their curriculum programme.**

A major feature of the design of this specification is that it should enable candidates to apply their developing knowledge and understanding to their personal training with a desired outcome being a resultant improvement in performance. **Activities that do not have a physiological basis for training will therefore not be acceptable.** Target activities such as Darts and recreative table activities such as Pool, Billiards and Snooker are therefore excluded.

Similarly activities must have a national governing body which is recognised by the CCPR and Sport England and have a structure **that allows for the assessment of the activity in line with existing procedures.** This precludes certain adventurous activities such as Hang Gliding. Furthermore, it is essential that **an outcome of the competitive activity must not be to seek to injure opponents through attacking moves.** This precludes Boxing, Kick Boxing and certain Martial Arts. Finally the activities of Karting and Scrambling and other **forms of motorised activity have been deemed inappropriate.**

Centres wishing to submit activities that are not listed in the published Coursework Guide must submit to Edexcel a full activity specification design (in the format of the published activities) along with a full and appropriate assessment criteria. The criteria must be applicable to male and female candidates alike.

The final date for the acceptance of proposed details for any further additional activities will be 30th October in the academic year of the examination series.

All activities submitted will be required to comply with all appropriate recommendations related to the safety of students as recognised by BAALPE and Edexcel reserves the right to amend, modify or refuse a submission.

Candidates with physical disabilities

The specification is accessible to candidates with disabilities who are in mainstream education. Centres who intend to enter candidates with physical disabilities should refer to the guidelines on page 14 and Appendix B: *The Assessment of Candidates with Physical Disabilities* as well as consulting their centre's examinations officer about the special arrangements procedure.

Planning and preparation

There are many factors to be taken into account when planning the assessment of coursework and/or the final assessment. These include facilities, timetable constraints, practical examinations in other subjects, number of candidates and activities to be assessed, time, staff required and the weather. All centres must:

- allocate sufficient time and resources to enable the assessment to take place in realistic conditions
- make assessments of each candidate's ability in each of his/her chosen activities and record the marks accurately.

Timing

The timing of sessions will be dependent on many factors including facilities available, number of candidates and activities being assessed, time required for change-over between activities, staff availability and the weather. Edexcel makes no recommendation as to the minimum or maximum allocation for the assessment of either the coursework or the Final Practical Assessment. Centres must devise programmes of study, which cover the required elements of the specification, and construct a timetable for all of their chosen activities. The timetable for the Final Practical Assessment must be planned to enable the Teacher-Examiner to assess all candidates accurately. The timetable must also conform to the requirements of the Visiting Moderator as outlined in *The Instructions for the Conduct of the Examination and Coursework* which is sent to centres during the Spring Term of the examination year. An example of an appropriate timetable is included in Appendix G. If climatic conditions are unfavourable, it may be more appropriate to carry out the assessment indoors, adjusting sessions and activities accordingly.

Administration

Full details of the requirements and necessary documentation are provided in the Instructions for the Conduct of the Examination, which is included in the GCSE Physical Education specification. Teacher-Examiners should also refer to the *Step by Step Guide to Successful Assessment* on Page 137

Paper 2: Practical Activities and Analysis of Performance

Physical Education Activity Groups

Games activities		Gymnastic activities	Dance activities
Football Basketball or Korfbal Hockey Lacrosse Netball or Korfbal Rugby League or Rugby Union Gaelic Football Hurling or Camogie Water Polo Badminton Squash Table Tennis Lawn Tennis Volleyball Cricket Rounders or Softball or Baseball (English or Welsh)		Synchronised Swimming Horse Riding Trampoline Gymnastics All candidates must offer: agilities and vaulting plus A sequence for one of: <ul style="list-style-type: none"> • floor • bars/rings/pommel horse • beam • educational gymnastics • rhythmic (one of clubs/ball/rope/ribbon/hoop) 	Candidates must demonstrate the ability to perform one dance , through a solo, duet or group performance. Dance may only be offered as one practical activity. Each piece performed should last between two and four minutes . Candidates may choose to include work from the following dance styles for assessment purposes: Modern/Contemporary Ballet/ Tap/Jazz/Folk/Traditional/Ethnic
Athletic activities			Adventurous activities
Rowing Weightlifting Golf Archery Athletics: three events from at least two columns		Exercise activities	Sailing Canoeing or Kayaking Climbing Trekking or Orienteering Skiing or Snowboarding Boardsailing Personal Survival or Lifesaving
		Fitness Training (Circuit Training/ Aerobics/ Continuous Training and/or Weight-training) Judo or Karate	
Running	Jumping	Throwing	Swimming activities
Sprinting Middle distance Long distance Hurdles Relay Steeplechase	High jump Long jump Pole vault Triple jump	Discus Shot Javelin Hammer	Swimming Strokes

Centres should also refer to the Criteria for Meeting Local Needs for any other activity they may wish to consider offering.

Specification Requirements

GCSE Physical Education	Candidates offer for assessment four activities from at least two different Activity Groups.
GCSE Physical Education (Short Course)	Candidates offer for assessment two activities from different Activity Groups
Analysis of Performance	Analysis in one of the selected practical activities

Special Notes

To fulfil the specific requirements of the different national orders:

Candidates in Wales must offer four activities and these may be from any area of activity taken from the National Curriculum Order for Wales.

Candidates in England must offer at least two activities from different areas of activity taken from the National Curriculum Order for England.

Candidates cannot offer both:

Rugby Union and Rugby League

Karate and Judo

Personal Survival and Lifesaving

Skiing and Snowboarding

Trekking and Orienteering

Hurling and Camogie

Basketball and Korfbal; Netball and Korfbal

and may only offer one from: Rounders, Baseball and Softball.

Candidates may only offer three of the following:

Swimming (strokes), Synchronised Swimming, Water Polo, Lifesaving or Personal Survival.

Centres should also refer to the Meeting Local Needs criteria for any other activity they may wish to consider offering

Not all candidates from a centre need to offer the same activities.

Assessment during the course

This will be a class-based assessment made by the teacher at the end of the period when an activity is taught as part of the course. For each school, the organisation of the course will differ and will depend on the curriculum, facilities available, staffing and teaching methods. It could be organised as follows:

- i. one or more activities (which will not be repeated) in each term of the course
- ii. a number of activities per term, repeated as appropriate in the second year of the course.

Before the Final Practical Assessment, the teacher must award and record the marks for the assessment in each of the practical activities (out of 10) offered by each candidate, together with a mark out of 20 for Analysis of Performance assessed in ONE of the candidate's chosen practical activities.

During the course, centres may wish to make copies of the PE34 and PE34AP mark sheets to record marks. If the number of candidates is large it may be preferable to develop a separate sheet for each activity. Whatever method is used, a complete and legible copy of the marks must be recorded on the official PE34 and PE34AP mark sheets before the moderator's visit and the bottom copies sent to him/her in advance.

An excel spreadsheet of these forms is available on the Edexcel website

Final practical assessment

This will take place during the final months of the course, between March and mid-May in the year of the examination. A Visiting Moderator will be present on one occasion when a range of activities must be seen, in order to moderate and standardise the assessment between centres. Centres must devise a timetable for the assessment of all candidates and this must be submitted to the Moderator **outlining when all activities are to be assessed**. An example of an appropriate centre timetable is given in Appendix G.

Centres with a low candidate entry will be required to provide video evidence in support of their final practical assessment. (Refer to Appendix D.)

All candidates must be assessed by the Teacher-Examiner in **all** of their chosen activities. The Visiting Moderator will observe a sample of these activities (a required minimum of four activities) to make appropriate judgements about the level of marking within the centre. This may lead to a recommendation that marks awarded by the Teacher-Examiner be adjusted in the interest of standardisation between centres.

The Visiting Moderator will make the initial contact with the centre. Whilst every effort will be made to accommodate centres' preferences and requirements, Edexcel cannot under any circumstances guarantee the availability of Visiting Moderators on specific dates.

For the Final Practical Assessment the Teacher-Examiner(s) in each centre will devise a programme of activities to be assessed to permit all candidates to demonstrate their abilities in their chosen activities. It is likely that activities will run concurrently and **considerable effort will need to be devoted to the organisation of this component of the examination**. The Visiting Moderator will assess a range of candidates across a range of activities within the final assessment programme.

The assessment of each candidate in each activity will focus on the specific context for the activity group as defined in the specification. For example, in team games, candidates will be assessed on:

- (a) skills and techniques demonstrated in differential drills and structured practices (ie 1 v 1, 1 v 2 situations)
- (b) skills and the use of tactics in a structured game.

In devising sessions for assessment purposes, Teacher-Examiners will be guided by the requirements of the specification for each activity, but the session must be constructed in such a way that the required skills and techniques can be observed and marked. The standard of performance of individual candidates will determine the final mark to be recorded by the Teacher-Examiner, subject to any adjustment recommended by the moderator.

The following points must be adhered to when preparing for the Final Practical Assessment:

- **at least seven days before the practical examination:**

A copy of the PE34 and PE34AP mark sheets, showing the marks for the assessment during the course achieved by each candidate must be sent to the Visiting Moderator. The forms must show the candidates' names, numbers (including on the day practical numbers) and the marks awarded for each activity undertaken along with the one mark awarded for Analysis of Performance

- the appropriate number of **large, clear** practical numbers for use on blouses/**shirts (back and front)** should be prepared. These need to be firmly attached to clothing and clearly visible
- availability of equipment and facilities should be checked and any travel arrangements to adjacent sites/sports centres made
- where there are large numbers of candidates, sufficient staff should be available to facilitate the smooth running of the session. Activity groups should be split to allow candidates every opportunity to demonstrate their abilities. Groups must contain a range of candidate abilities
- if it is necessary to use non-GCSE candidates to make up numbers, eg in team games, or to provide suitable partners, centres must ensure that the necessary arrangements have been made. Delays will cause considerable difficulties to Visiting Moderators (who may have other commitments).

The Visiting Moderator will attend on the pre-arranged date for all or part of the assessment depending on the number of candidates/activities and will observe as many candidates/activities as possible within the time available.

Moderators will mark the performance of candidates independently. At the end of each activity observed, they will request the marks awarded by the Teacher-Examiner for those candidates selected for assessment purposes. These marks will be used to inform any decisions taken to adjust the centre's assessment in the interest of standardisation.

Moderators will also observe the Teacher-Examiner undertaking an Analysis of Performance. This is a sample moderation of the coursework and centres will be seeking to allow candidates to show their level of knowledge commensurate with the coursework mark they have been awarded. **Candidates who have completed a PEP will be required to show and discuss these with the moderator.**

Further details, relating to the administration and organisation of the assessment processes are given in the *Step by Step Guide to Successful Assessment* on 137.

Physical Education 1827 (Full Course)

Each practical activity in the course assessment and the Final Practical Assessment is to be marked on a scale of 0-10, giving a maximum mark of 40 for course assessment (2A) and a maximum mark of 40 for the Final Practical Assessment (2C).

The Analysis of Performance (2B) will be given a mark out of 20 and this, when added to the combined percentage mark for practical skills, will give the total percentage mark for Paper 2:

Paper 2: Practical Skills			Total % Mark
Course Assessment (2A)	4 Activities	4 x 10 = 40	25%
Analysis of Performance (2B)	1 Activity	1 x 20 = 20	10%
Final Practical Assessment (2C)	4 Activities	4 x 10 = 40	25%
Total for Paper 2 (% of overall final mark)			60%

Physical Education 1827 (Short Course)

Each practical activity in the course assessment and in the Final Practical Assessment (2A) is to be marked on a scale of 0-10 giving a maximum mark of 20 for course assessment and a maximum mark of 20 for the Final Practical Assessment (2C).

The Analysis of Performance (2B) will be given a mark out of 20 and this mark, when added to the combined percentage mark for practical skills, will give the total percentage mark for Paper 2:

Paper 2: Practical Skills			Total % Mark
Course Assessment (2A)	2 Activities	2 x 10 = 20	25%
Analysis of Performance (2B)	1 Activity	1 x 20 = 20	10%
Final Practical Assessment (2C)	2 Activities	2 x 10 = 20	25%
Total % Marks for Paper 2			60%

Safety

The rules governing each sport change rapidly in the modern world. It is virtually impossible for documentation to keep pace with the changes made in the various activities included in the specification. Many of the rules involve the safety of participants, which is of particular concern in activities such as athletics, gymnastics, trampolining and outdoor and adventurous activities. Should any conflict between the specification and safety regulations be discovered, the demands of safe practice should always be given first priority. Teacher-Examiners should adhere to the advice given in the book *Safe Practice in Physical Education*, published by the British Association of Advisers and Lecturers in Physical Education (BAALPE). Visiting Moderators who encounter situations, which present a serious threat to safety, will report them to the Assessment Leader who may inform the Head of Centre.

Ultimately the safety of candidates is the sole responsibility of the centre. Furthermore it is recommended that centres make every effort to ensure that candidates are fit for the activities they undertake.

Absence of candidates

Candidates who are absent from one of the practical activities will receive a mark of zero for that activity. Candidates absent from all activities should always be marked absent (normally X) on all mark sheets.

Centres should refer to Appendix H: *Step by Step Guide to Form Filling*.

Estimated marks should not be entered on mark sheets. Where candidates have received a mark of zero due to absence, the candidates' marks should be totalled. An application for special consideration may be made to Edexcel in cases of acceptable absence.

Where candidates are absent from one or more of the practical activities for reasons of illness or injury, they may be eligible for Special Consideration. The centre Examinations Officer will hold copies of the appropriate Special Consideration forms, which must be completed if candidates are to be awarded a grade. These should be despatched to the Edexcel Special Requirements department as soon as possible after the examination. They should not be given to the Visiting Moderator.

When forwarding special consideration forms, please attach as much evidence as possible. In particular, estimated grades of all activities not completed and mock exam results for missed written papers should be included. For candidates who miss elements of the examination due to non-medical reasons, an accompanying letter giving full details should be provided.

Family holidays are not appropriate grounds for special consideration.

Internal standardisation

Inevitably, staff will be more conversant with some activities than others. Few centres will have specialists available in all the activities offered and efforts should therefore be made to standardise marking across all activities. **It is the centre's responsibility to standardise marking across all staff; this is a requirement of the Mandatory Code of Practice for GCSE in all subjects (para 81) and centres who fail to comply will be notified on the official U9 Evaluation Form.**

Edexcel will arrange a programme of local support meetings, which will focus on the assessment of practical activities. These will provide the basis for on-going internal standardisation for centres. It is recommended that centres send at least one member of staff to a local support meeting to enable regular updating of administrative and other specific Edexcel requirements.

Analysis of Performance criteria

Introduction

The Analysis of Performance provides a link between the application of skills in the context of the practical activity and the appreciation of the factors affecting participation and performance, which lead to an improvement in performance.

By design the Analysis of Performance is best delivered through an integrated approach. Candidates need to develop the skills of analysis and evaluation to enable them to apply informed knowledge to support their decision making. Their experiences in practical activities will provide the basis for such decisions and therefore the assessment is structured to support the decision making process required of the 'reflective performer'. The candidate will also need to utilise the knowledge and experience gained from undertaking a Personal Exercise Programme to support the decision making process required to provide improvements in performance.

Candidates will initially need to develop knowledge of the rules and regulations of an activity and in particular an appreciation of the role that specific rules have. Candidates will also need to develop the observational and analytical skills necessary to acquire information and therefore provide data to undertake an informal evaluation of a performance. Candidates should develop a range of recording skills in respect of data collection, whilst differing forms of analysis will enable candidates to apply a comparative data analysis as well.

Evaluation of a performance will require candidates to recognise the relative strengths and weaknesses of the performance in the context of the activity. This evaluation will necessitate candidates interpreting the information gained against their knowledge of the perfect model in order to identify areas for improvement.

Subsequently, for improvements in performance to be realised, candidates will need to be able to apply their knowledge of tactics, training procedures and principles, and related practices to develop strategies to support the improved performance. Candidates will also have gained information from undertaking a Personal Exercise Programme.

Finally, candidates will need to understand the formal and informal leadership processes which are required to affect performance. By experiencing a range of roles, candidates will develop an appreciation of their influence upon the performer.

Assessment of the Analysis of Performance

The mark for the Analysis of Performance is given for the candidate's work on a chosen activity. The Analysis of Performance may be assessed through discussion with the candidate about the practical activities, both during and after activity sessions, as well as through a range of activities giving practical evidence of the candidate's skill. Centres will integrate their chosen assessment of the Analysis of Performance into their own teaching methodologies and combine these with individual institutional requirements.

The following guidelines may help centres to enable students to become familiar with ways of analysing their achievements:

A systematic approach to observations will necessitate teachers guiding candidates on how to:

- break down complex movements into simple parts
- separate the effective parts of the technique from the less effective
- concentrate on the parts of the technique that are at the root of any problem.
- gain understanding on each of the assessment elements.

In order to observe and analyse a performance effectively, it is necessary for the candidate to:

- know the techniques and their applications within a sport or activity
- use different methods of data collection
- know how the body moves and the factors that govern its movement
- know how equipment works.
- continuously apply techniques throughout the course.

Teachers should develop candidates' Analysis of Performance skills over a range of activities throughout the course. The candidate's mark, however, will come from his/her analysis in ONE activity selected by the candidate from his/her own practical activities.

Moderation of the Analysis of Performance

On the day of moderation a sample of candidates will be required to demonstrate their Analysis of Performance in discussion with their teacher and moderator. This will take the form of a verbal interaction but candidates should be prepared to display and discuss coursework material that they may have developed and used. Moderators will be required to review discuss any PEPs that have been produced by the candidates.

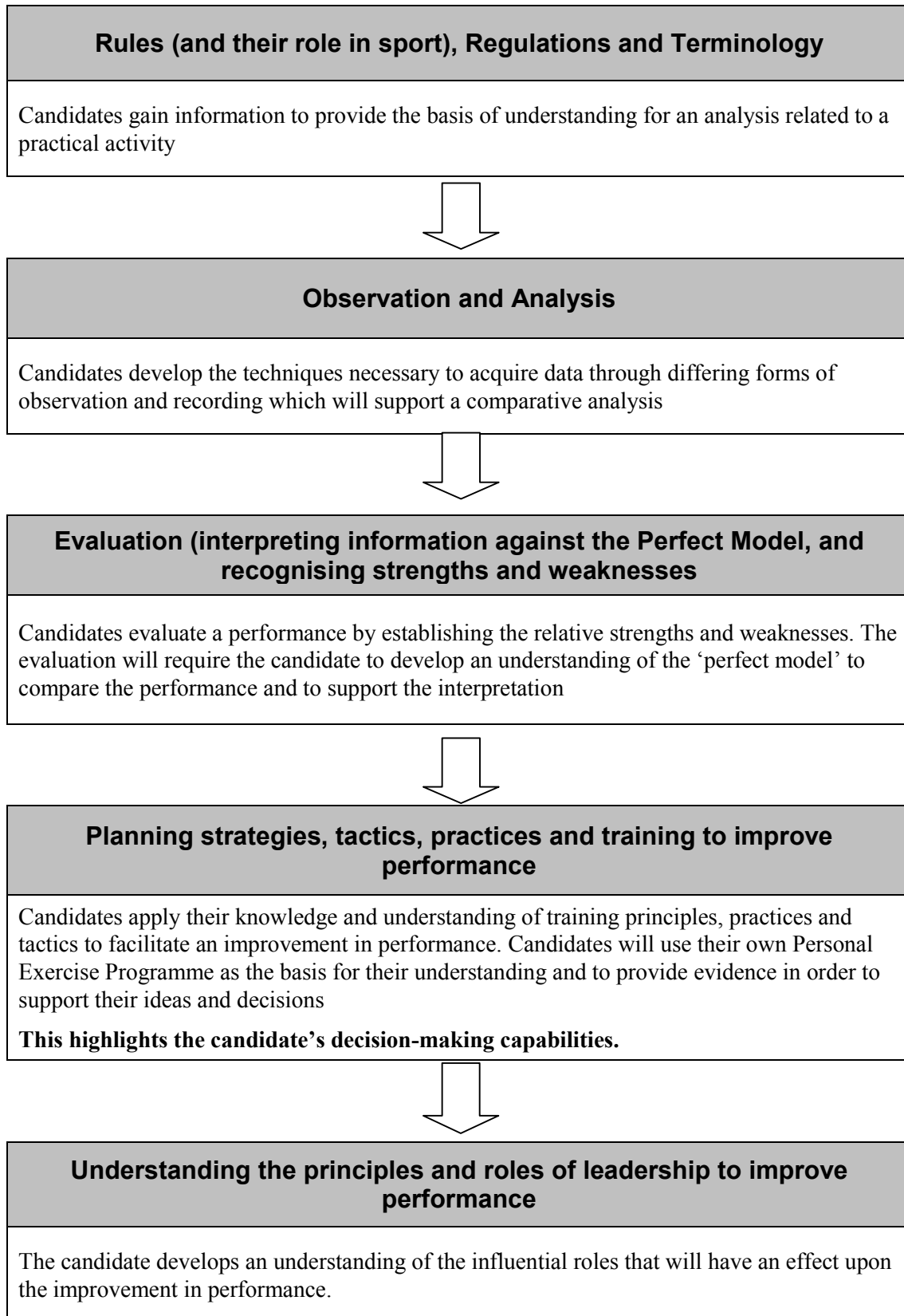
The Analysis of Performance is an integral component of the candidates' coursework. The moderation of a sample of candidates by the Visiting Moderator will:

- ensure that a centre is awarding coursework marks accurately
- provide support and feedback for the process of Analysis of Performance.

Consequently Teacher-Examiners are required during the moderation visit to undertake a short analysis session with a sample of candidates. The Teacher-Examiner must focus specifically on **enabling the candidate to demonstrate knowledge and understanding in all five areas** to justify the coursework mark awarded.

Teacher-Examiners will be required to offer a mark for the candidate's performance. This will provide evidence that the marking process is being applied in accordance with the criteria. However the candidate's mark will not be the 'on the day' assessment. Coursework marks will only be adjusted if candidates do not clearly demonstrate the level of knowledge or understanding suggested or if Teacher-Examiners are marking inappropriately.

The Analysis of Performance Process Model



Analysis of Performance Process Matrix

Criteria	1	2	3	4
Rules (and their role in sport), regulations and terminology	They show some knowledge of basic rules and regulations and their roles in sport and make use of simple terminology appropriate to the activity.	They demonstrate a sound knowledge, but may falter on the more complex rules/regulations of the activity. They will have an understanding of the basic terminology but falter on the more technical aspects.	They show a clear knowledge of the rules and regulations of competition. They use correct terminology but may need some prompting from the teacher/moderator.	They demonstrate a clear understanding of the rules and regulations of competition and can apply them as player/coach/referee/judge. They show a clear understanding of the correct technical terms appropriate for the activity at this level.
Observation and analysis	They may be able to describe what they have seen but cannot analyse the performance.	They make a sound observation and are able to analyse simple but not technical aspects of techniques, movements, tactics or strategies.	They can make a detailed observation and analyse a performance making use of a variety of techniques applicable to the activity.	They can observe and analyse a performance accurately and link a detailed analysis of all the aspects into a comprehensive feedback.
Evaluation (interpreting information against the Perfect Model), and recognising strengths and weaknesses	They can identify and evaluate only the very basic strengths/weaknesses in a performance.	The candidate can evaluate performances and compare one with another, indicating strengths and weaknesses. They may need help/prompting from the teacher/moderator when interpreting against the Perfect Model.	They can make a good assessment of the strengths and limitations of performances for a variety of situations/skills/movements. They can evaluate and give a good explanation against the perfect model.	They evaluate both the strengths and weaknesses of their own and others performance accurately against the Perfect Model. They can provide a detailed evaluation that will link all the aspects of the analysis into a comprehensive and detailed feedback.
Planning strategies, tactics, practices and training to improve performance: making use of their 6 week Personal Exercise Programme (PEP)	With some direction they can suggest some simple training ideas and practices to improve skill and/or team performance but with little or no evidence from their own PEP . They show little or no understanding of basic strategies and/or tactics.	They can suggest simple training and practices to improve basic skills to improve performance with some basic evidence from their own PEP to support this . With guidance they can plan simple strategies and explain basic tactics.	They make sound suggestions to improve both fitness and performance using evidence from their PEP to support this . They can plan strategies and tactics to a higher level.	They have a good knowledge and ideas for practices and training methods to improve performance and will show ample evidence of a well designed PEP to highlight their own personal improvements . They can plan complex strategies and explain advanced tactics to improve individual or team performance.
Understanding the principles and roles of leadership to improve performance	They show little understanding of the principles, roles or the effect that different aspects of leadership can have on performance.	They display some understanding that different roles and aspects of leadership can have an influence on performance in a variety of ways.	They display a wider and deeper understanding of the importance of different leadership roles and styles that can be successful in improving performance.	They show a deep understanding of the different leadership roles and can explain clearly the effects of leadership on performance. They display a high level of understanding of different leadership strategies for both informal and formal positions of responsibility.

Practical assessment guidelines

The following tables are guidelines to provide a framework for centre moderation and visiting moderation assessment.

In applying the criteria the following principles need to be adhered to:

- the rank order needs to be developed by centres and applied across the matrix
- **the basis for all assessment will be the candidate's technique, which underpins the skill and the effectiveness with which these skills are applied into structured and full game situations**
- in individual activities the overall assessment will be based upon the cumulative principle reflecting the degree of difficulty of the movement and the effectiveness with which the individual ability is applied to the context of the activity
- in assessing skilled performance, **due consideration must be afforded to gender differentials**. Whilst the assessment of technique will remain the same, the effectiveness of the performance must be assessed in a 'like v like' situation where innate strength will not create a differential.

Assessing candidates with positional skills within the criteria

Candidates who specialise in playing positions involving particular individual skills need to be assessed in these skills alongside the general criteria stated in the practical assessment guidelines. Candidates should cover all aspects of the specification within the coursework but the drills and practices used for assessment purposes may be adapted to enable the individuals to demonstrate their positional skills (eg prop forwards in rugby, goalkeepers in association football, wicket-keepers in cricket.) This should be the basis for the mark awarded.

Assessing candidates with physical disabilities

The assessment of candidates with physical disabilities will require centres to apply necessary amendments and adaptations to the practical activities to ensure that the individual candidate is neither advantaged nor disadvantaged due to his/her specific disability within the assessment.

Candidates with physical disabilities must fulfil the rubric of the examination and cover the required elements of the specification. However, where centres assess candidates who have amended techniques due to the nature of their impairment, eg catching, passing and kicking for amputees, it must be maintained that the technique underpins the actual skill and it is the skill that is assessed. With regard to the overall assessment, as with all candidates, the process must be in a 'like for like' situation. Often candidates with physical disabilities have developed extremely effective techniques, which are very skilful, although their performance may not be as effective in a normal competitive situation. Full details are to be found in Appendix B.

Assessing candidates in off-site activities

Candidates will need to be assessed in the same way as on-site activities, ie attain a coursework mark and a final ‘on the day’ practical assessment grade.

However, the coursework mark can be achieved away from the centre and in conjunction with an outside body. A coursework mark may be awarded by an individual’s coach/trainer etc following liaison with the Teacher-Examiner and based upon the practical assessment criteria. The Teacher-Examiner will have to authenticate the mark awarded and sign for this to verify the overall process.

Under no circumstances may any relative of the candidate be involved in the assessment of the candidate.

Centres must appreciate that the organisation of the assessment is a major commitment and places specific demands upon the Teacher-Examiner. The decision to enter candidates for activities is therefore solely the responsibility of the Teacher-Examiner and as such the Teacher-Examiner must be fully aware of the requirements of the assessment.

Centres delivering off-site activities as part of their curriculum programme must ensure that all Teacher-Examiners have up to date and appropriate qualifications for the specific activity.

The Final Practical Assessment will be a pre-arranged session. The Teacher-Examiner needs to be in attendance in order to verify the performance mark. Video evidence will be required along with any other form of evidence (eg golf score cards) that will support the mark awarded. The final mark can again be awarded by an outside coach, following consultation with the Teacher-Examiner.

It is essential that centres contact outside coaches/trainers etc well in advance of the submission of coursework marks to moderators. Where video evidence is required to support the Final Practical Assessment similar arrangements must be made well in advance of the final performance.

Provision of video evidence is the clear responsibility of the centre. Family videos are not acceptable and any video evidence provided in conjunction with outside clubs or organisations must be authenticated by the centre.

Centres may wish to introduce a Parental Consent Form to support the production of video evidence.

Under no circumstances should arrangements be left to the individual candidate.

For full details and the appropriate recording forms please see Appendix C.

Provision of video evidence

Video evidence ensures that the moderation programme conforms to the rigours of the assessment procedure. **For any activity that is assessed outside the timetable of activities available for the Visiting Moderator, video evidence will be required.** The video evidence must show a sample range of candidates and illustrate the skills necessary to support the marks awarded. Full details of the video evidence requirements are available in Appendix D.

It is strongly recommended that centres request parental consent prior to undertaking any video recording. This applies particularly for candidates performing dance, trampolining and swimming.

Assessment of games activities

Generic principles

In order to develop common principles across the differing games activities the following generic principles should be considered when assessing performance:

- specific advanced skills will reflect a given level of activity. Some skills are highlighted in the criteria to illustrate this
- high levels of ability will be shown by a candidate performing with ease and efficiency within the movement
- very high levels of ability will be reflected by candidates applying high levels of skill within a pressurised situation and adjusting accordingly, eg basketball players using both hands to dribble or by passing the ball between their legs to change direction and relieve pressure in a 1 v 1 situation
- candidates with no movement and very poor levels of control in isolation will be in the 1-2 band
- candidates who show little movement or game play sense will be in a 3-4 band
- candidates in the 7-8 range will demonstrate a good tactical awareness
- candidates in the 9-10 range will show anticipation and deception in performing skills
- candidates should be able to attain grades 7-8 by following the course offered within the centre's timetable. Candidates achieving the 9-10 band will usually have furthered their playing ability through out-of-school clubs and teams. They will be performing to a high standard and often be capable of higher representative honours.

The assessment of activities must be structured to allow the individual skills and techniques to be applied in the context of the activity. Practices, plays and drills should be differential thereby enabling the candidate to be suitably challenged in his/her application of the skill.

Association Football

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Control: pressurised situations: use of chest, thigh, feet and head.

Passing:

short pass: including use of both feet; use of the inside and the outside of the foot

long pass (along the ground, lofted pass): skills to include use of both feet, outside of the foot and the chip pass

body pass: use of head and chest.

All candidates should show an accuracy of pass as well as the ability to 'weight the pass'.

Shooting: power shots (short and long range); shots with inside and outside of foot (swerving shots); first time shots (volleys and half volleys); heading; shooting on the move; penalty kicks and direct free kicks.

Tackling: block tackle; side tackle; sliding tackle.

Dribbling: close control; use of either foot; feints; changes of pace and direction.

Heading: defensive and attacking; for distance and for accuracy.

Jockeying: pressurising and attacking; closing down a player.

Goalkeeping skills: throwing for distance and accuracy, punching, palming, handling of shots and crosses – to include pressurised situations; kicking dead ball and clearance; narrowing the angle and diving saves.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Wall pass; pass and go; one touch play.

Dribbling past an opponent – both sides, feints, close control.

Pressurised practices and games eg 3 v 3 or 4 v 4 illustrating spatial awareness; timing – when to run/pass; judgement – where to run, which pass.

Positional sense; support; weighting the pass.

Tactics

Attack: depth, width and penetration in attack; use of space and timing; mobility; support play; positional sense. Movements of the ball.

Defence: close marking; lateral running; covering; depth, width and concentration in defence; delay in defence; man to man and zonal marking.

Set pieces: direct and indirect free kicks.

Corner kicks.

Throw-in and goalkeeper's kicks.

Systems of play.

Laws of the game and their application, including refereeing signals.

Mark Band	Games Activity - Association Football
9 – 10	<p>Able to demonstrate all types of pass with accuracy and good timing and correct pace. Can pass accurately while on the move, with both inside and outside of the foot. Shows high level of balance and ball control when dribbling past an opponent. Able to ‘wrong foot’ opponent using feint to go in one direction and move off in other. Able to control ball with both feet, demonstrating ability to push ball in front of body while moving forward, to create space while controlling the ball. Controls ball effectively with all parts of the body. Creates space as ball is controlled. Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors, even under competitive pressure.</p>
7 – 8	<p>Able to pass ball with accuracy while on move. Able to demonstrate variety of different types of pass. Using correct technique and timing – accuracy with all types of pass is displayed. Able to demonstrate tight control while dribbling past opponent on either side and is beginning to develop a feint action with the upper body. Able to demonstrate control with all parts of body and show ability to apply this frequently in pressurised competitive situations. Able to exert an influence on game in both attack and defence. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness.</p>
5 – 6	<p>Able to pass ball with accuracy while on move. Demonstrates correct technique and timing while making various passes. Can run at opponent and dribble past on chosen side with close control of the ball and a high rate of success. Able to exercise control with either foot, having judged the pace and direction of oncoming ball. Ability to use chest and thigh as means of control is evident, although ball may not drop as close to feet as desired. Shows some ability to influence game either in attack or defence. Use of skills is evident under pressure. Able to switch quickly from attack to defence and appreciates the main tactics involved.</p>
3 – 4	<p>Passes accurately with correct part of foot. The pass sometimes lacks correct weighting. Shows more basic control and technique. Ball kept within easy reach but sometimes loses control. Control is dominated by the inside of the foot. Demonstrates control in isolation. Ball pushed forward slightly, ready for the dribble or pass. Some control may fail to remove ‘pace’ from ball. Experiences difficulty with ball coming at differing heights. Starts to become more effective in game situation. May exhibit some individual skills in chosen position although they may be affected by pressures of the game. Will prefer others to take control.</p>
1 – 2	<p>Able to pass with some accuracy. Passes will tend to be under or over hit. Eyes taken off ball prior to contact. Shows reasonable skills but the ball is often played too far in advance and control is often lost. Appears uncomfortable with the ball at his/her feet. Unable to take pace off ball so that it bounces off part of body used to control it. Looks awkward with the ball coming towards them. Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Shows uncertainty in comprehending team tactics.</p>

Basketball

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Passing: chest pass; bounce pass; javelin pass (long) and overhead pass.

Receiving and rebounding.

Dribbling: either hand; using changes of hand; direction and pace; high, low and reverse dribble; roll.

Shooting: lay-up shots; set shot; jump shot; hook shot and free shots.

Footwork: pivoting; changes of pace and direction; stopping.

Fakes: eg fake shot and drive.

Positions: guard; forward; post play (pivot).

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Defence: defence close to basket (against forwards and guard); defence away from basket (against forwards and guard); 1 v 1; 2 v 2; sliding defence; switching defence; guarding: rebounding and blocking.

Offence: give and go (wall pass); cut to the basket; offensive roll; 1 v 1; post play; screen play; blocking out and rebounding.

Tactics

Defence: man to man; pressing defence (full and half court); zone defence 1-2-2; 2-1-2; 1-3-1; double teaming.

Offence: one to one; fast-break offence; zone offence: 2 on 1 situations; horse shoe; overload offence; post plays; screen plays; offence against half court and full court, zone presses and plays.

Special situations: jump ball; out of bounds ball.

Laws of the game and their application, including refereeing signals.

Mark Band	Games Activity - Basketball
9 – 10	<p>Can drive at speed and with control. May be able to reverse on to the other hand. Can drive off either hand. Excellent technique. Can pass at speed whilst on the move. Very good accuracy and timing and very good use of signals. Excellent technique. High level of success. Can drive under the ring and reverse lay-up. Flowing action with clear follow through. Can shoot correctly off the drive. Very good technique. Very good timing landing in the correct position with a good point to the ring. High level of skill in his/her chosen position. Shows significant control over the game. Makes few unforced errors. Excellent timing to exploit openings and is able to drive to basket. Demonstrates an understanding of tactics in defence and offence.</p>
7 – 8	<p>Able to change speed and direction and is effective with either hand. Appropriate use of bounce and ball protection. Passes effectively with good technique while on the move. Can use a variety of passes with deception. Signals effectively and shows good timing. Good standard of technique and control. Strong drive in drills. Can drive from weaker side but may not lay up with weaker hand. Good standard of technique with a good level of success. Very effective standing jump shot. Good technique. Very good timing landing in correct position. Shows a good level of skill even under pressure. Can have an influence on the game in defence and offence. Understands and plays to the team's tactics. Can exploit openings and threaten opponents by scoring and/or assisting.</p>
5 – 6	<p>Higher level of control. Uses either hand, but one will be weaker. Shows correct body position with legs slightly bent. Head up for maximum vision. Good technique including bounce (skid) pass. Uses javelin and overhead. Catching is consistent including overhead. Uses fake/deception. Signals for ball effectively. Correct leg technique. Head up during dribble. Some drive and ball laid up correctly from strong side. Shot has clear leg, arm and follow through action but may lack height and accuracy. Effective standing jump shot. Timing may be poor. May land away from take off spot. May be used effectively in the game. May threaten opponents' basket and will have an understanding of their defensive role and personal defence, e.g. stance. May have some understanding of his/her role in offence.</p>
3 – 4	<p>Maintains control. Correct contact (fingers on ball). Uses one hand but may adopt very upright body position. Shows better technique (especially chest pass) and passes over long distance. Feet correctly positioned. Catching is more consistent but does not show for the ball. May show correct legal technique. Lacks drive. May look at the ball for too long. More use of the legs. Shot may lack height. No 'point' at the end of shot. No effective shot phase. Poor timing of leg and arm action. More effective in the game. Can demonstrate basic skills in the game but unlikely to threaten opponents' basket regularly. Gets into better defensive positions and shows some idea of attacking positions</p>
1 – 2	<p>Displays some control. Only uses one hand. Looks at ball. May lack weight and/or direction. Catching lacks consistency. Candidate will not signal or signals in the wrong place. Unable to show correct legal technique. Places ball at wrong spot on backboard. Cannot dribble and look at the backboard. Shoots from wrong position, e.g. ball shot from the chest. Feet incorrectly positioned. May jump forward. No co-ordinated jump action. Has limited effectiveness in game. Has difficulty with basic skills in the game situation. Poor defence techniques both in his/her positioning and stance. Lacks positional sense in offence.</p>

Hockey

Advanced skills developed in structured plays to enable candidates to perform in the context of the assessment.

Use of the stick: grip, movement of hands.

Passes: the drive (hitting from left to right, right to left, footwork);
the push (straight, from right to left, left to right, footwork);
the flick (straight, right to left, left to right, footwork);
the scoop;
reverse stick pass;
the hit-on; 'slap-hit' on astro surface.

Receiving the ball: grip; position of body; receiving from right and left, in front, behind and side.

Stopping the ball: hands on stick; position of feet (on grass and on astroturf surfaces).

Dribbling: grip, footwork, body position: push, tap, indian.

Tackling: block, lunge, jab from front and side, use of channelling and shadowing.

Beating an opponent: stick side; non stick side; scoop; pull back and touch stop; bully.

Shooting: from forward line attack; from penalty corner; from long corner.

Goalkeeping skills: kicking; use of hand; use of stick.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Dribbling past an opponent: both sides, feints and close control.

Pressurised small games: 3 v 1, 3 v 3, 4 v 2.

Positional sense; movement on and off the ball; cover; depth in attack and defence; use of width.

Tactics

Principles of attack and defence: triangular passes;
through and square passes;
zonal defence;
one to one marking;
attacking through left and right.

Corners: in attack from left and right; in defence from left and right.

Attacking goalkeeping; defensive goalkeeping.

Systems of play.

The link system.

Rules of the game and their application, including umpiring signals.

Mark Band	Games Activity - Hockey
9 – 10	<p>Different types of passes appropriate to the situation are demonstrated showing accuracy and ball pace. The candidate is able to receive ball from different directions showing good first touch ball control both on the open and reverse stick sides. When dribbling, the ball should be in close contact with the stick and the player should show changes of pace and direction as well as demonstrating body and stick feints to outwit the opponent. A strong, balanced body position should be evident. The candidate should be able to select an appropriate tackle to dispossess his/her opponent, and then use the ball to advantage showing vision and good tactical awareness. Uses intelligent positioning of the body to limit the attacker's options giving evidence of 'shadowing' and 'channelling'. Exerts significant control over the game. High individual skill level making few unforced errors and assists team mates with effective support play.</p>
7 – 8	<p>Performs push, slap hit, hit and flick with accuracy, direction and power. Brings ball under control quickly and efficiently to strongest side when receiving. Stick 'gives' to cushion the ball. The candidate makes effective use of push and Indian dribbling techniques and is able get past a defender with either a dodge or a well timed pass.</p> <p>A strong, low balanced position is adopted when tackling and he/she is able to 'time' the tackle thus achieving a good success rate at winning the ball.</p> <p>Plays effectively in the game exerting an influence in either attack or defence. Good level of individual skill performed with accuracy and speed under the pressures of the game. Evidence of support play and movement off the ball.</p>
5 – 6	<p>Demonstrates good push, slap hit and hit, adjusting footwork to give direction and accuracy. Attempts flick pass although not always successful. Can receive ball and bring under control on both open and reverse stick side. Begins to show evidence of use of reverse stick whilst moving with ball. Ball and stick in front and to the right of the body to allow for efficient movement. Able to demonstrate jab, open and reverse side tackles. Achieves some success with jab and open but often too slow to execute reverse stick tackle effectively. Plays competently in the game. Individual skills in evidence when trying to outwit opponents. Passes ball with some degree of success. Tackling attempted with some success but may not be able to use the ball effectively after winning it. Evidence of understanding the main tactics involved in chosen position.</p>
3 – 4	<p>Demonstrates competent push and slap hit but both lack power. Able to receive and use basic footwork to bring ball under control whilst stationary or on the move.</p> <p>When moving with the ball maintains good control but ball kept too close to body with no peripheral vision. Mainly uses open side of stick – little evidence of ability to turn the stick over. Overall movement slow and awkward. Achieves some success when tackling but there is little evidence of timing the tackle or of adopting the correct body position. Often stick tackles.</p> <p>Starts to become more effective in the game. May attempt some skills but these may be affected by the pressures of the game. Attempts to pass the ball but lacks awareness of other players' positioning. Often caught in possession of the ball. Little awareness of basic positioning.</p>
1 – 2	<p>Demonstrates push and slap hit but both lack power and accuracy. Able to receive and control easy passes. Little effort to move feet to receive in correct position. When moving with the ball body position is upright and there is little evidence of stick and ball control. Able to show action of block tackle but rarely wins ball. Little or no footwork evident.</p> <p>Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation when under pressure. Rarely moves with the ball. Passing lacks accuracy and direction. Avoids tackling.</p>

Netball

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Catching: one handed, two handed, with feet grounded, in flight.

Passing: one handed passes (shoulder, high shoulder, underarm, bounce, lob);
two handed passes (chest, overhead, bounce).

Footwork: landing on one foot;
landing on two feet;
pivot;
running pass.

Shooting: one hand; two hands; running shot; forward step shot; backward step shot.

Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.

Defending: marking the player;
marking the ball;
blocking;
inside the circle;;
outside the circle (ie defending the circle edge against the pass in).

Intercepting: pass;
shot.

The toss-up.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Dodge to receive pass; holding the pass (timing); holding the space.

Pressurised small games eg 3 v 3 or 4 v 4 illustrating spatial awareness; timing – when to run/pass; judgement – where to run, which pass.

Tactics

Attacking: system of centre passes;
set patterns of play;
throw-in;
toss-up;
holding the space;
back up on the circle edge.

Defending: blocking;
zoning;
defending the space;
the throw-in;
the toss-up;
back up on the circle edge.

Role of individual players.

Rules of the game and their application, including umpiring signals.

Mark Band	Games Activity - Netball
9 – 10	<p>Passing shows power, control, accuracy and timing. Demonstrates running pass. Able to pass accurately to moving target.</p> <p>High quality of catching and control. Takes ball with one or both hands and demonstrates correct footwork on landing. Good anticipation and timing of oncoming ball evident.</p> <p>Footwork faultless even in awkward receiving situations. Very fast movement about court.</p> <p>Gets free from weak marker very easily indeed, using fast footwork, anticipation and timing.</p> <p>High standard of marking. Opponent rarely able to receive pass. Passes marked well and are often intercepted, with subsequent movement opportunities denied. Excellent use of peripheral vision to watch opponent and ball.</p> <p>Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation.</p>
7 – 8	<p>Demonstrates a variety of passes, showing accuracy and power.</p> <p>Shows correct footwork when landing. Gives clear signal indicating where ball required.</p> <p>Evidence of feet leaving ground to gain height.</p> <p>Able to get free from opponent, using a variety of methods.</p> <p>Effective marking to delay receipt of pass by opponent. Evidence of marking ball for next pass. Able to demonstrate 3rd stage defending.</p> <p>Able to exert an influence on the game both in attack and defence. Makes few unforced errors and assists team mates. Shows good level of skill and tactical awareness even under pressure.</p>
5 – 6	<p>Good standard of passing. Accurate but lacking power.</p> <p>Catches effectively using both hands. Basically static when receiving. Gives tentative signal to pass.</p> <p>Demonstrates correct footwork whilst catching, including pivoting.</p> <p>Able to get free from opponent of similar standard but may lack speed.</p> <p>Success at marking initially but may lose a good opponent. Some evidence of marking next pass.</p> <p>Plays effectively in game situation. Demonstrates competent level of skill in chosen position.</p>
3 – 4	<p>Able to pass with two hands. Passes are high and slow.</p> <p>Some success in catching easy pass but lacks consistency.</p> <p>Able to demonstrate footwork rule correctly.</p> <p>Has some difficulty in getting free from opponent. Lacks dynamic movement.</p> <p>Opponent often gets free. Makes little effort to mark the ball.</p> <p>Starts to become more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game.</p>
1 – 2	<p>Chest bounce passes lack power and accuracy.</p> <p>Awkward when attempting to catch. Often drops ball. No signal given.</p> <p>Little evidence of correct footwork.</p> <p>Inability to escape from opponent. Movement slow and often clumsy.</p> <p>Opponent easily gets free.</p> <p>Unable to influence the game. Very limited contribution with skills not in evidence during play. Unable to comprehend changes in tactics or concepts of team work. Shows large degree of uncertainty.</p>

Korfball

(Candidates may not offer Netball or Basketball as well)

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

- Catching: one handed (either hand), two handed, stationary and moving, rebounding (collecting).
- Passing: one handed passes (shoulder, underarm, bounce, lob)
two handed passes (chest, lob, bounce).
- Footwork: landing on one foot; landing on two feet
stopping, veering – change of pace and direction; pivot
running sideways and backwards – cross over step
defending shuffle – changing lead leg.
- Shooting: two handed long shot – from the chin (all around the post)
underhand penalty shot – from the waist (2.5m from the front of the post).
- Techniques of getting free: dodging, stopping, veering, change of pace and direction, continual movement off the ball in attack.
- Defending: marking the player (face to face) with and without the ball
peripheral vision to watch the opponent and the ball
denying space, reducing time, supporting, switching with person of same sex
pressurising, defending the shot.
- Intercepting: at various heights, loose balls; rebound (collect) and steals around the post.
- All positions: the player adopts all roles – attacker, shooter, assist (feed), rebound (collect), defender.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Full Game 8 v 8 or pressurised small games eg 4 v 4: demonstrating knowledge of all positions, continual movement off the ball, veering, timing and accuracy of passes, catching skills. Awareness of space, team mates and opponents.

Tactics

- Attacking: set patterns of play
correct choice and execution of shot – anywhere around the post
good rebound position around the post
assist (feed) attacker for the correct type of shot
free pass technique
- Defending: man v man / woman v woman – with and without the ball
use of peripheral vision
defending the space around the post to gain a steal
switching opponents
defending the free pass near the korf (basket)
defending the shot

Role of individual players. Able to play in all positions – attacker, shooter, assist (feed), rebound (collect), defender.

Rules of the game and their application including refereeing signals

Mark Band	Games Activity – Korfball (Candidates may not offer Netball or Basketball as well)
9 – 10	<p>High standard of catching with either hand / both hands.</p> <p>Proficient passing showing control, accuracy and power to a moving player. Can assist (feed) attacker for the correct type of shot.</p> <p>Very good footwork when receiving the ball. Fast and agile when dodging, veering and getting free from player.</p> <p>High standard of defending a player with and without the ball – defending shuffle. Excellent technique when defending the shot. Very good peripheral vision.</p> <p>Correct shooting technique for the two handed long shot from the chin and the underhand penalty shot from the waist.</p> <p>Displays significant control over the game, showing high level of spatial awareness, anticipation and tactical understanding in attack and defence. Very proficient level of skill in all positions. Very good knowledge of the rules.</p>
7 – 8	<p>Capable of catching and passing accurately with power. Displays correct footwork and can time jumps while catching, intercepting and rebounding.</p> <p>Able to outwit opponent and get free using dodging and veering movements.</p> <p>Correct defence technique using defending shuffle. Good pressure marking the ball for a pass or shot.</p> <p>Effective technique for the two handed long shot. Well co-ordinated penalty shot.</p> <p>Good understanding of positional play. Demonstrates sound skills and knowledge of rules and tactics.</p>
5 – 6	<p>Passing is accurate but lacks power. Can consistently catch with both hands, able to catch with either hand but one is weaker than the other.</p> <p>Demonstrates correct footwork when catching, pivoting, veering and defending. Able to get free from an opponent of similar ability but lacks originality.</p> <p>Can face to face mark an opponent and defend the pass or shot.</p> <p>Able to execute two handed long shots around the post. Attempts the underhand penalty shot but the movement is uncoordinated.</p> <p>Tries to take on the roles of shooter, assist and rebound.</p>
3 – 4	<p>Can demonstrate shoulder and chest passes but these lack power, height and speed.</p> <p>More confident when catching an easy pass but has inconsistent success.</p> <p>Can demonstrate correct footwork when catching a ball. Lacks change of pace and direction when getting free.</p> <p>In defence the opponent is often free, makes little effort to face to face mark or defend the ball.</p> <p>Two handed long shot reaches the korf (basket) but little effort to jump and follow through with both arms as the shot is made.</p> <p>Begins to have a minor influence on the game.</p> <p>Displays some individual skills but the execution often affected by the pressure of the game.</p>
1 – 2	<p>Shoulder and chest passes lack accuracy and power. Poor co-ordination when catching, too tense and often drops the ball.</p> <p>Lacks understanding of the correct footwork and often travels with the ball.</p> <p>Unable to get free from opponent - too static and slow and opponent gets free with ease when defending.</p> <p>Two handed long shot is weak , tends to push the ball from the shoulder rather than the central line. Limited skills during the game.</p>

Rugby League

(Candidates may not offer Rugby Union and Rugby League)

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Running with the ball: introductory game.

Catching and passing: holding the ball;
basic pass;
receiving the pass;
passing backwards;
passing from the ground.

Advanced handling skills: long; short; quick; loop; run-around; switch; drop-off; spin; pass in the tackle.

Tackling: side; rear; front; smother.

Play the ball: technique.

Evading and breaking the tackle: side-step;
change of pace;
swerve;
breaking the tackle;
bumping-off;
hit and spin;
hand-off.

Gaining possession: falling on a stationary ball;
picking up a stationary ball;
controlling a moving ball;
catching a high ball.

Kicking: punt; drop; place; bomb; grubber; push through; kick-over.

Team skills

Scrummaging: neck strengthening exercises; safety; formation of the front row; second row; loose forward; booking technique; foot positions; the push; the scrum-half.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Pressurised small games eg 3 v 3 or 4 v 4 illustrating spatial awareness; timing – when to run/pass/kick; judgement – where to run, which pass to make; set piece play; controlled phased possession.

Tactics

Thinking and making decisions: skilled performer; use of skill; choice of tactics; small sided game.

Principles of play: control of the ball; defence; support play; tactical kicking.

Attacking the opposition with the ball: moving the ball wide;
attacking from the 'play the ball';
attacking from a tap penalty;
attacking from a scrummage;
attacking from a kick-off.

Laws of the game and their application, including refereeing signals.

Mark Band	Games Activity – Rugby League (Candidates may not offer Rugby Union and Rugby League)
9 – 10	<p>Passes accurately using both hands over increasing distances. Is able to pass accurately at full pace. Takes ball across body transferring weight effectively. Will time 2 v 1 pass at pace. Will spin pass static ball off the ground. Tackles from front, rear and side with either shoulder, at pace. Is able to secure the ball for possession in the act of being tackled. All tackles cleanly executed and player moves to next situation. Performs accurately and maintains body balance on range of kicks; punt, drop and place. Controls an 'up and under'. Will accurately show a screw kick. Has good handling and running skills to adapt to forward and to back play. Is influential in the six tackles and/or controls from dummy half or outside half. Exerts significant control over game. Shows outstanding level of skill, anticipation and tactical awareness, making very few unforced errors. Can play in several specialist positions. Able to dominate in at least one specialist position, showing outstanding individuality.</p>
7 – 8	<p>Passes accurately at pace off dominant hand and is confident off both hands. Controls timing of passes in set piece moves. Demonstrates ability to side step. Tackles to a consistently high standard from front, side and rear. Tackles cleanly with dominant shoulder. Produces all types of kick to place opponents under pressure. Kicks for touch with control and gains ground. Good appreciation of the use of the ball. Maintains possession. Supports other runners and times passes well. Able to link set moves using loop and scissor plays. Able to exert an influence over game in both attack and defence, making few unforced errors and assists team mates. Displays high level of skill and tactical awareness even under pressure. Has knowledge of several positions and specialises in at least one, demonstrating a good understanding of its requirements.</p>
5 – 6	<p>Passes on the run off both hands with control at a reduced pace. Passes at speed off dominant hand. Will pass the ball along a back line at pace. Demonstrates swerve and change of pace. Executes all tackles cleanly in a controlled situation using dominant shoulder. Tackles effectively in a controlled drill. Produces a variety of kicks with dominant foot in a controlled situation. Can drop kick and place kick with limited effectiveness. Will perform from dummy half. Uses ball effectively as a forward or a back. Shows some ability to influence game specialising in either attack or defence. Good command of skills and tactics in evidence, even under pressure. Shows some anticipation of opposition and makes adjustments.</p>
3 – 4	<p>Can pass with some accuracy with stronger hand when running at three quarter pace in passive and pressure situations. Often fails to select the correct type of pass. Will attempt all tackles in a controlled situation. Will not secure possession when tackled. Efficient tackle from front but side tackle lacks commitment and technique. Has a sound positional sense. Is able to play in the forwards or backs. Maintains attacking and defending positions throughout the six tackles. Starts to become more effective in game. Exhibits some individual skills but these are affected by pressures of game. Can set up positional play. Able to gain ground with ball but tends to release pass when challenged by an opponent.</p>
1 - 2	<p>Will tackle from the front in a controlled practice. Will lose possession easily when tackled. Tackling with passive opposition, lacks commitment. Liable to punt the ball but with little control and no accuracy. Demonstrates little understanding of positional play. Does not involve him/herself in supporting the attack. Participates in game situation with limited effectiveness. Has difficulty in performing basic skills in game situation. Shows understanding of basic role of a forward in scrums.</p>

Rugby Union

(Candidates may not offer Rugby Union and Rugby League)

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Passing: grip on ball;
body position;
accuracy of pass;
orthodox;
short and long;
passing at speed;
lob and reverse;
pendulum pass;
diving and spin passes.

Receiving: high balls; balls at speed; ground pick-up.

Tackling: basic technique; low tackle from side, rear, front and smother; hand off.

Kicking: place; punt; drop; screw; grubber.

Beating opponents: side-step;
feint;
swerve;
change of pace and direction;
dummy pass;
scissors;
switch;
loop
kick ahead.

Team skills

Set scrummaging: binding; position of feet; angle of drive for front row, second row and back row.

Line out play: jumping and catching; binding; throwing in.

Rucking and mauling.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Pressurised small games eg 3 v 3 or 4 v 4 illustrating spatial awareness; timing – when to run/pass/kick; judgement – where to run, which pass to make; set piece plays; controlled phase possession.

Tactics

Forward play: scrum; line out; rolling maul play.

Three quarter play: handling; kicking; running; tackling.

Role of individual players.

Positional play.

Continuous phase play.

Laws of the game and their application, including refereeing signals.

Mark Band	Games Activity – Rugby Union (Candidates may not offer Rugby League and Rugby Union)
9 – 10	<p>Passes accurately using both hands over increasing distances. Is able to pass accurately at full pace. Takes ball across body transferring weight effectively. Will time 2 v 1 pass at pace. Will spin pass static ball off the ground. Passes accurately using both hands over increasing distances. Is able to pass accurately at full pace. Takes ball across body transferring weight effectively. Will time 2 v 1 pass at pace. Performs accurately and maintains body balance on range of kicks; punt, drop and place. Controls an 'up and under' Will accurately show a screw kick. Either forward play Specialist in a given position. Outstanding set piece play. Fully able to ruck and maul in open play. Will provide controlled phase possession. Or back play Executes a range of back moves at pace. Is able to side step and to dummy a pass. Will field a high ball and link a counter-attack. Will avoid tackles by a full range of moves, eg dummy, swerve, side-step. Demonstrates excellent tactical awareness and applies the laws correctly and in the context of the game situation. Exerts significant control over the game by taking the best and correct option in given situation. Excellent leadership qualities and decision making as individual and for the team. High level of individual skill maintained under pressure</p>
7 – 8	<p>Passes accurately at pace from dominant hand and is confident off both hands. Controls timing of passes in set piece moves. Avoids tackles using hand off and side-step off dominant foot. Tackles to a consistently high standard from front, side and rear. Tackles cleanly with dominant shoulder. Produces all types of kick to place opponents under pressure. Kicks for touch with control and gains ground. Either forward play Effective in set piece play and is able to support rucks and mauls in controlled phase possession play. Or back play Will link effectively first to second phase possession integrating basic overlap moves. Will loop and scissor at pace. Demonstrates a very good overview of the game and is able to exert an influence in both attack and defence. Very aware of teamwork and makes few unforced errors. Displays a high level of skill and tactical awareness even under pressure. Shows knowledge of set plays and tactical plays eg start line-out, penalty moves. Has ability and knowledge to play in a number of positions and demonstrates a high level of skill and understanding in chosen position.</p>
5 – 6	<p>Passes on the run from both hands with control at reduced pace. Can pass at speed from dominant hand. Will pass the ball along a back line at pace. Demonstrates swerve and change of pace. Executes all tackles cleanly in a controlled situation using dominant shoulder. Tackles effectively in a controlled drill. Produces a variety of kicks with dominant foot in a controlled situation. Can drop kick and place kick with limited effect. Either forward play Takes part in lineout and scrums with an ability to secure possession. Able to ruck and maul in a structured practice. Or back play Shows confidence in passing on the run in non-contact situations. Demonstrates control whilst running with the ball. Will pass the ball to the winger along the line. Shows understanding of attacking and defensive positional play. Reading of the game is more apparent, becoming more vocal and involved in the game. Ability to influence the game evident, with increasing and better decision making under pressure. Basic skills and techniques well established. Shows some anticipation of opposition moves and makes adjustment. Increased involvement for the contact situation in attack and defensive role.</p>
3 – 4	<p>Can pass with some accuracy with stronger hand when running at three quarter pace in passive and pressure situations. Often fails to select the correct type of pass. Begins to be able to swerve. Will attempt all tackles in a controlled situation. Will not secure possession when tackled. Effectively tackles from rear, but front and side tackles lack commitment and technique. Will punt and field the ball in controlled practices. Unable to perform a range of kicks with control. Either forward play Will support players in set pieces and open play without controlling possession. Or back play Exhibits some individual skills but does not link effectively with the back unit. Will be prone to handling errors. Becomes more effective in the game, basic skills are more evident, but is unable to use them effectively under pressure in the game situation. Is able to gain ground with the ball, but tends to release the ball too early when challenged by opposition.</p>
1 – 2	<p>Catches and passes with limited effectiveness. Unable to demonstrate accurate passing in moving situations. Will punt the ball with little control and no accuracy. Either forward play Has limited understanding of the role of forwards in set pieces. Little involvement in open play. Or back play Limited participation in phased play. Will avoid contact situations and not support other players. Effectiveness in game situations is poor. Basic skills are not sufficiently established to produce a performance of any standard. Is unable to read any specific game situation. Can participate in scrum and lineout play, but has very limited skill and technique. Positional play poor.</p>

Lacrosse

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Use of the stick; correct grip.

Keeping possession of the ball: cradling.

Picking up: a stationary ball;
 a ball moving towards you;
 a ball moving at an angle;
 a ball moving away from you.

Receiving on the stick and non stick side: reverse stick catch and opposite hand catching.

Passing: overarm and underarm.

Techniques for getting free: feint dodge;
 roll dodge;
 swerve;
 pivoting;

change of pace and direction;

twisting to out-manoeuvre an opponent.

Shooting: overarm, underarm.

Defending.

Competing for the ball on the ground.

The draw.

Goalkeeping skills: use of hand; use of stick; kicking.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Either 3 v 3 Game: cutting for space; positioning; timing (when to run, pass, shoot); marking.

Or 5 v 5 Game: cutting for space; positioning; timing (when to run, pass, shoot); defence interchange.

Tactics

Attacking: at the centre; cutting for space; at a throw up; patterns of play around the goal; creating space by drawing a defence out of position.

Defending: goal side marking; at a throw up; working within the 8m area; defence interchange.

Laws of the game and their application, including refereeing signals

NB The specification has been drafted according to the rules of the All England Women's Lacrosse Association but is available for both male and female candidates and should be adapted accordingly.

Mark Band	Games Activity - Lacrosse
9 – 10	<p>Demonstrates excellent level of control at speed. Can use either or both hands depending on playing situation. Able to pass accurately to player moving away. Scoops consistently with either hand. Able to deliver quick, accurate pass off scoop or flick to space or team mate in order to gain possession. Excellent shooting technique. Able to shoot on run.</p> <p>Catches pass while in motion away from ball (over shoulder). Has excellent tackling and checking technique. Places body in correct position very quickly.</p> <p>Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors.</p>
7 – 8	<p>Shows very good control with either hand at speed and during change of direction. Head up looking for other players. Protects stick and ball with body.</p> <p>Able to pass accurately, while in motion, over a long distance with either hand to moving receiver.</p> <p>Scoops consistently well a moving or stationary ball with either hand. Very good shooting.</p> <p>Makes consistent catches with either hand, while stationary or on the move. Can catch off-target passes.</p> <p>Shows good technique with control on either hand when tackling or checking. Body is balanced, moves and changes direction to be in position to check quickly. Shows a variety of checks (pokes, taps, etc).</p> <p>Able to exert an influence on the game both in attack and defence. Makes few unforced errors and assists team mates. Shows good level of skill and tactical awareness even under pressure.</p>
5 – 6	<p>Shows good control with either hand and at speed. Ball may become unstable during a change of direction at speed. Makes consistently accurate short passes. Longer passes are fairly accurate, especially when moving on strong hand. Scoops consistently a moving ball with either hand. Able to scoop and pass quickly with dominant hand. Shows good shooting technique. Able to vary power and direction depending on distance from goal. Looks at goal and finds shooting spaces.</p> <p>Consistently catches with either hand, on move or stationary. Catches ball thrown off target with dominant hand.</p> <p>Shows good technique and control with either hand when tackling or checking. Body balanced and player moves into position quickly.</p> <p>Plays effectively in game situation. Demonstrates good level of skill in chosen position.</p>
3 – 4	<p>Shows average control with either hand. Ball becomes unstable at speed and during the change of direction.</p> <p>Fairly consistent pass with stronger hand. Able to pass with reasonable success to moving receiver. Poor on longer passes. Scoops with reasonable ability with either hand a stationary or moving ball, but control of ball takes time. Cannot scoop and pass quickly. Displays reasonable shooting technique. Able to direct and increase power. Inaccurate with weak hand. Tends not to look at goal.</p> <p>Reasonably consistent catch with dominant hand and has some success with weaker hand. Begins to catch on move but not consistently.</p> <p>Displays reasonable technique with control when tackling or checking. Body position shows better balance. Stick travels short distance with some accuracy. Able to check with either hand at top of stick.</p> <p>Starts to become more effective in game situation. May exhibit some individual skills but these are affected by pressures of game.</p>
1 – 2	<p>Lack of control carrying the ball in stick. Unable to carry ball using either hand. Stick unbalanced.</p> <p>Inaccurate passes consistently fall either short or long. Poor body position and misuse of power with little or no follow-through. Scoops stationary ball inconsistently even with stronger hand. Body position too upright. Inaccurate shot lacks direction and power. Unable to control stick and send ball to varying heights.</p> <p>Unable to catch consistently even with dominant hand. Target set poorly. Hands and arms too rigid. Drops ball regularly. Hands not at top and bottom of stick.</p> <p>Unable to tackle or check effectively.</p> <p>Starts to become more effective in game situation. May exhibit some individual skills but these are affected by pressures of game.</p>

Squash

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Grips and their uses

Basic Shots: the forehand and backhand drives;
 grip;
 swing;
 racquet head up;
 follow through.

The Service: forehand lob (floating service);
 forehand hard hit service;
 backhand service;
 return of service.

Attacking and defensive shots (forehand and backhand): the volley; the boast; the drop shot; the lob.

Fundamentals of movement: watching;
 footwork;
 balance;
 readiness;
 returning to the 'T';
 anticipation;
 deception.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Stroke restriction and court restriction drills.

Structured rallies and plays.

Tactics

Use of side walls and angles to out-manoeuvre an opponent.

Width and length (switching).

Anticipation.

Deception.

Laws of the game and their application

Knowledge of court layout and use.

Marking and refereeing.

Mark Band	Games Activity - Squash
9 – 10	<p>Good technique for all shots and correct grip. Excellent straight drives, both forehand and backhand, are played close to the sidewalls. Can 'kill' the ball both straight and X court. Makes effective use of the 'boast' to retrieve the ball from the back corners and thus regaining control of the rally. Uses a variety of volleys to dominate the rally and move the other player around the court. Good effective serves are played to vary pace of game and allow the server to dominate the 'T'. Will vary serve and choice of shot depending on opponent's weaknesses. Shows evidence of ability to change the pace of the game by using the lob, drop and boast to out-manoeuvre opponent, giving time to recover, or capitalise on opponent's weaknesses. Able to wrong foot opponent by use of disguise. When playing an opponent of similar ability the candidate will be content to play long rallies wearing down his/her opponent and waiting for right opportunity to play the winning shot. Very few unforced errors will be made.</p>
7 – 8	<p>Good grip and racket movement. Technically correct, low drives to both sides with good length and showing the ability to change the direction of the ball (playing a straight drive from a boast) Uses volley effectively though some errors, in an attempt to dominate the 'T'. Variety of serve to forehand and backhand with good length and weight. Makes effective use of the boast, the drop shot and the lob. Volleys played at appropriate times to speed up game or prevent ball reaching the back of the court. Brings disguise into game, especially when positioned at the front of the court. Able to exert considerable influence on the game. Plays full range of shots with accuracy. Shows tactical awareness by creating a winning opportunity. Can vary the pace of the game according to the strength and weakness of the opponent.</p>
5 – 6	<p>Grip is usually correct and effective. Able to rally continuously on either wing though some drives may lack distance and accuracy. Can use the boast to out wit his/her opponent but is less successful when the ball is close to the back wall. May use volleys to maintain a rally, but success on the backhand side may be limited.</p> <p>Good variety of serves accurately placed with power. The lobs and drop shots may lack distance and control.</p> <p>Uses a variety of shots although still a measure of responding to opponent rather than creating/engineering opportunities. Pressure of game causes loss of accuracy. Displays some tactical awareness of use of the 'T'.</p>
3 – 4	<p>Able to play forehand and backhand drives with recognisable technique although the power and accuracy may be inconsistent, especially on the backhand side.</p> <p>The candidate will use the boast but with limited effect.</p> <p>Volleys will be attempted and some may work.</p> <p>Serve played to intended area though some errors.</p> <p>Able to maintain rally but technique under pressure is poor. Tendency to maintain rally by playing forehand shots, (even when on backhand side of court). Will stand correctly to receive serve, but placement of ball and subsequent movement poor. Can score, but not sure of lets/strokes.</p>
1 – 2	<p>Poor technique when playing either forehand or backhand drives. The shot will lack power and will probably land in the middle of the court.</p> <p>Serves will be erratic and the player will have difficulty in getting the ball to land in the correct area.</p> <p>Unable to influence game. Very limited contribution with skills not in evidence during play. Understanding of tactics is poor; The candidate is content just to get the ball back.</p> <p>Participation in game minimal. Only returns shots within reach. Needs guidance as to where to stand in the court to serve/receive from. Has difficulty in maintaining a rally and returning serve, especially on backhand.</p>

Badminton

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Grips and their uses.

Clears: defensive and attacking.

Drop shots: fast/slow.

Service: high;
low;
flick;
drive;
low backhand;
flick backhand.

Smash: forehand.

Sidearm strokes: forehand and backhand drives and push returns.

Net shots: forehand and backhand.

Underarm strokes: both on the backhand and forehand the underarm clear; block return of the smash.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Stroke restriction and court restriction drills.

Structured rallies and plays.

Tactics – for singles, level doubles and mixed doubles.

Positioning in attack and defence ie formations: front and back; side by side.

Correct choice and use of the appropriate stroke when attacking or defending.

Variation: in the length of shots;
in the pattern of play;
in the angle of shots.

Anticipation.

Deception.

Serving strategy ie, the service and the receiving of service in relation to the above points.

Laws of the game and their application

Knowledge of court layout.

Scoring and umpiring.

Mark Band	Games Activity – Badminton
9 – 10	<p>An excellent range of technically correct strokes all played with correct flight path of the shuttle, moving efficiently and lunging to the net with the racket foot. Exerts significant control over game. Shows outstanding level of skill and tactical awareness making very few unforced errors. A very accomplished player who plays with variation, depth, disguise and placement. Reacts quickly to the situation selecting the correct stroke according to the opponent's stroke/position. In doubles, interacts well with partner ensuring the whole of the court is covered at all times. Has an excellent understanding of the laws of the game. The candidate will show an excellent fitness level and understanding of the demands of the game in being able to sustain long rallies/games without any loss of form.</p>
7 – 8	<p>A good standard of technique shown on all of the shots played most of which will have the correct flight path. Good movement about the court and net shots played from the lunging racket foot.</p> <p>Able to exert an influence on game. Good range of strokes and tactics in evidence even under pressure in rallies. Shows anticipation of opponent's shots and the ability to disguise own shots. Moves well about court allowing preparation time to return shots. Is able to effectively vary angle and depth making very few unforced errors when doing so. In doubles is very aware of partner and anticipates movement in order to cover court effectively. Uses a combination of front and back and side by side formations. The candidate will show good levels of fitness and an understanding of the demands of the game, The candidate should be able to sustain rallies and games without any marked loss of form.</p>
5 – 6	<p>Is effective in game situation and will exhibit some advanced individual skills although these sometimes break down under pressures of a game. Rallies are maintained but made up of forehand strokes hit above head from mid-court to mid court. Rallies ended by mistakes rather than point winning shots. Game play needs greater variation of angles and length if it is to become more effective. Has a good understanding of positioning at service but during a rally fails to reposition especially when playing doubles. Can score but can get confused with court markings. The candidate may show sufficient fitness for some of the time in a game but may not retain this in a long game/games.</p>
3 – 4	<p>May be effective in game situation and may exhibit some individual skills although these sometimes break down under pressures of a game. Rallies are maintained but made up mainly of forehand strokes hit above head but lacking distance. Rallies ended by mistakes rather than point winning shots. Game play needs greater variation of angles and length if it is to become more effective. Has a good understanding of positioning at service but during a rally often fails to reposition especially when playing doubles. Can score but may get confused with court markings. The candidate may well start effectively but may find that he/she loses his/her form in longer games or rallies.</p>
1 – 2	<p>Difficulty in playing the shuttle limits the candidate and produces inconsistency. Unable to influence game. Very limited contribution with skills not in evidence during play. Understanding of tactics is poor; content just to get shuttle over the net. Unable to comprehend changes in tactics. Shows large degree of uncertainty. Participation in game minimal, only returns shots within reach. Needs guidance as to where to stand in the court at service and which side to serve/receive from. Unsure of scoring system and court markings for single/doubles; appears lost and confused at times.</p> <p>Little idea of the physical demands of the game and soon gets tired.</p>

Lawn Tennis

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Grips and their uses.

Ground strokes/drives: forehand and backhand flat;
 forehand and backhand with topspin;
 forehand/backhand with slice.

Service: flat; with topspin; with slice.

Volley: forehand and backhand flat;
 forehand and backhand with slice;
 drop/stop volley;
 lob volley;
 half volley.

Smash: forehand flat; forehand with slice.

Lob: forehand and backhand flat; forehand and backhand with topspin.

Drop shot: forehand and backhand with slice.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Stroke restriction and court restriction drills.

Structured rallies and plays.

Tactics

Positioning in attack and defence.

Correct choice and use of the appropriate stroke when attacking or defending.

Variation: in the length of shots;
 in the type of spin;
 in the pattern of play;
 in the angle of shots.

Anticipation.

Deception.

Serving strategy ie the service and the receiving of service in relation to the above points.

Laws of the game and their application

Knowledge of court layout.

Scoring and umpiring.

Mark Band	Games Activity – Lawn Tennis
9 – 10	<p>Demonstrates correct technique for full range of strokes. Excellent variety of ground strokes played at or behind baseline. Uses top spin and slice. Can perform full range of volleys including drop/stop volley, lob volley and half volley. Smashes are played with confidence showing power and accuracy. A variety of serves are demonstrated showing power and placement and effective use of topspin and slice.</p> <p>Able to demonstrate to a high standard the principles of movement, footwork, balance and readiness while watching ball. Exerts significant control over game. Shows outstanding level of skill, tactical awareness, making few unforced errors. A very accomplished player who plays with variation, depth and placement. Reacts quickly to the situation selecting the correct stroke according to opponent's shot/position. Appreciates when to use spin and is able to counteract it.</p> <p>In doubles, interacts well with partner ensuring the whole of the court is covered at all times.</p>
7 – 8	<p>Demonstrates a good standard of technique while performing all basic strokes. A rally of forehand and backhand drives can be played from the baseline with evidence of some topspin and slice. Volleys are played confidently and show control and direction. Can smash with power and placement. Serves with correct technique good length and some power. Is able to lob with spin but is not always accurate. May attempt a drop shot with slice. Good range of strokes and tactics in evidence even under pressure in rallies. Shows some anticipation of opponent's shots and ability to deceive. Moves well around court and prepares in plenty of time for return. Is able to vary play with regard to angle and depth with the effective use of spin.</p> <p>In doubles is aware of partner and anticipates movement in order to cover the court effectively.</p>
5 – 6	<p>Performs most basic strokes with a competent standard of technique, beginning to show good length and placement. However, backhand strokes lack necessary control and direction at times. Can play effective forehand and backhand volleys. Will use lobs to some effect, to avoid a player at the net. Serves are generally consistent though may lack power. Footwork is generally correct.</p> <p>Demonstrates a certain amount of control when under pressure of a game but may make a few unforced errors. Shows some understanding of positioning in attack and defence.</p> <p>Rallies demonstrate ability to anticipate opponent's shot. Moves efficiently around court. Attempts to place shots varying the angle, although not always successful. In doubles is aware of partner but often repositions too late.</p>
3 – 4	<p>Able to play forehand basic strokes, including the volley, with a certain amount of control and direction although they lack depth. Backhand strokes are adversely affected by late preparation and poor footwork/movement. Service shows reasonable technique, sideways on and throwing action, although a little slow. A number of first serves are successful. There is no variation between the first and second serve. Can attempt a forehand lob but is not always accurate. Is unable to use spin successfully in any strokes. The candidate may exhibit some individual skills although these sometimes break down under the pressures of a game. Maintains mid-court rallies, showing some control and technique, particularly when playing forehand strokes. However, often loses rally due to unforced error. Has a good understanding of positioning at service but during a rally, fails to reposition especially when playing doubles.</p>
1 – 2	<p>Has difficulty in playing basic strokes. Able to play forehand stroke from racquet or hand feed. Shots lack control, direction and depth.</p> <p>Service in 'pat' style with limited control, square on position. Movement and footwork is poor. Uses incorrect grip in most strokes, particularly the serve.</p> <p>Has difficulty in maintaining a rally in a competitive situation. Understanding of tactics is poor; content just to get ball over the net. Unable to comprehend changes in tactics. Shows large degree of uncertainty. Participation in game minimal. Makes few returns.</p> <p>Needs guidance as to where to stand in the court at the service and which side to stand to serve/receive from. Unsure of scoring system and court markings for singles/doubles. Appears lost and confused at times.</p>

Table Tennis

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Grips and their uses.

Push shots: backhand push; forehand push.

Top spin drives: backhand drive; forehand drive.

Services: short and long; forehand and backhand.

Return of service: from a short serve
 from a long serve
 forehand and backhand.

Movement: between backhand and forehand strokes.

Loop: forehand loop; backhand loop.

The block.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Stroke restriction and table restriction drills.

Structured rallies and plays.

Tactics

Effects of spin: topspin and backspin.

Against an attacking player; against a defending player.

Positioning in attack and defence.

Variation.

Anticipation.

Deception.

Tactics in doubles – serving and receiving.

Laws of the game and their application

Scoring and umpiring.

Knowledge of table and regulations.

Mark Band	Games Activity – Table Tennis
9 – 10	<p>Excellent use of grip and bat movement for all actions. All strokes with spin in evidence. Shows power and accuracy when attacking, control and accuracy when defending. Shows a variety of spin service. Shows correct quick footwork with rhythm and balance. Makes very few errors when maintaining rallies. Rallies and winning shots played at speed.</p> <p>Exerts significant control over game. Shows outstanding level of skill, tactical awareness, anticipation and deception, making very few unforced errors. Tactically able to vary speed, direction and spin.</p> <p>The candidate will have an excellent understanding of the physical demands of the game and have fitness levels which demonstrate this in long rallies and in continuous games</p>
7 – 8	<p>Good grip allowing a variety of shots to be played with good technique. Full range of shots evident showing power, control and accuracy. Imparts spin, including sidespin.</p> <p>Demonstrates a variety of serves, most using spin. Able to vary height and direction. Correct footwork with speed, balance and rhythm in evidence, resulting in long rallies being maintained. Able to exert influence on the game in both attack and defence. Makes few unforced errors. Shows high level of skill and tactical awareness even under pressure. Anticipation of opponent's intentions evident.</p>
5 – 6	<p>Good grip to suit style of play and good action for shots. Good range of strokes evident, showing power, control and accuracy. Demonstrates backspin and topspin in many strokes, particularly in forehand drive and backhand chop. Demonstrates variety of service, some using spin. Good, lively footwork resulting in effective execution of strokes. Shows some ability to influence game either in attack or defence. Good command of skills and tactical play in evidence, even under pressure. Shows some anticipation of opposition and makes adjustments. Able to switch effectively from attack to defence.</p> <p>The candidate will have some understanding of the physical demands of the game and have good fitness levels which demonstrate this in long rallies though may not do so in continuous games.</p>
3 – 4	<p>Begins to hold bat correctly and to use the correct action. Plays basic forehand and backhand strokes competently, showing control and some direction. Ball begins to travel closer to net. Shows correct service action with at least two different types of service. Demonstrates technically correct footwork.</p> <p>Starts to become more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game. Able to maintain a steady rally in game situations. Some rallies won with effective shots. Unforced errors apparent, usually as a result of over-hitting ball.</p> <p>The candidate may have some understanding of the physical demands of the game and have fitness levels which demonstrate this in long rallies though may not do so in continuous games.</p>
1 – 2	<p>May not hold bat correctly and does not use the correct action. Demonstrates forehand and backhand push shots in rally but played high and often long. Demonstrates correct service action but service lacks pace and direction. Some movement of feet but body movement awkward, jerky and lacking in rhythm.</p> <p>Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Static play. Rallies won mainly by unforced errors.</p> <p>Little evidence of any understanding of the fitness requirements of the activity.</p>

Volleyball

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Service: underarm; tennis (frontal, floating, side floating).

Receiving service.

Dig: two armed; one armed (diving).

Set: front volley; reverse volley; jump volley.

Smash: spike; hard; soft; tactical; dump.

Blocking.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Shot restriction and court restriction drills.

Structured rallies and plays.

Team skills/tactics

2 : 2 : 2 system, 5 : 1 system; role of individual players; team formation when serving; team formation when receiving; switching and penetration; setting up smash and block; defending smash and block.

Laws of the game and their application

Umpiring.

Court layout.

Mark Band	Games Activity - Volleyball
9 – 10	<p>Able to serve to any position on court using underarm and tennis serves. Displays high level of technical skill. Able to volley from all positions on court. Demonstrates reverse volley and high, low and reverse set.</p> <p>Able to direct pass accurately to any target. Performs dig to high standard from anywhere on court, showing accuracy of pass, ability to cope with powerful serve or smash.</p> <p>Able to perform double handed on either side. Accurately times approach run for smash. Hits ball with power and direction. Blocks very effectively. Reacts to play ball off net.</p> <p>Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors.</p>
7 – 8	<p>Performs underarm and tennis services with high level of accuracy. Shows control and accurate placement when using both types of serve.</p> <p>Displays good technical skill in volley, directing pass with accuracy and correct height. Is able to achieve correct position in volley through speedy footwork.</p> <p>Able to dig from anywhere on court. Can direct ball accurately towards setter.</p> <p>Times approach run and jumps accurately; hits ball with some power to specific position.</p> <p>Performs blocking technique accurately, with good timing and co-operating with another blocker. Able to 'read' hitter.</p> <p>Able to exert considerable influence on game in both attack and defence. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness even under pressure.</p>
5 – 6	<p>Displays sound level of technique and accuracy in the serve. Underarm serve shows good control and accurate placement anywhere on the court. Able to vary length and height of serve</p> <p>Displays good level of skill giving control and accuracy of pass. Able to change the direction of ball from hand feed and 'ideal' positions.</p> <p>Plays ball with good height and accuracy when digging in static practice conditions. Good control and accuracy of passing.</p> <p>Can smash accurately from static position but is less accurate with approach run.</p> <p>Displays good technique in block with good timing and jump.</p> <p>Makes some contribution to the game. Good command of skills and tactics in evidence even under pressure. Shows some anticipation of opposition and makes adjustments. Able to switch from attack to defence.</p>
3 – 4	<p>Underarm serve, starting to show control and reasonable accuracy of placement. Displays correct body and feet placement with step-in.</p> <p>Displays technically correct contact on volley. 'Set' shot lacks sufficient height.</p> <p>Performs leg extension and shoulder 'shrug' well in static practice conditions.</p> <p>Can time ball but contact and control is poor. Approach steps accurate from set routine.</p> <p>Can perform blocking technique and put hands over the net but timing is inaccurate.</p> <p>Starts to become more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game.</p>
1 – 2	<p>Basic underarm serve shows little control. Ball clears net sometimes. Remains static with the serve.</p> <p>Has difficulty in controlling the 'set'.</p> <p>Displays lack of leg bend. Arms straight but hands raised above shoulder. Incorrect ball contact on arm.</p> <p>Has difficulty co-ordinating timing of jump and smash, making incorrect contact with forearm.</p> <p>Able to jump when attempting to block but does not land on same spot.</p> <p>Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation.</p>

Cricket

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Batting

Approach: grip; taking guard; stance; the backlift.

The forward and back strokes: in defence – use of feet; in attack – the drives; leg glance.

Strokes played with horizontal bat: hitting a full pitch to leg; the pull; the hook; the sweep; the cut.

Running between the wickets; calling and backing up.

Bowling

The basic action: grip; run up; delivery stride; release; follow through.

Length and direction.

Swing: outswing (grip, rotation at shoulders, use of outswing); inswing (grip, bowling action, use of inswing).

Cutters: off-cutter (grip, action, when to use); leg-cutter (grip, action, when to use).

Medium and fast pace bowling: run up; action; grip; variation of pace.

Spin: grip; action; when to use spin, googly, top spin, offspin, leg spin.

Fielding

Concentration; backing up; getting behind ball; meeting the ball.

Stopping and returning: barrier position.

Throwing: long, high, flat, hard – at the wicket.

Chasing and returning: over short distance; over long distance.

Catching: away from wicket; close to wicket.

Positions: away from wicket; close to wicket; specialist positions.

Wicket keeping: stumping; run outs; receiving the ball from bowling/fielding; catching; use of pads.

Application of advanced skills in a structured situation (such as nets) providing the basis for the assessment of the individual candidate.

Shot restriction.

Tactics

Field placing for attacking and defensive fields.

Bowling changes.

Laws of the game and their application, including umpiring signals

Umpiring.

Mark Band	Games Activity - Cricket
9 – 10	<p>Performs batting or bowling with outstanding level of technique and performs all elements of fielding to a very high level or performs batting and bowling at a very high level of technique and performs all elements of fielding to a very high level. Batting Excellent in execution of all shots. Full range of defensive and attacking shots, played with confidence and appropriate to type of ball bowled. Uses feet to cover drive spin bowling. Places drives accurately along the ground. Bowling Able to demonstrate with excellent control one of: pace/spin/swing/seam. Will be able to defeat batsmen with controlled deliveries. Fielding Demonstrates outstanding fielding ability in a variety of positions. Will pickup and throw accurately in one action. Wicketkeepers will stand up to spin bowling and take all deliveries cleanly. Will effectively stump batsmen. Game situation Exerts significant control over game. Shows excellent level of skill, tactical awareness and anticipation, making very few unforced errors.</p>
7 – 8	<p>Performs batting or bowling to a high level of technique and performs all elements of fielding to a high level of ability or performs batting and bowling with good technique and performance and performs all elements of fielding to a high level of ability. Batting High level of technique in defensive and attacking shots, including drives, cuts, pulls, glances. Demonstrates the ability to control shots and place the ball. Forward and backward defensive shots are dominant. Drives, cuts and pulls are played correctly. Bowling able to make full use of run-up, demonstrating correct foot placement and follow through when releasing ball. Effective in either spin or swing bowling. Good control of line and length. Consistently bowls a good length of ball. Fielding Able to stop, catch and pick up ball using either hand. Very competent in all aspects of fielding. Throws accurately to the wicketkeeper. Wicketkeeper will move effectively behind the stumps. Game situation Able to exert considerable influence on game in areas of batting, bowling and fielding. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness even under pressure.</p>
5 – 6	<p>Performs batting or bowling with a good technique and performs all elements of fielding effectively or performs batting and bowling with correct technique and performance and performs all elements of fielding to a good level of ability. Batting Uses correct technique in defensive and attacking shots. Able to play appropriate shot to a variety of balls bowled. Correct technique to forward and backward defensive shots. Bowling Uses correct technique in bowling action, with appropriate control of line and length. Able to demonstrate either some spin or swing or movement of the ball off the seam. Fielding Able to anticipate and adjust position according to pace of ball. Consistent catching ability and accurate return to wicketkeeper. Wicketkeeper will cleanly field all returns and take all bowling Game situation Shows some ability to influence game either in batting or bowling. Good command of skills. Shows some anticipation of opposition and makes adjustments. Able to switch from attack to defence.</p>
3 – 4	<p>Performs one component with appropriate technique and performance. Batting Plays forward and backward defensive shots, although technique may be rather awkward. Attacking skills evident but technique affected by incorrectly positioned front foot. Bowling Fairly well co-ordinated run-up and basic action with reasonable control of line and length. May be able to demonstrate some spin, but usually not well controlled. Fielding Ability to stop and perform a 'long barrier'. Accurate throws over short distances. Game situation Starts to become more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game.</p>
1 – 2	<p>Performs one component with some evidence of technique or performance. Batting Has some idea of basic batting stance. Shows forward defensive shot but does not keep ball down very well because of limited footwork. Attacking shots still aim too much to leg side and often in air. Bowling Some control of run-up. Some sideways action although only limited control of line and length, with some erratic deliveries. Fielding Can demonstrate basic stops and simple throws. Ability to take a simple catch evident. Game situation Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation.</p>

Guidelines for the Assessment of Rounders, Softball and Baseball

To ensure that there is clear comparability between the assessment of striking games the following principles must be applied for Rounders, Softball and Baseball.

Fielding must be assessed as the major skill for all candidates. This will involve catching, throwing, retrieving, stopping. These will also be demonstrated with a clear understanding of post/base play and tactical appreciation of all aspects of the game.

Batting and bowling will be assessed as separate elements but candidates will need to demonstrate a full range of bowling techniques and also control of a range of batting strikes and techniques.

Girls and boys must be assessed in a 'like v like' situation where innate strength provides for a differential of performance that will have a significant effect upon the activity. **The assessment of fielding skills must reflect this.**

The correct equipment must be used for the assessment of these activities. Adaptations are not acceptable.

Rounders (Candidates may not offer Softball or Baseball as well)	
Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.	
Batting:	grips and their uses; stance; hitting in different directions; forehand and backhand.
Bowling:	basic action; stepping action; variation of speed, height, angle, spin.
Fielding:	underarm throwing and catching; overarm throwing and catching; stopping, chasing and returning.
Positional play:	bowler; backstop; post play; deep fielders.
Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.	
Shot restriction and structured drills.	
Tactics	
Field placing for attacking/defensive batsmen/left-handed batsmen.	
Bowling changes.	
Switching/backing up post play.	
Laws of the game and their application	
Umpiring	

Mark Band	Games Activity – Rounders (Candidates may not offer Baseball or Softball as well)
9 – 10	<p>Batting – Approaches the box with great confidence and adopts a very positive stance. Makes regular contact with the ball, i.e. 80% of the time. Is able to place the ball according to the field set and type of delivery using both forehand and backhand. Displays tactical appreciation to get someone home.</p> <p>Bowling – Clearly demonstrates excellent technique in all variations of height, spin with very few no balls being bowled. Is able to use the box to vary the angle of attack and places the field to bowl so that he/she can exploit the batsperson’s weaknesses.</p> <p>Fielding – Can play in any fielding position with great authority and exerts pressure on the batsperson at all times.</p> <p>Exerts significant influence over the game and demonstrates an outstanding level of skill in all areas of batting, bowling and fielding. Shows a wealth of tactical awareness and anticipation in all areas. Performs all skills with great confidence and consistency.</p>
7 – 8	<p>Batting - Demonstrates a good ready position and good technique when hitting the ball. Makes regular contact between 70% and 80% of the time with good contact. Shows clear evidence of placing the ball in the field to avoid fielder in differing positions.</p> <p>Bowling – Rhythmic stepping action. Able to demonstrate an extremely consistent level of bowling with only the occasional no ball. Shows full variation of height and speed and demonstrates spin to try and outwit his/her opponent.</p> <p>Fielding – Can demonstrate all skills with consistency and is able to show anticipation of where the ball is going and adjust his/her position to field. Shows clear evidence of being able to field the ball accurately to the bases. Can show the long barrier technique and the ability to pick up the ball on the run, either chasing or attacking. Able to consistently catch balls fielded in from deep field.</p> <p>Exerts considerable influence on the game in all areas of batting, bowling and fielding. In play makes very few errors and performs with increasing confidence. Anticipates the flow of the game and encourages team mates into position. Shows evidence of backing up and fielding off the base.</p>
5 – 6	<p>Batting – Adopts correct stance with good grip. Makes contact between 50% and 70% of the time and displays evidence of placing the ball according to the field placing.</p> <p>Bowling – Stepping action becoming fluent. The delivery is consistent with very few no balls being bowled. Is able to demonstrate a change of height and speed in delivery, to try and outwit the batsperson. No evidence of using spin technique.</p> <p>Fielding – Demonstrates both overarm and underarm throws with consistent accuracy and catches confidently. In the field can return the ball quickly and accurately to base. Shows evidence of being able to pick the ball up on the run and can demonstrate the long barrier. Difficulty in catching balls fielded in from deep field.</p> <p>Makes a much more significant contribution to the game and carries out the skills with consistency even in the competitive situation.</p>
3 – 4	<p>Batting – Clearly demonstrates where and how to stand when receiving the ball. A good grip is evident. Only makes contact with less than 50% of the balls. When contact is made there is little control of direction.</p> <p>Bowling – Evidence of the correct stepping action and the delivery of the ball is more consistent with few no balls being bowled. No evidence of any variation in the delivery.</p> <p>Fielding - Can demonstrate both throwing underarm and overarm with some accuracy and consistency and regularly catches the ball coming at different heights and speeds. In the field struggles to get the ball back to the base quickly or accurately due to lack of power. Prefers to field in favourite position.</p> <p>Starts to play more effectively in the game but the pressure of the competitive situation affects the performer’s skills.</p>
1 – 2	<p>Batting - Demonstrates an idea of where to stand when receiving the ball, however rarely makes contact</p> <p>Bowling – Demonstrates static bowling action. The bowling is very inconsistent with a high percentage of no balls being bowled.</p> <p>Fielding - Demonstrates basic catching and throwing action over short distances but the technique is poor with little consistency. No evidence of returning the ball from deep field with any accuracy. Unable to demonstrate overarm throwing action correctly.</p> <p>Game – Takes part with little effect in the game and struggles to perform the basic skills with any consistency, looks uncomfortable when batting, bowling or fielding.</p>

Softball (Slow and fast pitch)

(Candidates may not offer Rounders or Baseball as well)

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Batting: grips and their uses; stance; follow through;
hitting the ball to all fields;
bunting.

Baserunning: stopping or turning at first base;
leading off/stealing;
retreat slide, bent leg slide.

Pitching: basic slowpitch technique (backspin, forehand, variation of arc height);
basic fastpitch technique (slingshot and/or windmill, variation of speed).

(Note: candidates are expected to cover both fastpitch and slowpitch techniques and required to offer **ONE** of these for assessment)

Fielding: pitching to location (inside/outside, top/bottom of strike zone)
basic glove positioning;
throwing;
fielding a ground ball;
catching fly balls;
force outs;
tag outs.

Positional play: pitcher; catcher; infield (1st base; 2nd base; 3rd base; shortstop);
outfielders.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Shot restriction and structured drills.

Tactics

Defence: field placings, bunt defence, steal defence

Offence: stealing bases, hit and run, Sacrifice bunt, sacrifice fly

Laws of the game and their application

Umpiring.

Scoring.

Mark Band	Games Activity – Softball (Candidates may not offer Baseball or Rounders as well.)
9 – 10	<p>Batting – Consistent contact with the ball. Able to place shots to maximum advantage.</p> <p>Baserunning – Runs intelligently and aggressively. Manufactures extra bases and runs by exploiting the opposition’s weaknesses. Able to steal bases and use appropriate running and sliding techniques.</p> <p>Pitching - Demonstrates ability (in either slowpitch or fastpitch) to make use of a variety of pitch speed, spin and location with consistency and accuracy to exploit the batter’s weakness.</p> <p>Fielding – Demonstrates outstanding ability and is able to play at least two contrasting positions.</p> <p>Exerts significant influence over game. Shows outstanding level of skill, technical awareness and anticipation in all areas and makes very few errors.</p>
7 – 8	<p>Batting – Able to make contact consistently and is able to keep the ball low and hit to the left and right field.</p> <p>Baserunning – Runs bases effectively, exploiting the fielders’ weaknesses and sliding as necessary. Takes an aggressive lead off and employs retreat slide. Demonstrates the ability to steal bases.</p> <p>Pitching – Either: Slowpitch: able to make use of a variety of pitches and to pitch accurately to location (inside/outside, high/low, strike zone). Or Fastpitch: able to pitch accurately to location (inside/outside, high/low, strike zone).</p> <p>Fielding - able to field and throw competently and make accurate throws over long and short distances.</p> <p>Able to exert considerable influence on the game in at least two of the three areas of batting/pitching/fielding. Makes few unforced errors and assists team mates.</p>
5 – 6	<p>Batting – Able to hit with some power but unable to direct it. Often hits high catchable fly balls.</p> <p>Baserunning – Runs bases effectively, paying attention to basecoaching. Is able to demonstrate bent leg slide.</p> <p>Pitching – Either Slowpitch: able to vary height of arc and to pitch strikes with both backspin and forehand technique. Or Fastpitch: able to pitch strikes with windmill and/or slingshot pitch. Demonstrates the ability to use a change of pace or spin.</p> <p>Fielding – Able to catch and throw consistently. Is able to adjust to the speed and direction of the ball.</p> <p>Positive contribution to the game in either offence or defence.</p>
3 – 4	<p>Batting – some success in contacting ball but strike lacks power and distance.</p> <p>Baserunning – demonstrates awareness of the role of baserunning during games. Makes some simple baserunning errors.</p> <p>Pitching – Able to pitch consistent strikes (50%+) with either slowpitch or fastpitch.</p> <p>Fielding – Able to anticipate the direction of the ball and field a ground ball. Able to catch ‘easy’ balls and throw accurately over short distances.</p> <p>Starts to play more effectively in the game. May exhibit some individual skills although these may be affected by the pressures of the game.</p>
1 – 2	<p>Batting – Some idea of basic stance but rarely contacts the ball.</p> <p>Baserunning – Some idea of baserunning but often forgets when to run or makes several baserunning errors.</p> <p>Pitching – Some basic mechanics but is unable to pitch consistent strikes with either slowpitch or fastpitch.</p> <p>Fielding – demonstrates basic glove work. Has the ability to make basic throws and catches.</p> <p>Participates in game with limited effectiveness. Has difficulty performing basic skills.</p>

Baseball (English and Welsh versions)

(Candidates may not offer Rounders or Softball as well)

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Batting

Grip, stance, foot placement ('toeing the peg'), swing, follow through

Hitting to all fields ('off and leg').

Baserunning.

Bowling

Fundamental bowling mechanics.

Pendulum action.

Fielding

Use of the glove, throwing, catching, fielding ground balls, catching fly balls.

Positional play

Bowler, backstop, infield (1st base, 2nd base, 3rd base). outfield.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Shot restriction and structured drills.

Tactics

Defence: Bowling: 'off-peg' and 'leg-peg'.

Fielding positions.

Offence: Shot selection (positional hitting) – hitting to leg/off/over the slips.

Laws of the game and their application

Umpiring.

Scoring.

Mark Band	Games Activity – Baseball (Candidates may not offer Rounders or Softball as well.)
9 – 10	<p>Batting - Confident approach to batting ‘pegs’ and adopts a very positive batting stance. Ability to make regular contact and has the ability to place the shot confidently, accurately hitting to ‘off and leg’. Tactical awareness to get team mates home.</p> <p>Bowling - Clearly demonstrates excellent technique in all variations of height, speed and direction with very few ‘bads’ being delivered. Is able to bowl to field setting.</p> <p>Fielding - Demonstrates outstanding fielding ability, displays authority and exerts pressure on the batsman.</p> <p>Game Situation - Exerts significant influence over the game, displays outstanding skills, tactical awareness and anticipation. Makes few errors.</p>
7 – 8	<p>Batting - Demonstrates good ready position at the batting ‘pegs’. Techniques of striking the ball is good and shows ability to make regular contact. Shows clear evidence of shot placement according to field settings.</p> <p>Bowling - More ‘rhythmic’ movement across the length of the bowling box. Able to demonstrate a consistent level of bowling with only occasional ‘bad’ balls. Can display variation of height and direction within ‘good ball’ area.</p> <p>Fielding - Can demonstrate all skills with consistency. Is able to anticipate direction of ball and adjust position accordingly. Has ability to pick up ball on the run and use the ‘long barrier’ technique to good effect.</p> <p>Game Situation - Displays an ability to exert considerable influence on the game in at least two of the three areas; batting, bowling or fielding. Makes few errors, shows evidence of backing-up other fielders.</p>
5 – 6	<p>Batting - ‘Toes the peg’ correctly with the correct stance, makes more regular contact with the ball and displays evidence of shot placement according to field placings.</p> <p>Bowling - Movement across the box becoming more fluent. Delivery becoming more consistent with more ‘goods’ being bowled. Is able to vary deliveries over ‘off’ and ‘leg’ pegs and can use slower/quicker deliveries.</p> <p>Fielding - Throws with consistent accuracy, catches with confidence, displays ability to adjust to speed and direction of ball. Shows evidence of ability to pick up ball on the run and can demonstrate the ‘long barrier’ technique.</p> <p>Game Situation - Makes a positive contribution to the game and displays more consistent skill level under the pressure of a competitive situation.</p>
3 – 4	<p>Batting - Clearly demonstrates how to ‘toe the peg’. Evidence of good grip, makes contact with the ball less than 50% of the time. Contact made but with little control of direction.</p> <p>Bowling - Some evidence of correct movement across the bowling box. Delivery is more consistent but little evidence of variation in speed of delivery.</p> <p>Fielding - Can throw accurately over short distances/around bases but struggles to return the ball from deep but can make the easy catch.</p> <p>Game Situation - Starts to play a more effective role in the game. May display some individual skills but these may be affected by pressure of a competitive situation.</p>
1 – 2	<p>Batting - Demonstrates an idea of where to stand at bat, rarely makes contact.</p> <p>Bowling - Demonstrates ‘static’ bowling action. Standard is very inconsistent with a high percentage of bad balls.</p> <p>Fielding - Demonstrates basic catching and throwing action over short distances but poor technique with little consistency. Little success catching high balls. No evidence of returning ball from outfield with accuracy/ power.</p> <p>Game Situation - Participates in the game situation with little effectiveness, struggles to perform even the most basic skills, looks uncomfortable when batting, bowling or fielding.</p>

Gaelic Football

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Catching: low on chest; overhead.

Kicking: punt; drop kick; free kick.

Passing: kick; hand; fist.

Solo run: side step; hop the ball.

Pick up.

Tackling: blocking; shoulder.

Shooting: right; left.

Goalkeeping.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Dribbling past an opponent – both sides, feints, close control.

Pressurised practices and games eg 3 v 3 or 4 v 4 illustrating spatial awareness; timing – when to run/pass/kick/shoot; judgement – where to run, which pass to make, controlling possession, positional sense, support, weighting the pass.

Roles of different positions.

Marking.

Movement off the ball.

Positions at set plays.

Tactics

Principles of play: attack – width; penetration;

 defence – width; depth.

Set plays: throw in at the start of the game; free kicks; kick-out; ‘forty-five’.

Laws of the game and their application, including the officials’ signals.

Mark Band	Games Activity – Gaelic Football
9 – 10	<p>Able to demonstrate all types of pass with accuracy and good timing. Able to apply correct weighting and pace. Can pass accurately with either foot on the move to stationary or moving target</p> <p>Shows high level of balance and ball control when soloing past an opponent. Able to wrong foot opponent while maintaining full control of ball and moving forward.</p> <p>High level of balance and ability to catch, both while stationary and on the move.</p> <p>Exerts significant control over the game. Shows outstanding level of skills, technical awareness and anticipation, making few unforced errors.</p>
7 – 8	<p>Able to pass accurately on the move. Able to demonstrate variety of different types of pass with either foot. Technique and timing good.</p> <p>Able to demonstrate tight control while soloing past opponents on either side.</p> <p>Very good catching ability while stationary but more inconsistent on the move.</p> <p>Able to exert an influence on the game in both attack and defence. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness even under pressure.</p>
5 – 6	<p>Able to pass with accuracy while on the move. Demonstrates correct technique and timing with the stronger foot.</p> <p>Able to use both feet to keep the ball under control while soloing past opponents on either side.</p> <p>Good positioning of hands directly behind ball. Can catch while stationary.</p> <p>Shows some ability to influence the game either in attack or defence. Good command of skills and tactics in evidence even under pressure. Shows some anticipation of opposition and makes adjustments. Able to switch quickly from attack to defence.</p>
3 – 4	<p>Passes accurately with correct part of the foot. Occasionally, pass lacks correct weighting. Demonstrates timing and knowledge of distance in a range of passes.</p> <p>Good control and technique. Ball kept under control. Uses stronger foot mainly, but able to demonstrate limited use of both feet.</p> <p>Shows better co-ordination at catching and becomes more accomplished.</p> <p>Starts to become more effective in game situation. May exhibit some individual skills in chosen position although these may be affected by pressures of game.</p>
1 – 2	<p>Able to pass from the hand with limited accuracy. Passes tend to be under or over played. Eyes taken off ball prior to contact.</p> <p>Demonstrates reasonable skill with stronger foot. Ball often hit too high or too far in front.</p> <p>Lack of ability and consistency in catching the ball.</p> <p>Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Shows uncertainty in comprehending changes in tactics or concepts of team work.</p>

Hurling (or Camogie)

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Striking.

Catching: one handed.

Lifting: moving ball; stationary ball.

Blocking: on the ground; in the air.

Stopping: on the ground; in the air.

Dribbling: soloing.

Goalkeeping.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual candidate.

Dribbling past an opponent – both sides, feints, close control.

Pressurised practices and games eg 3 v 3 or 4 v 4 illustrating spatial awareness; timing – when to run/pass; judgement – where to run, which pass to make; controlled possessional play.

Positional sense; support; weighting the pass.

Roles of the different positions.

Marking.

Movement off the ball.

Positions at set plays.

Tactics

Principles of play: attack – width, penetration;
 defence – width; depth; aerial and ground hurling.

Set plays: throw in at the start of the game; free taking; puck-out; ‘sixty-five’.

Laws of the game and their application, including officials’ signals.

Mark Band	Games Activity – Hurling (or Camogie)
9 – 10	<p>Able to pass accurately to player moving away from both sides.</p> <p>Excellent level of control at speed. Quick delivery of pass while on the move.</p> <p>Very consistent in pick up at speed and also accuracy of pass.</p> <p>Catches pass while in motion away from the ball (over shoulder).</p> <p>Exerts significant control over the game. Shows outstanding level of skill, technical awareness and anticipation making very few unforced errors.</p>
7 – 8	<p>Able to pass accurately while in motion, over a long distance from either side to moving receiver</p> <p>Very good control at speed and during change of direction. Head up looking around at options. Good use of body as a shield.</p> <p>Consistent pick up but inconsistent pass especially with moving ball.</p> <p>Makes consistent catches on move or stationary.</p> <p>Able to exert an influence on the game both in attack and defence. Makes few unforced errors and assists team mates. Shows good level of skill and tactical awareness even under pressure.</p>
5 – 6	<p>Makes consistently accurate passes. Longer passes are fairly accurate, especially when moving on strong side.</p> <p>Shows good control with hands on stick at speed but unstable with change of direction.</p> <p>Consistent ability to pick up both a stationary and moving ball.</p> <p>Becoming more consistent at catching on the move.</p> <p>Plays effectively in game situation. Demonstrates good level of skill in chosen position.</p>
3 – 4	<p>Fairly consistent passes from stronger side. Able to pass with reasonable success to moving receiver. Poor on longer passes</p> <p>Fair control with hands on stick. Unstable at speed and with change of direction.</p> <p>Reasonable ability with stationary ball but inconsistent with moving ball. Control takes time.</p> <p>Reasonably consistent catch. Begins to catch on move but not consistently.</p> <p>Starts to become more effective in game situation. May exhibit some individual skills in chosen position although these may be affected by pressures of game.</p>
1 – 2	<p>Inaccurate passes consistently fall either short or long. Poor body position and misuse of power with little or no follow-through.</p> <p>Lack of balance and unable to carry the ball with the stick in either hand.</p> <p>Inconsistency even with stationary ball. Too upright a position. Poor body positioning.</p> <p>Unable to catch consistently. Target set poorly. Hand and arm too rigid. Drops ball frequently.</p> <p>Unable to influence game. Very limited contribution with little or no skill in evidence during play. Unable to comprehend changes in tactics or concepts of team work. Shows large degree of uncertainty.</p>

Water Polo

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Swimming with ball: dribbling, control, style.

Passing and shooting: lob, high, bounce, push, back flip, scoop, throw.

Set pieces: comer throw, goal throw, neutral throw, free throw, penalty.

Goalkeeping: positioning, anticipation.

Application of advanced skills in a game situation providing the basis for the assessment of the individual candidate.

Pressurised practices and games eg 3 v 3 or 4 v 4 illustrating spatial awareness; timing – positional sense; support; weighting the pass.

Roles of the different positions.

Marking.

Movement off the ball.

Tactics

Defence: front mark, area mark, one-to-one, double mark, man down.

Attack: lanes, use of 4m area and 2m area, man up, pit marker, use of wings and decoys.

Rules

Fouls: ordinary and major, personal fault.

Officials.

Rules governing goalkeeper.

Mark Band	Games Activity – Water Polo
9 – 10	Outstanding skills to suit the situation. Excellent ball control. Dominates the game, able to perform all advanced skills under pressure. Is tactically aware and able to create and use opportunities.
7 – 8	Passes and shoots with power and accuracy using a variety of styles. Good ball control with either hand. Exerts influence on the game, able to create and use opportunities in attack, defends well.
5 – 6	Shoots and passes well with either hand, swims effectively with the ball. Can attack and defend effectively. Tactically more aware and uses players in space in attack.
3 – 4	Passes accurately over a reasonable distance with preferred hand. Can swim with the ball and demonstrates a variety of shots. Begins to be more effective. Can perform skills if given space.
1 – 2	Passing lacks accuracy, lacks control over ball, has difficulty dribbling. Participates with limited effectiveness. No tactical awareness.

Assessment of individual activities

Generic Principles

In order to develop common criteria across the differing individual activities the following generic principles should be considered when assessing performance:

- assessment of individual activities will generally be based upon a cumulative principle of difficulty. Advanced performers will perform skills of a high level of difficulty
- advanced performers will demonstrate efficiency of movement within the performance of skill. Routines/sequences will highlight an ease of movement and a high degree of control in the overall performance
- candidates in the 7-8 band will perform advanced techniques in isolation but may not integrate these effectively into a routine/sequence
- candidates displaying a very high level of ability will apply their techniques to overcome challenging situations
- candidates should be able to attain grades 7-8 by following the course offered within the centre's timetable. Candidates achieving the 9-10 band will usually have furthered their individual ability through involvement with outside clubs and organisations and be performing at a high level of competition.

In activities where skills and a performance are assessed separately the final mark should be an average of the two. However, no half marks should be awarded and Teacher-Examiners need to reflect on the overall strength of the candidate as to whether they round up or down final marks.

It is suggested that a written outline is provided for activities where a routine/sequence is to be performed for assessment.

Synchronised Swimming

Candidates will be assessed on individual skills in Strokes and Sculling and a short Sequence.

Strokes:

10 metres breaststroke with head held above surface of water.

10 metres 'controlled' back crawl.

10 metres front crawl with head held above surface of water.

show a smooth transition from one stroke to another.

10 metres performing own artistic variation on one of the three strokes.

Sculling:

Candidates should attempt all the basic sculling skills and as many of the advanced skills as he/she is able to demonstrate.

Basic sculling:

travelling head first on back.

travelling feet first on back.

back layout held for 10 seconds.

Advanced sculling:

torpedo scull for 10 metres.

canoe scull for 10 metres.

front layout held for 10 seconds.

Sequence:

all candidates will be expected to perform a short sequence, including:

neat entry into the water from the poolside.

two different types of stroke performed as under 'strokes'.

a sculling action.

at least two figures from the following list:

I. tub

II. oyster

III. mushroom float

IV. three-quarter front tucked somersault (from glide to standing/upright position)

V. three-quarter back tucked somersault (from kicking on back to standing/upright position)

VI. front piked somersault (from layout)

VII. back piked somersault (from layout)

VIII. single ballet leg

IX. porpoise.

NB Candidates wishing to offer additional and more difficult figures may do so. Candidates will be required to submit a written outline of the sequence to be performed.

Mark Band	Gymnastics Activities – Synchronised Swimming
9 – 10	Demonstrates all strokes smoothly with rhythm and control. Disturbance of the water is minimal, breathing regular. Able to use strokes to produce travel, whilst at the same time incorporating originality. Performs correct sculling action within the following three figures: ballet leg, dolphin (head first), front somersault (piked). Perform a sequence to a very high standard, showing height throughout all skills. Smooth transitions and imaginative use of pool space.
7 – 8	Performs all strokes well, showing good control and purposeful travel during the execution of these strokes. Sculling is utilised well to provide smooth propulsion along the surface of the water. Candidate is able to perform all basic and advanced sculling, i.e. head first and feet first on back, torpedo, canoe and front layout. Sequence to include two figures from vi-ix. Displays good style and control along with evidence of originality and awareness of use of pool space.
5 – 6	Performs three strokes and in two of the three shows control and height. Lacks technique in front crawl. Can perform simple transitions. Demonstrates all basic sculling actions with ease and is able to successfully perform one technique from the advanced list. Good body tension. Sequence to include at least one figure from vi-ix. Transitions from strokes and figures are continuous. Strokes performed with poise and some height.
3 – 4	Offers three strokes with at least one performed well and with relative ease. Holds face above water and without sideways movement. Basic sculling action correct but lacks the strength to support the body fully during travel. Body extensions questionable. Shows clear attempt to combine skills using relatively smooth transitions. Lacks height throughout performance. Incorporates two elementary figures, i.e. number i-v.
1 – 2	May offer two strokes but lacks height and purposeful movement through water. Unable to produce correct sculling action, resulting in a low body position in the water. Will probably find travelling difficult. Performs small routine including very basic skills.

Horse Riding

Skills/Manoeuvres

Approach pony in stable, put on a head collar and tie up.

Approach and lead a pony in hand.

Mount and dismount.

Walk and halt without a leading rein in an enclosed area.

Put on a saddle and bridle.

Show simple turns and circles in a walk.

Show rising trot and knowledge of diagonals.

Show knowledge of aids for increase and decrease of pace.

Ride school movements in trot and walk.

Show canter.

Show forward position over poles.

Show knowledge of the 5 phases of the jump, and jump a small cross pole.

Show a balanced position in all school movements in walk, trot and canter.

Show correct application of aids.

Walk, trot and canter without stirrups.

Jump a 2ft 6ins track or ride with contact and on the bit.

Turn on the forehand from the halt, half pirouette at the walk and rein back.

Show shortening and lengthening.

Ride a 2ft 9ins cross country course or ride in a double bridle.

Ride a good 3ft track or show lateral movements.

Candidates will be required to design and ride a short performance of their level of ability and preferred event.

Mark Band	Gymnastics Activities – Horse Riding
9 – 10	<p>Candidate should be a confident rider who performs skills very effectively.</p> <p>He/she can jump a variety of fences at 2ft 9 Cross Country or 3ft Showjumping, showing good balance and effectiveness in the five phases of the jump.</p> <p>Or the candidate is able to show very good control in performing riding figures in walk, trot and canter, quarter pirouettes, reining back, turns on forehand demonstrating the ability to ride consistently on the bit and ride the horse to collection.</p> <p>An excellent knowledge of equitation is demonstrated and the candidate designs and rides a highly complex routine.</p>
7 – 8	<p>Candidates should ride confidently and efficiently in walk, trot and canter with or without stirrups. He/she can jump 2ft 6 fences but the technique may be basic. Candidates should have good contact and control of the horse and an ability to perform the following movements well: walk, trot on named diagonal, center on correct leg, ride school figures in walk, trot and canter and turn on forehand.</p> <p>Candidate has a good knowledge of equitation and the candidate designs and rides a complex routine.</p>
5 – 6	<p>Candidate demonstrates rising and sitting trot with growing confidence and style but canters with little or no style. He/she can ride over poles with confidence.</p> <p>The candidate can ride in canter, turns and circles, ride in walk independently of the reins and hold the reins in one hand in the walk and trot. He/she will; left and right circle, and ride on the correct diagonal.</p> <p>The candidate demonstrates a basic understanding of equitation and the candidate designs and rides a complex routine with guidance.</p>
3 – 4	<p>The candidate can put on a saddle and bridle with assistance and can mount and dismount with ease. Candidate can walk and rising trot with some style and will be able to ride turns and circles with some success.</p> <p>The candidate displays a limited knowledge of equitation and the candidate designs and rides a limited routine.</p>
1 – 2	<p>Candidate is able to mount and dismount and will walk and halt but with little or no style.</p> <p>The candidate will lead a pony by hand but may lack confidence in approaching and leading.</p> <p>The candidate has little or no knowledge of equitation and the candidate designs and rides a very limited routine.</p>

Gymnastics

Section 1: Agilities

Candidates should perform as many of the following agilities as they are able. These agilities are to be demonstrated as individual movements and not linked into a routine.

Basic agilities

Rolls: forward; backward; sideways; circle straddle roll; dive forward.

Balances: shoulder; knee and elbow; headstand; handstand.

Cartwheel; arab spring.

Advanced Agilities

Handspring.

Headspring.

Somersaults: front/back.

Flic flac.

Backward roll to handstand.

Walkover forward/backward.

Any other agility the gymnast can perform.

Section 2: Vaulting

Use of the box (minimum 110 cm height) and reuter/spring board or trampette to perform any two of the following vaults:

Basic vaults

Squat vault: long and/or cross box.

Straddle vault: long and/or cross box.

Advanced vaults

Headspring.

Long arm overswing.

Handspring with half turn.

Long arm with full twist.

Any vault from F.I.G. code of points (the vault must be explained prior to execution).

Candidates will be allowed two attempts at each vault, the better in each case being assessed.

Section 3: Routine

Candidates will select one of the following and produce a routine:

Floor Routine

Boys: a sequence lasting up to 60 seconds and comprising any number/combination of the agilities listed in Section 1, with linking movements.

Girls: a sequence to music lasting 60 to 90 seconds and comprising any number of agilities listed in Section I.

Note: Floorwork (girls) performed to music (non-vocal) should be joined together by dance movements, jumps, hops and step patterns.

Pommel horse (Boys)

A short sequence showing various leg swings.

Beam routine (Girls)

A sequence to last 70 to 90 seconds using the whole beam and including a mount, running and walking steps, turns springs and hops, rolls and held position dismount.

Educational gymnastics

Candidates will be required to perform a sequence of at least one minute's duration chosen from the following awareness components and highlighting one or more basic themes:

Body awareness

- awareness of individual parts and combinations of parts
- parts touching and separating
- transference of weight
- curling and stretching
- simultaneous and successive movements
- angles, curves and twists
- symmetry and asymmetry
- flight.

Time awareness

- moving and stopping
- rhythms in movement
- control of time
- acceleration and deceleration
- accents in movement.

Space awareness

- where the body can move
- direction, including changing direction
- ways of facing; different levels
- flight (where body is going through space assisted/unassisted)
- ball, pin and wall shapes (shapes of the body in space).

Weight awareness

- awareness of strength and lightness in movement.

Rhythmic gymnastics

Candidates should perform a routine using one of clubs/ball/rope/ribbon/hoop.

The clubs

A short sequence lasting 60 to 90 seconds to include small circles, mill circles, large swings, throws, tapping/beating, asymmetric movements.

The ball

A short sequence lasting 60 to 90 seconds to include throws, free rolls over the body or the floor, bouncing, circles, figures of eight and balancing the ball on part of the body.

The rope

A short sequence lasting 60 to 90 seconds to include skipping, swings, circles, rotations, figures of eight and throws.

The ribbon

A short sequence lasting 60 to 90 seconds to include swings, circles, snakes, coils, figures of eight and throws.

The hoop

A short sequence lasting 60 to 90 seconds to include rolling, rotation around the hand or part of the body, swing curls, figures of eight, turning over, passing through and over and throws.

Candidates will be required to submit a written outline of the sequence to be performed.

Gymnastics: Skills List

<p>Agilities</p>	<p>Basic Agilities:</p> <ul style="list-style-type: none"> • Rolls: forward; backward; sideways; circle straddle roll; dive forward • Balances; shoulder; knee and elbow; headstand; handstand • Cartwheel; arab spring 	<p>Advanced Agilities:</p> <ul style="list-style-type: none"> • Handspring • Headspring • Somersaults: front/back • Flic flac • Backward roll to handstand • Walkover forward/backward • Any other agility the gymnast can perform
<p>Vault</p> <p>Use of box (min. 110cm Height) and reuter/spring board or trampette to perform any two of the following vaults:</p>	<p>Basic Vaults:</p> <ul style="list-style-type: none"> • Squat vault: long and/or cross box • Straddle vault: long and/or cross box 	<p>Advanced Vaults:</p> <ul style="list-style-type: none"> • Headspring • Longarm overswing • Handspring with half turn • Longarm with full twist • Any vault from the F.I.G. code of points • (the vault must be explained prior to execution)
<p>Routine</p> <p>Candidates will select one of the following and produce a routine</p>	<p>Floor</p> <p>Parallel Bars/Rings/Pommel Horse/High Bar</p> <p>Educational Gymnastics</p> <p>Rhythmic Gymnastics</p>	

Mark Band	Gymnastics Activity - Gymnastics
9 – 10	<p>Agilities – Able to perform all basic agilities and five advanced agilities. Excellent control and style</p> <p>Vault – Performs a difficult vault involving some degree of rotation. Good speed on approach and secure landing.</p> <p>Floor – Appropriate mixture of movements displaying imaginative use of floor space and ability. Sequence performed with total control. A polished performance.</p> <p>Apparatus – Demonstrates a series of well thought out movements with appropriate linking actions. High level of balance and control in a pleasing routine.</p> <p>Educational – The routine shows thought, imagination and originality. It is fluent, aesthetically pleasing and shows style and poise.</p> <p>Rhythmic – Demonstrates a series of well thought out movements, linked together by an imaginative series of moves. An aesthetically pleasing routine.</p>
7 – 8	<p>Agilities – Able to perform all basic agilities and at least three of the advanced agilities. Good style and control.</p> <p>Vault – Able to perform a more advanced vault. Some evidence of speed on approach. Secure landing.</p> <p>Floor – Higher degree of advanced moves. Appropriate linking actions. Overall effect of the routine shows control, flow and style.</p> <p>Apparatus – Good mount and dismount. Polished performance of basic moves. Some advanced moves offered, but with limited style and control.</p> <p>Educational – Able to perform a routine interpreting the chosen theme with considerable style and control. Evidence of good linking movements.</p> <p>Rhythmic – Routine shows continuity with some original ideas. Thought given to types of movement required by changes in beat of music.</p>
5 – 6	<p>Agilities – Able to attempt all basic agilities with control and style. May attempt an advanced agility.</p> <p>Vault – Performs the two basic vaults with control and style. More advanced vault may need some degree of assistance.</p> <p>Floor – Demonstrates basic agilities to a higher degree of control and performance; limited number of advanced moves, executed poorly.</p> <p>Apparatus – Mount and dismount without assistance. Routine composed mostly of elementary moves with, possibly, one or two more advanced elements. Reasonable style and control.</p> <p>Educational – Demonstrates through performance, a routine/sequence on the chosen theme using good interpretation and starts to show awareness of body/time/weight or space. Linking movements in evidence.</p> <p>Rhythmic – Displays a degree of control and thought. Movements performed with apparatus showing reasonable style and control. Interpretation of music improves the appearance of the routine.</p>
3 – 4	<p>Agilities – Able to attempt all rolls and balances with limited style, but more control.</p> <p>Vault – Performs the two basic vaults with minimal assistance. Limited control and style.</p> <p>Floor – Demonstrates basic agilities and linking movements in a routine. Some degree of control and style.</p> <p>Apparatus – More competent in the mount; encounters problems with the dismount which tends to be simplistic. Basic moves used throughout the routine. Routine will lack continuity.</p> <p>Educational – Performs a short routine/sequence on the chosen theme demonstrating basic agilities and/or vaults. Shows some control and style.</p> <p>Rhythmic – Some continuity of movement with the apparatus. Basic actions displayed with adequate degree of control. Modest interpretation of the music.</p>
1 – 2	<p>Agilities – Able to attempt at least 5 basic agilities, demonstrating some body control.</p> <p>Vault – Experiences some difficulty. Needs assistance with one or both vaults. Poor style.</p> <p>Floor – Able to link together simple movements using limited space. Evidence of some body control. Lacks flow and rhythm.</p> <p>Apparatus – Needs assistance with mount/dismount. Candidate will not attempt a routine.</p> <p>Educational – Performs a short routine/ sequence with a limited understanding of the chosen theme. Lacks flow and little evidence of body control.</p> <p>Rhythmic – May lose control of the apparatus. Lack of momentum/continuity to the routine. Interpretation of the music is incidental.</p>

Trampolining

All candidates should be able to **assist a trained trampoline teacher** to fold and unfold a trampoline. No candidate should be required to get out or put away a trampoline without the **physical involvement** of a qualified trampoline teacher.

Safety

all candidates are required to mount and dismount in a safe and recognised manner

all candidates must spot safely

all candidates should perform in correct and suitable clothing.

Basic and Advanced Skills

Basic jumps:

checking/stopping
 good controlled straight bouncing
 tuck jump
 pike jump
 straddle jump
 half-twist jump.

Basic landing positions:

seat drop
 front drop
 back drop.

Twists (basic):

There are two ways to initiate a twist:
 whilst in contact with the bed – with feet or other body part
 when in the air – eg when exiting from a shape.
 full twist jump – decreasing and increasing inertia – contact
 seat drop half twist to feet – contact
 half twist to seat drop – contact
 tuck jump with half twist out of the shape to feet – aerial.

Shaped drops:

front drop – tucked
 front drop – piked
 back drop – piked with extension for landing
 back drop – tucked, with extension for landing.

Combinations (basic) :

seat drop to front drop
 front drop to seat drop
 seat drop half twist to seat drop – swivel hips.

Combinations (twisting and rotation)

front drop half twist to feet
 half twist to front drop
 back drop half twist to feet
 half twist to back drop.

Advanced twists:

back drop half twist to front drop
 back drop full twist to feet
 full twist to back drop
 back drop, half-twist to back drop (cradle) early twist = contact late twist = aerial
 half turntable
 back drop, full-twist to back drop (cat twist)
 one and a half twist jump.

Basic somersaults:	back drop to front drop – 180° forward rotation hands and knees forward turnover to back hands and knees forward turnover with tuck and extenuation to seat three quarter front somersault to back, to feet – the ¾ front and the ¼ to feet = 360° rotation front somersault to feet front drop to back drop – 180° backward rotation back pull over to front drop back pull over to feet back somersault to feet.
Advanced somersaults	front somersault – piked back somersault – piked back somersault – straight barani – any shape.
Candidates will be required to submit a written outline of the routine to be performed.	

Trampolining: Skills List

Jumps	Basic jumps: <ul style="list-style-type: none"> • checking/stopping • good controlled straight bouncing • tuck • pike • straddle • half twist • full twist 	
Basic Landing Positions	Basic landing positions: <ul style="list-style-type: none"> • seat drop • front drop • back drop 	
Combinations	Combinations (basic): <ul style="list-style-type: none"> • seat drop to front drop • front drop to seat drop 	Combinations (twist and rotate): <ul style="list-style-type: none"> • seat drop, half twist to feet • half twist to seat drop • front drop, half twist to feet • half twist to front drop
Twist	Basic twists: <ul style="list-style-type: none"> • seat drop, half twist, seat drop (swivel hips) • back drop, half twist to feet • half twist to back 	Advanced twists: <ul style="list-style-type: none"> • seat drop, full twist, seat drop (roller) • back drop, full twist to feet • back drop, half twist to back drop (cradle) • half turntable • back drop, full twist to back drop (cat twist) • full turntable
Somersaults	Basic somersaults: <ul style="list-style-type: none"> • hands and knees forward turnover to back • hands and knees forward turnover to back with tuck feet • back pull over to feet • back pull over to front drop • front drop to back drop • back door to front drop • ¾ front somersault to back drop • front somersault to feet • back somersault to feet 	

Mark Band	Gymnastics Activities – Trampolining
9 – 10	<p>Candidate should be able to perform all the combinations, two of the advanced twists and two of the basic somersaulting moves, one of which should be either a front or back somersault (tucked). Shows very good style and control in the simple moves and combined moves in isolation. Works at very good height. Somersault moves are technically correct i.e. 'GOOD FORM' in terms of a) good lift on take off b) good phasing of moves c) drive after lift d) good lines and tension e) minimal travel</p> <p>Candidate should be able to perform a 10 bounce routine. An example is shown below:</p> <p>1. Full-twist 2. Pike jump 3. Seat drop 4. Half-twist to seat drop 5. To feet 6. Straddle jump 7. Back drop 8. To feet 9. Tuck jump 10. Front somersault (tucked)</p> <p>Candidate should show an out bounce and controlled stop.</p> <p>Candidate may wish to show a more difficult routine.</p>
7 – 8	<p>Candidate should be able to perform all the combinations, two of the basic twists, one of the advanced twists, and two of the basic somersaulting moves. The more difficult combinations e.g. the roller, may show insufficient lift or the body may turn into a pike position. The twist may be initiated too early or the landing may not be in the correct line down the bed. The somersaulting moves may be too open, resulting in under rotation. Rotation may start too early or the move may be too low.</p> <p>Candidate should be able to perform a 10 bounce routine. An example is shown below:</p> <p>1. Half-twist to front drop 2. To feet 3. Half-twist 4. Tuck jump 5. Seat drop 6. Half-twist to seat drop 7. Half-twist to feet 8. Pike jump 9. Straddle jump 10. Full jump.</p>
5 – 6	<p>Candidate should be able to perform all the basic jumps, all basic landing positions, four combinations and one of the basic twists. The simple moves, either as isolated actions or in the routine should be good in terms of both style and technique.</p> <p>Candidate should be able to perform a 10 bounce routine. An example is shown below:</p> <p>1. Half-twist 2. Tuck jump 3. Seat drop 4. Half-twist to seat drop 5. To feet 6. Pike jump 7. Back drop 8. To feet 9. Straddle jump 10. Full-twist</p>
3 – 4	<p>Candidate should be able to perform two of the basic landing positions and two of the combinations. At this level the simple shaped moves be done with some style; the straight bounces show some sign of the arrow shape. The seat drop should be controlled and show tension, though in the front drop, travel may be apparent, and elbows/arms may take too much of the weight. There may be some over or under rotation. In the back drop, travel may be again be apparent, with landing either too high or too low. Again the movement may lack tension and style. There may be poor co-ordination of leg and arm beat and no displacement of the hips. The combination moves may lack height, style and control and may need to be attempted more than once.</p> <p>Candidate should be able to perform an 8 bounce routine. Three examples are shown below:</p> <p>1. Seat drop 2. To feet 3. Tuck jump 4. Pike jump 5. Straddle jump 6. Half-twist 7. Front drop 8. To feet</p> <p>1. Full-twist 2. Straddle jump 3. Seat drop 4. Half-twist to seat drop 5. To feet 6. Tuck jump 7. Front drop 8. To feet</p> <p>A further development could be:</p> <p>1. Full-twist 2. Straddle jump 3. Seat drop 4. Half-twist to seat drop 5. Half-twist to feet 6. Pike jump 7. Back jump 8. Half-twist to feet</p>
1 – 2	<p>Candidate should be able to perform all the basic jumps and one of the basic landing positions and one of the combinations. A candidate gaining a mark of 2 may be able to show one of the combinations. He/she will also show more control, especially in the shaped jumps and tuck should show a tighter shape with the body/thigh angle more than 90 degrees. In both the pike and the straddle, the body will fold immediately on take-off and there will be insufficient leg lift. The half and full twist may lack body tension, legs may open and arm action poorly co-ordinated. In the seat drop, the landing position may show rounded upper body, with hands not set behind the hips in the landing and toes not pointing. There will be no apparent push from the hands on to the bed to assist the recovery. The move will again lack tension.</p> <p>Candidate should be able to perform a 6 bounce routine. Two examples are shown below:</p> <p>1. Seat drop 2. To feet 3. Tuck jump 4. Pike jump 5. Straddle jump 6. Half twist</p> <p>1. Seat drop 2. To front drop 3. To feet 4. Half-twist 5. Tuck jump 6. Pike jump</p>

Trampolining: Skills List

Level	1-2	3-4	5-6	7-8	9-10
Routine	<p>Candidates should be able to perform a 6 bounce routine. Two examples are shown below:</p> <ol style="list-style-type: none"> 1. Seat drop 2. To feet 3. Tuck jump 4. Pike jump 5. Straddle jump 6. Half-twist 	<p>Candidates should be able to perform an 8 bounce routine. Three graded examples are shown below:</p> <ol style="list-style-type: none"> 1. Seat drop 2. To feet 3. Tuck jump 4. Pike jump 5. Straddle jump 6. Half-twist 7. Front drop 8. To feet <p>A further development could be:</p> <ol style="list-style-type: none"> 1. Full-twist 2. Straddle jump 3. Seat drop 4. Half-twist to seat drop 	<p>Candidates should be able to perform a 10 bounce routine. An example is shown below:</p> <ol style="list-style-type: none"> 1. Half-twist 2. Tuck jump 3. Seat drop 4. Half-twist to seat drop 5. To feet 6. Pike jump 7. Back drop 8. To feet 9. Straddle jump 10. Full-twist 	<p>Candidates should be able to perform a 10 bounce routine. An example is shown below:</p> <ol style="list-style-type: none"> 1. Half-twist to front drop 2. To feet 3. Half-twist 4. Tuck jump 5. Seat drop 6. Half-twist to seat drop 7. Half-twist to feet 8. Pike jump 9. Straddle jump 10. Full-twist 	<p>Candidates should be able to perform a 10 bounce routine. An example is shown below:</p> <ol style="list-style-type: none"> 1. Full-twist 2. Pike jump 3. Seat drop 4. Half-twist to seat drop 5. To feet 6. Straddle jump 7. Back drop 8. To feet 9. Tuck jump 10. Front somersault (tucked) <p>Candidates should show an out bounce and controlled stop. Candidates may wish to show a more difficult routine.</p>

Dance

Performance

Candidates should demonstrate:

- body action involving various combinations of flexion, extension and rotation, actions which develop from simple to more complex co-ordinations of isolated body parts and phrases of movement involving the whole body
- awareness of dynamics, use of rhythm and timing, use of personal and general space, through orientation and shaping of the body in space and size, level, direction and pathway
- technical and expressive skills of the instrument, including posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection
- all the above considerations in relationship.

Choreography

Students should develop their skills in choreography to support their Analysis of Performance in this area of activity.

Areas of analysis that may be covered are:

- the composition of solos and duets and group pieces will arise from the study of individual ideas and themes for dance. These may be developed through exploration of the following:
- body action, use of gesture, dynamics, spatial considerations and the quality of movement and expression appropriate to the dance idea
- choreographic devices such as: motif, movement phrase, development, theme and variation, repetition, contrast, climax, relationship, unison and canon – working towards the coherence and structure of the finished product – the dance
- use of accompaniment to further the chosen theme, which might include: music, words, voice, costume, lighting and other properties
- the potential and limitations of the performers
- the possibilities of stage space, exits and entrances.

Mark Band	Dance Criteria
9 – 10	Appropriate and effective use of theme is evident. The candidate skilfully varies the tempo, dynamics and accents of movement showing a deep understanding of ways of developing movement potential and individual style. The motif is complex, thus making the dance a sensitive and skilful performance, demonstrating unity and coherence. A close link is evident between the candidate's own physical ability and the art of successful expression. The candidate demonstrates clarity of expression by skilful mastery, fluency and control of the instrument through varied use of tempo, dynamics and accents of movement. The candidate is highly confident and well focused.
7 – 8	Effective use of the chosen theme shows clear variation in tempo and accent. The candidate demonstrates a clear understanding of expression through well structured movements. Rhythmic patterns show fluency, continuity and logical progression. The motif shows a clear development of choreographic devices and is performed with style and elegance, showing confidence and spatial awareness. The candidate demonstrates a clarity of expression through a mastery, fluency and control of the instrument with rhythmic awareness. The candidate projects with confidence and is focused.
5 – 6	Effective use of the chosen theme, the candidate explores the scope for variations in tempo and accent. He/she demonstrates a clarity of expression through intended body action, showing some fluency of movement and rhythmic awareness. The motif shows a clear development, enabling the dance to be performed with some style and elegance, with some movement in both personal and general space. The candidate demonstrates clarity of expression through a wide variety of intended body actions, showing some fluency of movement and rhythmic awareness. The candidate projects him/herself with confidence but focus lacks continuity.
3 – 4	The theme is conveyed by a clear and relevant movement content. The candidate demonstrates a wide variety of actions using the body in a fluid manner and displays an understanding of linking body actions and movement phrases throughout the dance. The motif is developed through the dance, showing various choreographic methods in structured form. Contrast, repetition and accent is evident. The candidate demonstrates control of bodily movements and a variety of basic effort actions, some of which are linked, using the body as an expressive instrument. The candidate projects him/herself with some confidence but focus tends to be inward.
1 – 2	Theme is explored through some relevant movement content. The candidate demonstrates a limited mastery of basic effort actions and is able to use some gestures and movements which are expressive of the chosen theme. The dance shows evidence of motif development through the use of speed and directional changes. The candidate demonstrates limited control of bodily movements and limited mastery of basic effort actions. The candidate lacks confidence and concentration in performance.

Golf

Advanced Skills developed in structured plays to enable candidates to perform in the context of the assessment.

Stance: set up;
 posture;
 open;
 closed;
 position of ball.

Grip: weak/strong;
 Overlapping;
 Interlocking.

Swing: take away
 backswing;
 downswing;
 impact;
 follow through.

Use of: woods, irons and putters.

Strokes: tee shot; drive; approach shots; chip; pitch; putt.

Playing from and over hazards: eg bunkers; rough.

Application of advanced skills in a structured game situation

Tactics

Selection of club.

Use and control of: draw; fade; backspin; lofting.

Taking account of conditions: lie; distance; wind and weather.

Using the run of fairway slopes and the green.

Laws of the game and their application

Rules, etiquette and procedures.

Types of play: stroke play;
 match play.

Mark Band	Athletics Activities - Golf
9 – 10	Good, firm and technically correct grip. Correct alignment of feet, body and head. Fluid swing, taking club through full range. Achieving distance regularly. Effectively uses the course for best line. Able to fade/draw to effect. Putting, high percentage of scoring rate, taking account of terrain, distance, alignment. Regularly makes par to handicap. Chooses appropriate club. Responds to weather conditions. Excellent understanding and knowledge of the game and course.
7 – 8	Technically correct and effective grip. Good address. May use waggle to advantage. Fluid swing, may lack height and distance. Accurate approach shots. Consistent. Uses course layout and can usually avoid hazards while playing for position. Putting effective and accurate. Takes account of the lie of the green. Adjusts game to suit conditions. Selects appropriate club. Can match par to handicap but often drops a shot. Sound knowledge of the procedures and etiquette of the game.
5 – 6	Demonstrates correct grip. Ball addressed well in preparation. Correct action. May slice or hook when trying for distance. Will often lack fluidity in swing with little transference of weight. Fairly consistent in controlling direction. Generally tries to use course layout but not always successfully. Achieves putting success but finds difficulty in taking effective account of terrain and alignment. Strokes generally effective and consistent. An understanding of the common course rules for playing.
3 – 4	Poor position in relation to the ball. Inhibited movement; little success with pitch and chip. Lacks distance and control of direction. Limited idea of course layout or ways to avoid hazards. Stilted and inconsistent putting. Lacks control of wrist and body in putting action. Inconsistent achievement. Limited knowledge of the basic rules and etiquette.
1 – 2	Hands fail to work as one unit. Poor address to the ball. Jerky swing; ball often missed, miss-hit and not lofted. Unable to select appropriate club to match the lie of the ball. Little attempt to avoid hazards or use tactical shot. Putting – little evidence of taking account of variable conditions. Choice of club often incorrect. Little idea of rules or procedures

Skills/Maneuvers			
1.	Stance	8.	Fairway shots: Medium Irons
2.	Grip	9.	Fairway shots: Wedge shots
3.	Swing	10.	Chipping
4.	Tee shots: Driver and Woods	11.	Pitch and run
5.	Tee shots: Long Irons	12.	Putting
6.	Fairway shots: Woods	13.	Bunker shots
7.	Fairway shots: Long Irons	14.	Draw and fade of Iron shots

Weightlifting

The Teacher-Examiner must ensure that each candidate uses the appropriate weights for his/her capabilities.

Safety

Wearing appropriate clothing and footwear.

Check weights are of correct value.

Check weights are secured to bar.

Presence of safety spotters.

Appreciate dangers involved.

Suitable protection for flooring.

Advanced Skills

Snatch.

Clean and Jerk to be assessed on technique and the relation between weight lifted and body weights as detailed below.

Tactics eg selecting differing lifts and weights in competition

Knowledge

History of sport.

Different kinds of lift.

Parts of the equipment.

Safety issues.

Rules applicable to the event

Weightlifting: General Performance Levels

1-2	Weight lifted ÷ (Body weight x 1.1)	boys < 0.3 girls < 0.2
3-4	Weight lifted ÷ (Body weight x 1.1)	boys < 0.6 girls < 0.3
5-6	Weight lifted ÷ (Body weight x 1.1)	boys < 0.75 girls < 0.4
7-8	Weight lifted ÷ (Body weight x 1.1)	boys < 0.9 girls < 0.5
9-10	Weight lifted ÷ (Body weight x 1.1)	boys < 1.0 girls < 0.6

The lifts are assessed on their technical merits, but also include the actual weight lifted on the clean and jerk as a national standard.

Mark Band	Athletics Activities -Weightlifting
9 – 10	<p>Snatch Lift Able to perform a fluid movement with great speed in all phases.</p> <p>The receiving position should be in a very deep squat, which demonstrates excellent mobility and balance. This position should be maintainable until the lifter recovers to an upright position ensuring good posture during the movement.</p> <p>Clean Lift The movement is performed with great speed and fluidity. The pull phase is again kept very close to the line of the body, with a rapid hip drive and extension onto the toes combined with a powerful shoulder shrug. The movement under the bar is very fast into a deep seated receiving position, with the bar racked securely due to good elbow positioning with speed. The lifter can sit in the position until he/she is able to effect a clean recovery with emphasis on maintaining an erect trunk position.</p> <p>Jerk Lift. The jerk is performed rapidly with the lifter maintaining a very erect trunk position throughout the drive sequence. A very fast extension onto the toes with a wide, fast split under the bar with the feet. The fixation of the bar should be maintained whilst the lifter holds a low split position, with the back leg well bent and on the toes, and the front foot well forward and flat on the floor with the shin vertical to the ground. The recovery should start off the front foot and finish with both feet in a parallel position.</p>
7 – 8	<p>Snatch Lift Very fast and precise fixation of the bar, after a first and second pull phase which has been kept very close to the body during the movement. Full extension of the shoulders at the top of the pull, combined with a good drive off the toes simultaneously. Fast movement under the bar into a half squat where the bar is received. Smooth recovery to a standing position, which is balanced, and under control.</p> <p>Clean Lift Excellent start position with the shoulders well in front of the bar. The pull phase is executed with great speed, following a shallow S curve and kept close the body throughout. A hip drive occurs as the bar passes the knees, allowing full extension onto the toes in unison with a rapid shoulder shrug.</p> <p>Jerk Lift The dip and drive sequence is performed very fast with a smooth movement under the bar. The split is lower and the feet are positioned well apart, with a slight bend in the back leg, and the front shin position not quite vertical to the ground. Recovery is made from the front foot first.</p>
5 – 6	<p>Snatch Lift This position should be maintainable until the lifter recovers to an upright position ensuring good posture during the movement. Some extension of the shoulders and toes at the top of the pull phase. Feet are moving out on completion of the pull to allow some movement under the bar. The bar is fixed with some bending of the knees to receive</p> <p>Clean Lift Flat back position at the start with the shoulders in front of the bar. The pull is eased in slightly and kept close throughout the pull phase. Some attempt at a hip drive is made with good extension of the toes and shrugging of the shoulders (no throwing back of the shoulders). The bar is racked cleanly with the elbows pulled around the bar quickly. Movement under the bar occurs with a fast drop into a half squat position as the bar is cleaned.</p> <p>Jerk Lift The dip is short and followed by a quick drive onto the toes. The trunk position is erect throughout the sequence. A shallow split under the bar occurs with the front foot slightly short and the back leg in a straight position. The bar is fixed strongly overhead with no press out, and in line with the centre of the body. Recovery to feet together is made off the back foot.</p>
3 – 4	<p>Snatch Lift Can fix the bar at arms length with some control/balance, slight press out still evident. No attempt to move under the bar, and poor attempt at shoulder shrug and extension onto toes</p> <p>Clean Lift Start position has hips slightly high with slight rounding of the back evident. The pull is kept closer to the body, but not eased in at the start of the lift. Some effort to shrug the shoulders and extend onto the toes is made, but no hip drive is seen to occur. The bar is racked cleanly with elbows coming up under the bar slightly due to the lack of mobility. The legs will bend slightly as the bar is received onto the chest/shoulders</p> <p>Jerk Lift The lifter starts to fix the bar overhead with no arm movement or press. The dip is excessive in depth and is slow on the recovery. The lifter jumps forwards or backwards to keep the bar in line when overhead. No attempt to split the feet under the bar.</p>
1 - 2	<p>Snatch Lift The bar during the pull phase is swung out from the body, the shoulders are thrown back on the top pull. No attempt is made to extend up onto the toes or shrug the shoulders during the pull phase. Able to fix the bar at arm's length with some evidence of a press out. The fixation of the bar occurs on straight legs with no knee bend.</p> <p>Clean Lift The pull movement is slow and away from the body, resulting in the shoulders moving away from the bar as the pull reaches the knees and above. Able to rack the bar onto the chest, but the elbows are not brought up to allow resting on the shoulders. The bar is supported by the forearms only. The lifter will catch the bar on straight legs with no knee bend evident</p> <p>Jerk Lift During the drive phase, the bar travels forwards due to poor control of the trunk during the dip, the dip and drive are slowly executed. Able to fix the bar overhead with some arm bend/press out. No foot movement at all with the legs remaining locked as the bar is fixed.</p>

Rowing

The Teacher-Examiner should choose appropriate skills/manoeuvres for each candidate from the following lists, subject to the capabilities of the candidates and the weather/water conditions:

Safety

Swimming ability.

Wear appropriate clothing and footwear.

Lifting and carrying boat.

Check boat.

Location of nearest telephone and first aid.

Effects of current, wind and tide.

Recognise hazards.

Know weather forecast.

Environmental issues

Impact of rowing.

Advanced Skills/manoeuvres

Launching and landing.

Rules of the river.

Forward and backward paddling.

Stopping forwards and backwards.

Execute an emergency stop.

Capsize drill.

Scull 4000m.

Square blades paddling – 10 strokes continuous.

Show progressive slidework from fixed seat building to full slide.

Coxing demands getting boated.

Coxing demands in competitive situations.

Ten consecutive strokes without touching the water with sculls coming forward.

Complete full spin turn (360°).

Either cox or crew a four or an eight in a competitive situation.

Come into landing point, disembark and release blades without assistance. Put equipment away and wipe down.

NB Candidates are expected to do only those skills and manoeuvres appropriate to the boat they are using, ie scull, four or eight.

Knowledge and equipment

History of Sport (Basic).

Different types of boat.

Name parts of boat.

Name stroke phases.

Difference between buoyancy aid and life jacket.

Mark Band	Athletics Activities - Rowing
9 – 10	<p>Candidates should be able to perform skills/manoeuvres 1-18</p> <p>Can name any part of boat</p> <p>Good knowledge of rules of the river and stream conditions</p> <p>No assistance to launch and put away equipment</p> <p>Scull 4km with most strokes not touching the water, showing good balance</p> <p>Participate in a competitive situation with style and speed</p> <p>Know how to get attached to a 'stake boat' start allowing for water/conditions influences</p>
7 – 8	<p>Candidates should be able to perform skills/ manoeuvres 1-14</p> <p>Good control of self and boat in slide progressions</p> <p>Be able to direct others getting into a boat</p> <p>Good style and direction in paddling 4km</p> <p>Confident in capsize</p> <p>Knowledge of racing start and procedures for 'head' race and regattas</p>
5 – 6	<p>Candidates should be able to perform skills/manoeuvres 1-10</p> <p>Some assistance in carrying boat off rack and to the water. Launch and land by self</p> <p>Competent in capsize</p> <p>Perform emergency stop with control</p> <p>Scull/row 4km</p>
3 – 4	<p>Candidates should be able to perform skills/manoeuvres 1-8</p> <p>Can name all parts of the boat when prompted</p> <p>Assist in launch and land</p> <p>Paddle in a straight line</p> <p>Know how to perform an emergency stop</p>
1 – 2	<p>Candidates should be able to perform skills/manoeuvres 1-8</p> <p>Can name all parts of the boat when prompted</p> <p>Assist in launch and land</p> <p>Paddle in a straight line</p> <p>Know how to perform an emergency stop</p>

Skills/Maneuvers			
1.	Name parts of the boat	10.	Scull 4000m
2.	Launching and landing	11.	Square blades paddling – 10 strokes continuous
3.	Rules of the river	12.	Show progressive slidework from fixed seat building to full slide
4.	Forward paddling	13.	Coxing demands getting boated
5.	Backward paddling	14.	Coxing demands in competitive situations/race start procedure
6.	Stopping forwards	15.	Ten consecutive strokes without touching the water with sculls coming forward
7.	Stopping backwards	16.	Complete full spin turn (360°)
8.	Execute an emergency stop	17.	Either cox or crew a four or an eight in a competitive situation
9.	Capsize drill	18.	Come into landing point, disembark and release blades without assistance. Put equipment away and wipe down.

Archery

The course must be carried out by a Grand National Archery Society Coach Level 2 or above, who will assess the candidate's ability to shoot safely, and verify the scores achieved. Three dozen arrows will be shot to achieve the required scores with six sighters.

Recommendations to enable the candidate to shoot to desired levels of performance are listed in the General Performance Levels Table. However the Association of Archery in schools badge achievement scheme can be used for support material during the course.

Knowledge

Knowledge of their own bow tuning, bracing height, draw length, tillerage, and the method used to calculate the correct arrow length and weight to be used. Knowledge of their equipment and the effects it has on the bow, longrods, stabilisers, clickers and buttons.

General rules of the sport. Target field layout, for competitions and 'Have a Go' sessions. Scoring procedures for both F.I.T.A. and G.N.A.S. competitions and knowledge of various archery rounds which can be shot. The candidate must be able to demonstrate through personal records their personal improvement.

Advanced skills

Stance and body position. Shot preparation, draw, aim, and release, and arrow pattern analysis. Other factors to be considered are ESAR and DFL. Other forms of archery should be known: point of aim, gap shooting and finger walking.

Sight knowledge is important in this area. Adjustments are needed for various distances shot. Weather and wind conditions may change these adjustments.

Measurement of competition skills

The ability to compete in an archery tournament, completing personal score sheets, and being able to act as target captain if required. Knowledge of scoring and procedures for bouncers and pass throughs.

Basic knowledge of shooting rules, and complete knowledge of the rules of etiquette.

Safety

Knowledge of the required standards of safety, which will be accepted to enable a practice or training session to be allowed. Personnel safety standards, and safety of others during a shoot and awareness of the general public, the use of flags and notices.

Mark Band	Athletic Activities - Archery
9 - 10	An outstanding range of technically correct shots with excellent knowledge of the equipment being used. The candidate shows complete competence of the shot preparation, draw, aim and release, and demonstrates the ability to adjust the equipment to improve the scores. The candidate is required to reach the relevant standards of shooting for one Red achievement on the day of assessment.
7 - 8	An excellent knowledge of the shot preparation, and the effects that can result in poor bow hand position and a bad release. The candidate must have knowledge of the causes of a poor shot, and the ability to adjust themselves or the equipment to improve the score. The candidate is required to reach the relevant standard of shooting for one Blue achievement on the day of assessment.
5 - 6	A good understanding of shooting techniques should be known. The candidate must be able to analyse their own performance and make the necessary adjustments with the shot preparation, draw, aim and release. The candidate should be able to ascertain whether the equipment or the technique has to be adjusted. The candidate is required to reach the relevant standard of shooting for one White achievement on the day of assessment.
3 - 4	A basic understanding of the shooting techniques required to complete the shot. The candidate displays a limited ability to perform the shots consistently and accurately with little knowledge of how to correct the performance.. The candidate cannot obtain the relevant standard of shooting to reach one White achievement on the day of assessment.
1 - 2	<p>Difficulty in performing accurate shots and procedures inconsistency often. The candidate is unable to apply the necessary concentration. The need guidance as to where they should position themselves whilst shooting and are unsure of the shot preparation, and the equipment being used.</p> <p>Little idea of the sport and loses interest quickly.</p>

Archery: General Performance Levels

		20 yds –40 cm face (10 zone scoring)	60 yds –122 cm face (5 zone scoring)
9 – 10	Male	231	193
	Female	178	141
7 – 8	Male	165	129
	Female	117	87
5 – 6	Male	85	63
	Female	50	36
3 – 4	Male	75	50
	Female	40	30
1 - 2	Male	65	40
	Female	30	20

The assessment must be carried out by a Grand National Archery Society Coach Level 2 or above, who will assess the candidate's ability to shoot safely, and verify the scores achieved.

Three dozen arrows will be shot to achieve the required scores with six sighters.

Athletics: General Performance Levels

Athletics: General Performance Levels	
9 - 10	<p>Performs one event with outstanding level of technique and performance.</p> <p><i>or</i></p> <p>Performs two events at a high level of technique and performance.</p> <p><i>or</i></p> <p>Performs three events at a very good level of technique and performance.</p>
7 - 8	<p>Performs one event at a high level of technique and performance and one event at a good level.</p> <p><i>or</i></p> <p>Performs two events with good technique and performance.</p>
5 - 6	<p>Performs one event with good level of technique and performance.</p> <p><i>or</i></p> <p>Performs two events with moderate levels of technique and performance.</p>
3 - 4	Performs one event with moderate technique and performance.
1 - 2	Performs one event with some evidence of technique or performance.

In deciding the final grade, a major factor is whether the candidate performs at the level with the required standard of technique **and** performance.

E.g. Level 7 - 8, if the candidate can demonstrate **two** events with good performance but not with good technique, she/he would be awarded at 7 not 8.

In deciding the final grade, a major factor is whether the candidate performs at the level with the required standard of technique **and** performance.

eg. Level 7 – 8: if the candidate can demonstrate **two** events with good performance but not with good technique, he / she would be assessed at 7 not 8.

Athletics

Candidates should select any **three activities** from **at least two** of the Running, Jumping and Throwing events detailed below:

For the Analysis of Performance candidates will only need to analyse one of their three athletic events

The assessment of practical activities is not based upon objective tests but is concerned with the application of technique to produce a skilful action resulting in the candidate's best overall performance in terms of time, height and/or distance. This final performance will be an indicator of the standard of the candidate. *Centres that use the shine:awards may use these performance standards as guidelines for the assessment of athletic performance.*

Running events

Position at start (use of blocks where appropriate).

Arm action and leg action.

Posture and head carriage.

Tactics during a race.

Finish: use of body.

Hurdles: approach, flight over hurdle – leading leg and arm positions, trailing leg, pick up from hurdle, stride pattern.

Relay: start, methods of baton exchange and placement of runners; use of check marks.

Rules applicable to the events.

Jumps

High jump

Approach run: measure accurately, check marks.

Take off: gathering of arms, sink position, uncoiling upwards.

Flight.

Style: one of: Straddle, Scissors, Fosbury flop (only if facilities permit).

Landing.

Long jump

Approach run: measure accurately, check marks.

Take off: closeness to board, sink and lift.

Flight.

Style: one of: Hang, Hitchkick and Sail.

Landing: feet together, use of arms and hands.

Triple jump

Approach: measure accurately, check marks.

Hop, step and jump phases.

Flight: maintaining height and momentum.

Landing: feet together, use of arms and hands.

Pole vault

Grip.
Approach run.
Plant.
Take off.
Flight, release and push.
Landing.

Rules applicable to the events.**Throwing events****Discus**

Initial stance, grip and preparation.
Preliminary swings.
Movement across the circle.
The throwing action.
The release: angle, body position and flight.

Shot putt

Initial stance, grip and preparation.
Movement across the circle.
The throwing action.
The release: angle, body position and flight.

Javelin

Initial stance, grip and preparation.
The approach run to point of release – use of cross-over step.
The throwing action.
The release: angle, body position and flight.

Hammer

Initial stance, grip and preparation.
Preliminary swings.
Movement across the circle.
The throwing action.
The release: angle body position and flight.

Rules applicable to the events.**Tactics: eg**

Running events: pacing of races

Throwing events: selection of throws

Jumping events: selection of starting heights

Mark Band	Athletics Activities – Athletics: Running Events
9 – 10	Drives from the correct leg and keeps low. Good knee lift appropriate to the event. Powerful leg drive apparent, good technique on the bend as appropriate. Drives hard into the box, giving the baton with good technique and understands both up/down techniques. Can use check marks appropriately, goes at correct time, offers hand in correct position, accepts baton smoothly using either technique. In distance events good technique over full distance. Could be paced by 2 or 3 runners in relay to give opportunity to show pace judgement, tactics and ability to compete.
7 – 8	Sprint start shows quite a good pick up. Posture is good and maintained for most/all of the race. Comes in to exchange with confidence and speed, knows which hand to use and why. Uses the correct position in the lane. Can set out check marks and assumes correct position in the lane, demonstrates effective technique in EITHER the down OR upsweep. In distance events will show good pace judgement with economic style throughout. Begins to show tactics suitable to ability.
5 – 6	Has a good idea of how to set out the start position at set. Has a stable head position and is looser in the shoulders. Arms drive in good line. Leg drive is more apparent. Uses correct hand appropriate to the position in the team, comes into box with some speed. Has some knowledge of check marks, knows when to set off but may lack confidence. Gets back the correct hand but may be too high or too low. In distance events able to judge pace more accurately, economic style will begin to be apparent, but may lose this towards the end of the race.
3 – 4	The candidate has some idea of how to set out start position, but head maybe too high in set position. The head may lack stability with tight shoulders lacking drive from the arms and legs. In the relay doesn't sprint hard into the box, may lack confidence in the exchange. May use check marks but in the race may not make the best use of them. Unsure when offering back the hand either too high or too low, may not make it easy for incoming runner. In distance events shows some pace judgement but little tactical awareness. Has a more economical style.
1 – 2	The candidate has little or no idea of how to set out the start position. He/she may come up too soon. Has poor head carriage and tight shoulders. He/she carries the baton in the wrong hand, reacts too early, slows down too soon, fail to place the baton properly, offers the wrong hand when receiving the baton or stands in the wrong position in the lane. In distance races has no pace judgement or tactical awareness. Has an uneconomical style which will get worse as the race progresses.

Mark Band	Athletics Activities – Athletics: Vertical Jumps
9 – 10	Run up shows correct shape with excellent rhythm and aggression at take off. The leading leg drives vigorously assisted by leading arm. Correct position in relation to the bar. Excellent shape in flight, legs raised high to complete the jump. Good landing on correct body part and facing back towards the bar.
7 – 8	The run-up should be accurate and show good rhythm. There should be good attack at take-off which should be from the correct position in relation to the bar and the uprights (stands). The leading arm rises high over the bar and the flight is controlled. The jumper lands on the correct part of the body, and in the correct position on the bed.
5 – 6	Run up should show correct shape. The take off shows some attack. The leading leg shows some drive upwards assisted by the leading arm. Lay out position shows more arch. Landing may be on correct part but facing the direction of run up rather than facing the bar.
3 – 4	Approach shows some attack and an elementary idea of setting out run up. The take off still lacks speed and attack. May be too close to or too far away from the bar. Flight shows some technique but may still be rather crouched. Landing may still not be on the correct part of the body and still resemble a scissors jump.
1 – 2	The run up lacks speed, conviction and rhythm. The high jump may show some idea of shape. The take off lacks attack and lift. There is poor technique over the bar, may drop hips in Fosbury, may look more like scissors. May land on wrong part of the body and facing the wrong direction.

Mark Band	Athletics Activities - Athletics: Horizontal Jumps
9 – 10	The run up is very fast and aggressive on the board with very good sprinting action. Speed is transferred into excellent lift at take off. In the long jump achieves good height with correct technique and little forward rotation. In the triple jump the three phases well spaced with good use of the arms, thigh lift and drive off the ground. Very good rhythm. In landing a good leg shoot and sink to complete the jump.
7 – 8	Able to set out a good run up and adjust accordingly. A faster more powerful approach with good sprinting action. At take off is much more capable of transferring the speed into attack and lift. In the long jump the flight shows much more technique. Phasing in the triple jump should now be much better with the step contributing more to the complete jump. The leg shoot is beginning to appear.
5 – 6	Much more idea of how to go about setting out the run up. Some speed in the approach with a good sprinting action. The take off has much more attack but may still lack the lift due to lack of technique. In the long jump has some idea of technique probably the Hang may start to appear. The triple jump may still lack rhythm and distribution in phasing. May run out of speed in the jump. On landing there is an attempt to get the legs forward of the body assisted by more speed.
3 – 4	Some idea of how to set out run up which may be faster but still lack sprinting speed. The take off may show some attack but no real conviction. In the long jump some simple form of technique may start to emerge. In the triple jump the three phases may not be well spaced, probably lacking in the step phase. Lacks rhythm, and still lacking in leg shoot.
1 – 2	Will have little idea of how to set out a run up, which will also be slow. The take off may lack attack and lift. The long jumper will have no idea of Hang or other chosen technique. The flight lacks height. The triple jumper shows no rhythm, no step and runs out of speed in the jump. The landing has no leg shoot, the legs are well underneath on landing.

Mark Band	Athletics Activities – Athletics: Throws
9 – 10	Correct grip used appropriate to the event. Preparation clearly correct, well balanced, relaxed and controlled. Movement has good rhythm and timing eg, slow build up, fast finish, correct feet movement and placement. Reaches front of the circle in correct delivery position. Throwing arm left behind until the last moment, hip driving into powerful release made at the correct angle. High awareness of safety and good knowledge of the rules of competition. Good timing of each phase, smooth rhythm and transition.
7 – 8	Correct grip used appropriate to event. Good preparation, good position, balanced, relaxed and controlled. Shows some speed and aggression across the circle including the turn or glide. Much more drive and better angle of release. High awareness of safety and very good knowledge of the rules of competition. Good timing and rhythm of the event starting to appear.
5 – 6	Correct grip used appropriate to event. Gets into a better position eg, bend of the leg in shot. Travel across the circle and the trunk position good, but may lack speed across the circle. May arrive in the wrong position eg, be standing up in the shot. May lack drive from the leg. High awareness of safety and good knowledge of the rules of competition. Timing beginning to be evident.
3 – 4	Some idea of the grip in chosen throw. May not get into the correct position eg, T position in shot, straight leg or position of shot in neck. May have problems with movement across the circle in shot, discus and hammer, will probably do a reasonably effective standing throw. While releasing may finish incorrectly eg, poor balance. Shows a high awareness of safety rules and knows the basic rules of competition.
1 - 2	Little idea of correct grip. May over prepare eg, discus swings or show no preparation. Probably only uses the standing throw. Wrong or poor angle of release. Technique may be hampered by body shape or size. Should have clear idea of safety and some simple rules of competition.

Guidelines for the Assessment of Fitness Training

The inclusion of Fitness Training as an Exercise Activity enables centres to provide candidates with an integrated course of study with a holistic approach in respect to Health-Related Exercise.

The National Curriculum for KS4 requires pupils to plan and monitor their own exercise programme and the introduction of Fitness Training in to the GCSE Physical Education is designed to be an extension of this. At the same time, the development of a Personal Exercise Programme (PEP) is deemed to be central to the development of an individual's knowledge and understanding relating to the relationship between exercise and training and consequently support any improvement in performance.

Fitness Training as an activity, therefore, enables centres to bring together the elements of the theoretical knowledge, the PEP and the Analysis of Performance and apply them with the practical application of a variety of training procedures resulting in an active and integrated programme.

The rubric of the assessment of all practical activities for the Edexcel GCSE Physical Education specifications requires candidates to be awarded a coursework assessment mark (2A component) and an 'on-the-day' final practical assessment (2C component).

The assessment of the Fitness Training activity differs from other practical activities in as much as the coursework assessment will be based upon the performance of two types of training (although it is recommended that centres offer candidates experience of all four listed types of training), whilst the final practical assessment will be based on the candidate performing his/her preferred type of training 'on-the-day' and therefore the final mark for component 2C being awarded for this one performance.

Candidates undertaking the Fitness Training activity are required to develop a PEP to support their course of study and these must be available on the moderation day.

All candidates must complete an Analysis of Performance (2B component) related to one of their chosen practical activities and the development of a specific PEP related to this is considered to be a valuable aspect of this area of the course. **Candidates undertaking the Fitness Training activity may therefore use their Fitness Training PEP to support their Analysis of Performance and adapt it accordingly to specifically relate to the activity area that they are undertaking their Analysis of Performance in.**

Fitness Training

(Exercise Activities are part of the Athletics Activity Group)

Area of Activity

Candidates should be taught:

- how preparation, training and fitness relate to and affect performance
- how to design and carry out activity and training programmes that have specific purposes
- the importance of exercise and activity to personal, social and mental well-being
- how to monitor and develop their own training, exercise and activity programmes in and out of school.

Candidates should be:

- aware of and able to perform two of the following types of Training:
 - Circuit Training
 - Resistance Training (Free/Fixed Weights)
 - Exercise to Music (Step/Aerobics/Aqua aerobics)
 - Continuous Training (Jogging/Cycling/Swimming)
- aware of all safety procedures concerned with each type of training
- familiar with a variety of tests used to measure individual performance in the above fitness areas e.g 12min run, Harvard Step Test, Sit and Reach SBJ, Sargeant Jump, etc
- familiar with simple monitoring procedures to record levels of performance in the above activities e.g. timing/measuring distances, recovery rate
- able to answer/devise a questionnaire concerning feelings mood, outlook on life and attitude to being active

Application of Knowledge

Candidates should:

- establish their current levels of personal fitness
- plan a PEP using at least two of the stated types of training to improve their current level of fitness
- monitor and record their programme
- evaluate their results and make suggestions for the next 6 week programme

This activity can be linked to the theoretical requirements of the course where candidates use a Personal Exercise Programme to develop their understanding of A4. Principles of Training.

Fitness Training Coursework (2A)

General Performance Levels (2A)

All candidates will be required to offer **two** types of training for moderation from the following:

Circuit Training

Resistance Training Free/Fixed Weights/Body Pump

Exercise to Music Step/Aerobics/Aqua Aerobics/Body Pump

Continuous Training Jogging/Cycling/Swimming/Exercise Bicycle/Rowing Machine/
Treadmill/Stepper/Cross Trainer/Skipping

Coursework marks should be based on the following guide:

Mark band	Fitness Training – Coursework Performance Levels (2A)
9-10	Performs one activity with an outstanding level of technique and performance and supplements this with their Personal Exercise Programme <i>or</i> Performs two activities with a high level of technique and performance and supplements this with their Personal Exercise Programme
7-8	Performs one aspect with a high level of technique and performance and supports this with their Personal Exercise Programme <i>or</i> Performs two aspects with a good level of technique and performance and supports this with their Personal Exercise Programme
5-6	Performs one aspect with a good level of technique and performance and supports this with their Personal Exercise Programme <i>or</i> Performs two aspects with a moderate level of technique and performance and supports this with their Personal Exercise Programme
3-4	Performs one aspect with a moderate level of technique or performance and has a Personal Exercise Programme
1-2	Performs one aspect with a low level of technique or performance and may have a Personal Exercise Programme

At the higher levels in deciding the final mark, a major factor is whether the candidate performs at the level with the required standard of technique **and** performance.

E.g. Level 7 –8, if the candidate can demonstrate two types of training with a good performance, but not with good technique, he/she will be awarded a 7 not an 8

N.B. – Candidates cannot offer the same training activity in two different areas e.g. in resistance training candidates cannot offer body pump and then offer it again in exercise to music

Mark Band	Exercise Activities – Fitness Training Coursework (2A)
9 – 10	<p>The candidate is able to consistently produce a high level of performance in two types of training demonstrating all required components of fitness. Such performances are characterised by control, power and stamina and a level of technique that allows for exercise to be maintained at a very high level over a required period of time.</p> <p>Where appropriate, the candidate will demonstrate a very high level of body form and precision of movement.</p> <p>Candidates will have a significant fitness for purpose and be able to work continuously in their chosen activities at the required rate. They will have excellent rates of recovery.</p>
7 – 8	<p>The candidate is able to consistently produce a good level of performance in two types of training demonstrating all required components of fitness. Such performances are characterised by control, power and stamina and a level of technique that allows for exercise to be maintained at a high level over a required period of time.</p> <p>Where appropriate, the candidate will demonstrate a good level of body form and precision of movement.</p> <p>Candidates will have a good fitness for purpose and be able to work continuously in their chosen activities at the required rate. They will have good rates of recovery.</p>
5 – 6	<p>The candidate is able to produce an average level of performance in two types of training demonstrating all required components of fitness. Such performances are characterised by control, power and stamina and a level of technique that allows for exercise to be maintained at a consistent level over a required period of time, but over the required period of time fatigue will become evident.</p> <p>Where appropriate, the candidate will demonstrate a sound level of body form and precision of movement.</p> <p>Candidates will have an average fitness for purpose and be able to work initially in their chosen activities at the required rate. They will have an average rate of recovery.</p>
3 – 4	<p>The candidate is able to produce a moderate level of performance demonstrating some of the required components of fitness. Such performances are characterised by limited control, power and stamina and an inconsistent level of technique that allows for exercise to be maintained at a limited level whilst over a required period of time fatigue will become very evident.</p> <p>Where appropriate, the candidate will demonstrate a moderate level of body form and precision of movement.</p> <p>Candidates will have a moderate fitness for purpose and only be able to work in their chosen activities at the required rate for a short period of time. They will have a poor rate of recovery.</p>
1 - 2	<p>The candidate is able to produce a low level of performance demonstrating few of the required components of fitness. Such performances are characterised by very limited control, power and stamina and a low level of technique. Exercise will not be maintained over a required period of time and fatigue will become very evident after a short period.</p> <p>Where appropriate, the candidate will demonstrate a limited level of body form and precision of movement.</p> <p>Candidates will have a poor fitness for purpose and not be able to work in their chosen activities at the required rate. They will have a very poor rate of recovery.</p>

Centres will need to devise a programme for the Final Practical Assessment that enables candidates to show resting pulse, appropriate pulse rate to the activity and recovery rates for ONE of their types of training

Please refer to Appendix H for details and assessment criteria for the Final Practical Assessment of Fitness Training

Fitness Training - Final Practical Assessment (2C)

On the Day Guidelines

The centre should:

- show at least two different types of exercise activities e.g. Circuit Training and Continuous Training
- ensure that PEPs for all candidates are available for the Moderator to view
- ensure that each PEP has an EDEXCEL Information front sheet
- ensure that the Moderator is able to talk to a range of candidates about their PEP
- give a mark to each candidate for their performance in their chosen ‘on the day ‘ activity using the criteria provided

The candidate should:

- show the type of training that they consider to be their **best/preferred** activity of the two that they have used in Fitness Training
- have a copy of the sheet that they intend to use for the session available for the Moderator and provide the following information:
 - ◆ Fitness Training activity to be shown
 - ◆ Resting Pulse Rate
 - ◆ Working Pulse (**probably at the end of the activity**)
 - ◆ recovery rate/period (up to 5 minutes after exercise stops)
 - ◆ ensure that pulse rates can be taken

N.B. a Heart Rate Monitor may be used to calculate Pulse Rate

Procedure for each activity:

- at the start of each activity candidates should **take and record** their pulse at one of the recognised sites(carotid/radial)
- candidates should perform a warm up
- at the end of each activity candidates should take and record their pulse rate.
- Recovery pulse rate/time should also be noted

Candidate should undertake activity session as follows:

Circuit Training

- circuit to have minimum of 6 stations. Candidates to complete 3 laps with a target time to equal or exceed (If possible the stations should be general in nature so that all candidates offering this activity can work together)

Resistance Training

- candidates to perform 6 exercises that have been used in their PEP.
- 3 sets of each exercise to be undertaken

Exercise to Music

- session should last 15 minutes (approx.)

Continuous Training

- session should last 12/15 minutes (approx.)

Moderator Information Sheet

Centre:		Number:	
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Candidate:		Number:	
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Fitness Training for:	(sport/activity)
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Two types of Fitness Training chosen for Coursework:

1.		2.		c/w mark	
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Type of Fitness Training chosen to perform for Moderation:	
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Resting Pulse:	
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Working Pulse -	
After Activity	

Recovery Time:	
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Description of Exercise Session:
(this could be shown on an attached sheet)

Guidelines for the Moderation

Before the Moderation Day

- The moderator will need the names and coursework marks of the candidates
- The chosen activities for each candidate and which is their first choice activity

Student groups for the day

If the school is offering more than one Exercise activity for the final assessment they need to forward the candidates names in each group

The Moderator to choose which group and candidates to see by for example:

- numbers
- grades
- type of activity

Availability of equipment

- weights/Multigym/ - numbers – could see two groups by ability
- schools may make use of Heart rate monitors/Pulsemeters for aerobic activities

Students taking groups (during coursework)

Assisting the teacher e.g. setting out the stations in circuit training, setting the treadmill, exercise bicycle, rowing machine, weights, preparing music to use for the session e.g. tape/CD rom – storing away equipment

- warm ups
- lead the session – **demonstrate** exercises – illustrate contra-indicated and more difficult/easier versions of the exercises
- cool down
- safety points e.g. with the weights and exercises
- planning a session, evaluating/analysing the session and/or programme
- these points could be shown and top grade candidates could run a session in their preferred activity on the final moderation day

Moderation Day

Some specific guidelines to support centres

- The **best activity** for each candidate to be assessed on the Moderation Day
- If possible the centre must show **two** activities on the day
- The Moderator should know what activities will be shown before the day
- In activities such as continuous training the students will perform for a minimum of 12/15 minutes with their pulse rate in the target zone
- Some of the students could be wearing pulemeters/heart rate monitors (these may be chosen by the Moderator to do the Analysis of Performance in this Activity as this will give ample opportunity to ask questions about the activity – target zone etc)
- The students should demonstrate their ability to take their pulse rate
- Students will be expected to wear appropriate kit for the activity
- The **top students** should undertake suitable warm up and cool down without assistance
- Students should present a prepared outline training session (**for the Moderator**) to suit their ability. This should suit their **Individual Needs** but will not necessarily be used on the day.
- The Teacher **may** choose candidates to run the warm up, main activity and cool down “on the day”
- Candidates may have prepared music or apparatus (for example for circuit training and they may also have circuit training cards)
- Candidates **must** have their PEP for the Moderator to view before the activity session
- The candidates in the Fitness Training can use the PEP in the Analysis of Performance with suitable adaptation/amendment to link to the sporting area
- Candidates will be expected to work safely at all times in terms of:
 - ◆ Clothing
 - ◆ Preparation – warm up
 - ◆ Performance – main activity
 - ◆ Cool down
 - ◆ Demonstration/technique in the activity – eg. contra-indicated exercises
 - ◆ Knowledge, preparation and performance of their PEP
 - ◆ General awareness of safety e.g. leaving bags on the floor,
 - ◆ Students could have a positive safety list in their PEP
 - ◆ Students should perform safely and with good technique and appropriate intensity
 - ◆ Students should take and record their resting pulse rate, (RPR) working pulse rate (WPR) and recovery rate (RR) taken for up to 5 minutes after the main activity stops.

Centres must ensure that candidates are made fully aware of contra-indicated exercises and their application in terms of safe performance.

Final Practical Assessment (2C)

Fitness Training Criteria

The criteria is based on the following points and generally in this order:

1. Programme/Monitoring/Recording
2. Principles/Target zones/Resting pulse Rate/Working pulse Rate/Recovery Rates
3. Safety
4. Fitness level
5. Technique
6. Preparation
7. Performance
8. Cool down/Recovery
9. Supporting the teacher/group
10. Evaluation

General Performance Levels

All candidates will be required to offer **one** type of training for moderation from the following:

Circuit Training

Resistance Training Free/Fixed Weights/Body Pump

Exercise to Music Step/Aerobics/Aqua Aerobics/Body Pump

Continuous Training Jogging/Cycling/Swimming/Exercise Bicycle/Rowing Machine/
Treadmill/Stepper/Cross Trainer/Skipping

Final moderation marks should be based on the following guide:

Mark band	Fitness Training - Final Assessment Performance Levels (2C)
9-10	Performs one activity with an outstanding level of technique and performance and supplements this with their Personal Exercise Programme
7-8	Performs one aspect with a high level of technique and performance
5-6	Performs one aspect with a good level of technique and performance
3-4	Performs one aspect with a moderate level of technique or performance
1-2	Performs one aspect with a low level of technique or performance

At the higher levels in deciding the final grade, a major factor is whether the candidate performs at the level with the required standard of technique **and** performance.

NB. **Level 7 –8, if the candidate can demonstrate two types of training with a good performance, but not with good technique, he/she will be awarded a 7 not an 8.**

Resistance Training

Mark band	Fitness Training – Resistance training
9-10	<p>The candidate will have researched and planned their Personal Exercise Programme needing very little guidance. They will show a clear understanding of, and apply the Principles of Training, Repetitions, Sets and Training Methods. They will know (and understand why) in which order to perform the exercises and how to calculate, set and record the correct resistance for each exercise for themselves and others. They will know the muscle groups involved and how they work in the exercise. They will choose appropriate testing, measuring and evaluating procedures, the plan will be clearly set out and the candidate may have devised their own planning template for monitoring, recording and evaluating their programme. The candidate will have a clear understanding of and be very capable of working safely and have a very high fitness level working with excellent technique throughout. They will plan a suitable warm up, main activity and cool down and lead the group in the activity. They will evaluate each session and their overall programme and be able to plan how to progress their training and fitness levels using the appropriate Principles of Training</p>
7-8	<p>Candidates at this level will be able to produce a plan for their Personal Exercise Programme and demonstrate some understanding of the Principles of Training but may still need some guidance on their use and application. They will understand how to use repetitions and sets for different effects, the order in which to perform the exercises and how to calculate the resistance, They will have some knowledge of suitable Training Methods and adopt them. They will know how to calculate, set and record their correct resistance for each exercise. They will have knowledge of the muscles used in the exercises and know how they work. They will know how and be able to apply their knowledge in appropriate testing, measuring and evaluating procedures. They should have a very good knowledge of safety and apply this in their warm up, main activity and cool down/recovery. Their technique in each exercise will be very good and safe and they will show a very good level of fitness in performing the activity to a high level of intensity. They will be capable of supporting the teacher in preparing equipment and storing equipment after use. They will be able to monitor and record their programme with useful notes and comments. They will evaluate each session and the overall Personal Exercise Programme will have clear and relevant suggestions to develop their training programme</p>
5-6	<p>Candidates at this level will be able to produce a plan for their Personal Exercise Programme after initial teaching and with some guidance on the use and application of the Principles of Training and in adopting suitable Training Methods. They may need some direction in setting out their plan and choosing appropriate testing, measuring and evaluating procedures for their programme. They should have a good knowledge of safety and apply this in their warm up, main activity cool down/recovery and technique. They should show a good level of fitness in performing the activity and demonstrate each exercise with good technique. They should be capable of supporting the teacher in preparing equipment and storing equipment after use. They should make provision for and be able to monitor and record their programme with useful notes and comments. Their evaluation of each session and the overall Personal Exercise Programme should be clear and relevant and suggest ways for the future development of their programme</p>

3-4	<p>Candidates at this level will not be able to plan their Personal Exercise Programme without some assistance. They will need help and prepared worksheets and some guidance in choosing appropriate Principles of Training and Training Methods. They may not understand how to plan in any depth and will need help in setting out their plan and choosing appropriate testing, measuring and evaluating procedures for their programme. They should understand the importance of safety in their activity and will normally apply them in practice. Their fitness level and technique in the exercises will be at a moderate level. They may know about and apply a warm up and cool down but may not apply good technique throughout. They may not always support the teacher in preparing and concluding the training session. They will lack depth in their ability to evaluate a training session or their plan for their future Personal Exercise Programme</p>
1-2	<p>Candidates at this level will not be able to plan their Personal Exercise Programme without considerable assistance. They will need the help of prepared worksheets and guidance in choosing appropriate Principles of Training and Training Methods. They may not select and understand the most appropriate methods of testing and measuring for the activity and will not be able to apply them. They should understand the importance of safety in their activity but not always demonstrate it in practice. Their fitness level and technique will be poor. They may know about and apply a warm up and cool down but only at a superficial level. They will not be able to lead the group or support the teacher in preparing or concluding a training session. They will lack the ability to evaluate a training session or their Personal Exercise Programme and will not be able to produce a suitable evaluation for planning a future programme</p>

Circuit Training

Mark band	Fitness Training – Circuit Training
9-10	<p>The candidate will have researched and planned their Personal Exercise Programme (PEP) needing little guidance. They will show a clear understanding of, and apply the Principles of Training. They will know how to calculate the number of repetitions or time for each exercise, what exercises to include, in which order, and understand why, and the number of circuits. They may be able to set up their circuit using music to help them. They will have a knowledge of the muscles used in the exercises and know how they work. They will know how and be able to take pulse rates very accurately and understand how to use them and apply their knowledge in appropriate testing, measuring and evaluating procedures. The plan will be clearly set out and the candidate may have devised their own planning template for monitoring, recording and evaluating their programme. The candidate will have a clear understanding of and be very capable of working safely and have a very high fitness level working with excellent technique throughout. They will plan and carry out a suitable warm up, main activity and cool down. They will evaluate each session and their overall programme and be able to plan how to progress their fitness levels using the appropriate Principles of Training.</p>
7-8	<p>Candidates at this level will be able to produce a plan for their Personal Exercise Programme and demonstrate some understanding of the Principles of Training but may still need some guidance on their use and application and in adopting suitable Training Methods. They will have a knowledge of the muscles used in the exercises and know how they work. They will know how and be able to take pulse rates accurately and understand how to use them and apply their knowledge in appropriate testing, measuring and evaluating procedures. They should have a very good knowledge of safety and apply this in their warm up, main activity and cool down/recovery. Their technique in each exercise will be very good and safe and they will show a very good level of fitness in performing the activity to a high level of intensity. They will be capable of supporting the teacher in preparing equipment and storing equipment after use. They will be able to monitor and record their programme with useful notes and comments. They will evaluate each session and the overall Personal Exercise Programme will have clear and relevant suggestions to develop their training programme.</p>
5-6	<p>Candidates at this level will be able to produce a plan for their Personal Exercise Programme after initial teaching and with some guidance on the use and application of the Principles of Training and in adopting suitable Training Methods. They will be able to take pulse rates and choose appropriate testing, measuring and evaluating procedures for their programme but will need some direction in setting out their plan. They should have a good knowledge of safety and apply this in their warm up, main activity and cool down/recovery and technique. They should show a good level of fitness in performing the activity and demonstrate each exercise with good technique. They should be capable of supporting the teacher in preparing equipment and storing equipment after use. They should make provision for and be able to monitor and record their programme with useful notes and comments. Their evaluation of each session and the overall Personal Exercise Programme should be clear and relevant and suggest ways for the future development of their training programme.</p>

3-4	<p>Candidates at this level will not be able to plan their Personal Exercise Programme without some assistance. They will need help and prepared worksheets and some guidance in choosing appropriate Principles of Training and Training Methods. They may have some difficulty in taking accurate pulse rates but may select some appropriate methods of testing and measuring for the activity and be able to apply them. They should understand the importance of safety in their activity and will normally apply them in practice. Their fitness level and technique will be at a moderate level. They may know about and apply a warm up and cool down but may not apply good technique throughout. They may not always support the teacher in preparing and concluding the training session. They will lack depth in their ability to evaluate a training session or their plan for their future Personal Exercise Programme.</p>
1-2	<p>Candidates at this level will not be able to plan their Personal Exercise Programme without considerable assistance. They will need the help of prepared worksheets and guidance in choosing appropriate Principles of Training and Training Methods. They will not be able to take accurate pulse rates and will need some direction in setting out their plan may not select and understand the most appropriate methods of testing and measuring for the activity and will not be able to apply them. They should understand the importance of safety in their activity but not always demonstrate it in practice. Their fitness level and technique will be poor. They may know about and apply a warm up and cool down but only on a superficial level. They may not support the teacher in preparing and concluding the training session. They will lack the ability to evaluate a training session or their Personal Exercise Programme and will not produce a suitable evaluation for planning a future programme.</p>

Continuous Training

Mark band	Fitness Training – Continuous Training
9-10	<p>The candidate will have researched and planned their Personal Exercise Programme (PEP) needing little guidance. They will show a clear understanding of, and apply the Principles of Training. They will know how to devise and use a running course, swimming schedule or other means to develop their cardiovascular fitness using a variety of recognised training methods and understand their use. They will have knowledge of the muscles used in the activity and know how they work. They will know how and be able to take pulse rates very accurately and understand how to use these and recovery rates and apply their knowledge in appropriate testing, measuring and evaluating procedures. The plan will be clearly set out and the candidate may have devised their own planning template for monitoring, recording and evaluating their programme. The candidate will have a clear understanding of and be very capable of working safely and have a very high fitness level working at the high end of the target zone with excellent technique throughout the duration of the activity. They will plan and carry out a suitable warm up, main activity and cool down. They will evaluate each session and their overall programme and be able to plan how to progress their fitness levels using the appropriate Principles of Training.</p>
7-8	<p>Candidates at this level will be able to produce a plan for their Personal Exercise Programme and demonstrate some understanding of the Principles of Training but may still need some guidance on their use and application. They may know how to devise and use a running course, swimming schedule or other means to develop their cardiovascular fitness. They may use a variety of recognised training methods and understand their use. They will have knowledge of the muscles used in the exercises and know how they work. They will know how and be able to take pulse rates accurately and understand how to use these and recovery rates in appropriate testing, measuring and evaluating procedures. The candidate will have a clear understanding of and be very capable of working safely and have a high fitness level and work towards the high end of the target zone with very good technique throughout the duration of the activity. They should have a very good knowledge of safety and apply this in their warm up, main activity and cool down/recovery. Their technique in each exercise will be very good and safe and they will show a very good level of fitness in performing the activity to a high level of intensity. They will be capable of supporting the teacher in preparing equipment and storing equipment after use. They will be able to monitor and record their programme with useful notes and comments. They will evaluate each session and the overall Personal Exercise Programme will have clear and relevant suggestions to develop their training programme.</p>

5-6	<p>Candidates at this level will be able to produce a plan for their Personal Exercise Programme after initial teaching and with some guidance on the use and application of the Principles of Training. They may know how to devise and use a simple running course, swimming schedule or other means to develop their cardiovascular fitness. They should use some recognised training methods and have some understanding of their use. They will know how and be able to take pulse rates quite accurately and know how to use these and recovery rates in appropriate testing, measuring and evaluating procedures but will need some direction in setting out their plan. They should have a good knowledge of safety and apply this in their warm up, main activity and cool down/recovery. Their technique in each activity will be good and safe and they will show a good level of fitness in performing the activity to a good level of intensity. They should show a good level of fitness in performing the activity and demonstrate each exercise with good technique. They should be capable of supporting the teacher in preparing equipment and storing equipment after use. They should make provision for and be able to monitor and record their programme with useful notes and comments. Their evaluation of each session and the overall Personal Exercise Programme should be clear and relevant and suggest ways for the future development of their training programme.</p>
3-4	<p>Candidates at this level will not be able to plan their Personal Exercise Programme without some assistance. They will need help and prepared worksheets and some guidance in choosing appropriate Principles of Training. They may produce a very simple running course, swimming schedule or other means to develop their cardiovascular fitness. They may only use one or perhaps two recognised training methods and have little understanding of their use. They may have some difficulty in taking accurate pulse rates but may select some appropriate methods of testing and measuring for the activity and be able to apply them. They should understand the importance of safety in their activity and will normally apply them in practice. Their fitness level and technique will be at a moderate level. They may exercise in their target range but find it difficult to maintain this performance for the full duration of the task. They may know about and apply a warm up and cool down but may not apply good technique throughout. They may not always support the teacher in preparing and concluding the training session. They will lack depth in their ability to evaluate a training session or their plan for their future Personal Exercise Programme.</p>
1-2	<p>Candidates at this level will not be able to plan their Personal Exercise Programme without considerable assistance. They will need the help of prepared worksheets and guidance in choosing appropriate Principles of Training. They may not produce a running course, swimming schedule or any other means to develop their cardiovascular fitness. They may only use one recognised Training Method and have little understanding of this. They will not be able to take accurate pulse rates and will need some direction in setting out their plan may not select and understand the most appropriate methods of testing and measuring for the activity and will not be able to apply them. They should understand the importance of safety in their activity but not always demonstrate it in practice. Their fitness level and technique will be poor. They may know about and apply a warm up and cool down but only on a superficial level. They may not exercise in their target range and will find it difficult to maintain this performance for the full duration of the task.</p> <p>They may not support the teacher in preparing and concluding the training session. They will lack the ability to evaluate a training session or their Personal Exercise Programme and will not produce a suitable evaluation for planning a future programme</p>

Exercise to Music

Mark band	Fitness Training – Exercise to Music
9-10	<p>The candidate will have researched and planned their Personal Exercise Programme needing very little guidance. They will show a clear understanding of, and apply the Principles of Training, Repetitions, Sets and Training Methods. They will know (and understand why) in which order to perform the exercises and how to progress the exercise intensity depending on their fitness level. They will know the muscle groups involved and how they work in the exercises. They will choose appropriate music for each section of the class and be able to work to the beat and the phrase consistently. Their plan will be clearly set out and the candidate may have devised their own planning template for monitoring, recording and evaluating their programme. The candidate will have a clear understanding of contra-indicated exercises and be very capable of working safely. They should demonstrate a very high fitness level and work with excellent technique throughout. They will plan a suitable warm up, main activity and cool down and should be able to lead the group in the activity at some point. They will evaluate each session and their overall programme and be able to plan how to progress their training and fitness levels using the appropriate Principles of Training.</p>
7-8	<p>Candidates at this level will be able to produce a plan for their Personal Exercise Programme but may still need some guidance on the use and application of the Principles of Training and in adopting a suitable exercise plan. They will demonstrate, have some understanding of, and apply the Principles of Training. They will understand how to use repetitions and sets for different fitness levels. They will be able to work to the beat and the phrase of the chosen music and demonstrate a good level of technique throughout. They will have knowledge of the muscles used in the exercises and know how they work in each exercise. They should have a very good knowledge of contra-indicated exercise and how to work safely. They should be able to apply this in their warm up, main activity and cool down/recovery. Their technique in each exercise will be very good and safe and they will show a very good level of fitness. They will be capable of supporting the teacher in preparing equipment and storing equipment after use. They will be able to monitor and record their programme with useful notes and comments. They will evaluate each session and the overall Personal Exercise Programme will have clear and relevant suggestions to develop their training programme.</p>
5-6	<p>Candidates at this level will be able to produce a plan for their Personal Exercise Programme after initial teaching and with some guidance on the use and application of the Principles of Training and in adopting a suitable exercise plan. They may need some direction in setting out their plan and choosing appropriate exercises depending on their fitness level. They should have a good knowledge of contra-indicated exercises and should be able to work safely. They should be able to apply this in their warm up, main activity cool down/recovery. They should show a good level of fitness in performing the activity and demonstrate each exercise with good technique. They should be capable of supporting the teacher in preparing equipment and storing equipment after use. They should make provision for and be able to monitor and record their programme with useful notes and comments. Their evaluation of each session and the overall Personal Exercise Programme should be clear and relevant and suggest ways for the future development of their programme.</p>

3-4	<p>Candidates at this level will not be able to plan their Personal Exercise Programme without some assistance. They will need help and prepared worksheets and some guidance in choosing appropriate Principles of Training and an exercise plan. They may not understand how to plan in any depth and will need help in setting out their plan and choosing appropriate music and equipment for the session. They should understand the importance of contra-indicated exercises and work safely in their activity. Their fitness level and technique in the exercises will be at a moderate level. They may know about and apply a warm up and cool down but may not apply good technique throughout. They may not always support the teacher in preparing and concluding the exercise session. They will lack depth in their ability to evaluate an exercise session or their plan for their future Personal Exercise Programme</p>
1-2	<p>Candidates at this level will not be able to plan their Personal Exercise Programme without considerable assistance. They will need the help of prepared worksheets and guidance in choosing appropriate Principles of Training and an exercise plan. They may not be able to select appropriate or suitable choices of music. They should understand the importance of contraindicated exercises and be able to work safely in their activity but not always demonstrate it in practice. Their fitness level and technique will be poor. They may know about and apply a warm up and cool down but only at a superficial level. They will not be able to lead the group or support the teacher in preparing or concluding a training session. They will lack the ability to evaluate a training session or their Personal Exercise Programme and will not be able to produce a suitable evaluation for planning a future programme</p>

Guidelines for the Assessment of Martial Arts

Karate and Judo are designated as Exercise Activities which are deemed to be a sub set of Athletic Activities.

Centres wishing to enter candidates for assessment in either Judo or Karate must ensure that the following points are strictly adhered to:

- All candidates must be coached by fully qualified instructors of the respective governing bodies:
 - **English Karate Governing Body**
 - **Karate Union of Great Britain**
 - **British Judo Association.**

Teacher-Examiners must ensure that the coaches are affiliated to these governing bodies and that the required style of Karate is coached.

- Candidates entered for assessment in Karate must conform to one of the recognised styles:
 - **Go Ju Ryu**
 - **Shito Ryu**
 - **Shotokan**
 - **Wado Ryu.**

No other styles or disciplines will be accepted for assessment.

- Centres entering candidates who use outside coaches/clubs must approach the club/coach prior to the candidate commencing the coursework.
- The Teacher-Examiner must liaise with the club/coach to ascertain a candidate's coursework mark.
- Under no circumstances may a coursework mark be awarded by an outside coach who is a relative of the candidate.
- The Final Practical Assessment will require video evidence of the performance if it is undertaken outside of the moderation programme. The Teacher-Examiner must liaise with the club/coach to validate the mark awarded. The Teacher-Examiner will sign to authenticate this mark and submit the PEOS2 and PEVO2 form.
- Under no circumstances should a candidate be requested to make arrangements for her/his own assessment procedures without prior contact between the club/coach and the Teacher - Examiner.

The governing bodies of the martial arts have strict procedures for the maintenance of standards within their separate disciplines. It is the responsibility of all Teacher-Examiners to respect these and adhere to them in all matters relating to the assessment.

Clear lines of communication and procedures planned well in advance are essential if candidates are allowed to offer these activities.

Clubs and coaches have the right to refuse to grade candidates if these procedures are not met. This will result in candidates being ungraded or losing the opportunity to offer the activity as one of their chosen activities.

Karate

The specification is based on the knowledge and skill that would be expected from a candidate with no previous experience in Karate, who trains with a qualified Karate coach for at least two one-hour sessions per week over a three to four month period. Candidates with previous experience of Karate should demonstrate a commensurately higher skill level throughout the specification content.

Candidates will be assessed on the quality of the performance of individual skills from:

- Kihon** -a range of basic techniques
- Kata** -formal exercise sequence
- Kumite** -sparring.

The following specification is **Shotokan** based.

Acceptable styles of Karate are strictly limited to the following four styles: **Go Ju Ryu, Shito Ryu, Shotokan and Wado Ryu**. No **other** styles or **disciplines will be accepted**. Centres must ensure that candidates are only taught by qualified coaches of the English Karate Governing Body and/or the Karate Union of Great Britain. Centres wishing to enter candidates for Karate must read carefully the instructions on the previous pages.

Most of the terms used are generic, and will be understood by qualified coaches and assessors.

Kihon

Stances (Dachi):

Front Stance	Zenkutsu Dachi
Straddle Stance	Kiba Dachi
Back Stance	Kokutsu Dachi

Blocks (Uke):

Rising Block	Jodan Age Uke
Inside Block	Chudan Uchi Uke
Outside Block	Chudan Soto Uke
Downward Block	Gedan Barai Uke
Open Hand Block	Chudan Shuto Uke

Punches (Tsuke) and Strikes (Uchi):

Lunge Punch	Oi Tsuki
Straight Punch	Choku Tsuki
Reverse Punch	Gyaku Tsuki
Back Fist Strike	Uraken Uchi

Kicks (Keri):

Front Kick	Mae Geri
Side Thrust Kick	Yoko Geri Kekomi
Side Snap Kick	Yoko Geri Keage

Kata

Ist Basic Kata Kihon Kata (Taikyoku Shodan)

2nd Basic Kata Heian Shodan

Kumite

3 x Step Sparring Sanbon Kumite

Candidates will also be expected to demonstrate, written or verbally, knowledge of:

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

Technique ↓	Style →	Shotokan	Wado Ryu	Go Ju Ryu	Shito Ryu
Stance (Dachi)					
Front Stance		Zenkutsu-Dachi	Zenkutsu-Dachi	Zenkutsu-Dachi	Zenkutsu-Dachi
Straddle Stance		Kiba-Dachi	Kiba-Dachi	Shiko-Dachi	Shiko-Dachi
Back Stance		Kokutsu-Dachi	Kokutsu-Dachi	Kokutsu-Dachi	Kokutsu-Dachi
Blocks (Uke)					
Rising Block		Jodan Age-Uke	Jodan-Uke	Jodan Age-Uke	Jodan Age-Uke
Middle Level Inside Block		Chudan Uchi-Uke	Chudan Soto-Uke	Chudan Uchi-Uke	Chudan Uchi-Uke
Middle Level Outside Block		Chudan Soto-Uke	Chudan Uchi-Uke	Chudan Uchi-Uke	Chudan Soto-Uke
Downward Block		Gedan-Barai	Gedan-Barai	Gedan Harai-Uke	Gedan-Barai
Open-Hand Block		Shuto-Uke	Shuto-Uke	Hike-Uke	Shuto-Uke
Punches (Tsuki) and Strikes (Uchi)					
Lunge Punch		Oi-Zuki	Jun-Zuki	Oi-Zuki	Oi-Zuki
Straight Punch		Choko-Zuki	Tate-Zuki	Choko-Zuki	Choko-Zuki
Reverse Punch		Gyaku-Zuki	Gyaku-Zuki	Gyaku-Zuki	Gyaku-Zuki
Backfist Strike		Uraken-Uchi	Uraken-Uchi	Uraken-Uchi	Uraken-Uchi
Kicks (Keri)					
Front Kick		Mae-Geri	Mae-Geri	Mae-Geri	Mae-Geri
Side Thrust Kick		Yoko-Geri Kekomi	Sokuto	Yoko-Geri	Sokuto
Side Snap Kick		Yoko-Geri Keage	Kansetsu-Geri	<i>Not Applicable</i>	Yoko Geri-Keagi
Kata (Set Forms)					
1st Basic Kata		Kihon Kata	Pinan-Nidan	Gekisai-Dai-Ichi	Shihozuki Junino
2nd Basic Kata		Heian Shodan	Pinan-Shodan	Gekisai-Dai-Ni	Pinan-Nidan
Kumite (Sparring)					
3 x Step Sparring		Sanbon Kumite	Sanbon Kumite	San-Dan-Gi	Hokei Kumite

Mark Band	Exercise Activities - Karate
9 – 10	<p>Kihon - All techniques at full speed with very good form, power, perfect focus, smoothness of application and vigorous attitude.</p> <p>Kata - 1st Basic Kata at full speed with very good form, power, perfect focus, smoothness of application and vigorous attitude. 2nd Basic Kata at full speed with very good form, power, perfect focus, smoothness of application and vigorous attitude.</p> <p>Kumite - Basic Kumite at full speed with very good form, power, perfect focus, smoothness of application, very good timing, correct distance and vigorous attitude.</p>
7 – 8	<p>Kihon - All techniques at full speed with very good form, power, perfect focus, smoothness of application.</p> <p>Kata - 1st Basic Kata at full speed with very good form, power, perfect focus, smoothness of application 2nd Basic Kata at full speed with very good form, power, perfect focus, smoothness of application.</p> <p>Kumite - Basic Kumite at full speed with very good form, power, perfect focus, smoothness of application, good timing,</p>
5 – 6	<p>Kihon - All techniques at full speed with good form and co-ordination.</p> <p>Kata - 1st Basic Kata at full speed with good form and co-ordination.</p> <p>Kumite - Basic Kumite at full speed with good form and co-ordination.</p>
3 – 4	<p>Kihon - All techniques at medium speed with reasonable form and co-ordination.</p> <p>Kata - 1st Basic Kata at medium speed with reasonable form and co-ordination</p> <p>Kumite - Basic Kumite at medium speed with reasonable form and co-ordination</p>
1 - 2	<p>Kihon - All techniques at medium speed with reasonable form and co-ordination.</p> <p>Kata - 1st Basic Kata performed with reasonable form and co-ordination.</p> <p>Kumite - Basic Kumite performed with reasonable form and co-ordination.</p>

Judo

Kodakan Judo

Candidates will be assessed on individual skills from those listed below culminating in Randori (informal free practice).

Ukemi-waza (breakfalling techniques)

Nage-waza (throwing techniques)

Tai-otoshi (body drop)

O-goshi (major hip)

O-uchi-gari (major inner reaping)

O-soto-gari (major outer reaping)

Seoi-nage (shoulder throw)

Ko-soto-gari (minor outer reaping)

Harai-goshi (sweeping hip)

Uchi-mata (inner thigh)

Tomoe-nage (stomach throw).

Uchi-komi (repetition training) Repetition training or throwing techniques i-viii.

Jigo-tai (defence postures) Defence postures to throwing techniques i-viii.

Ne-waza (groundwork techniques)

common groundwork situations:

getting past the opponent's legs

turning the opponent on all fours

arm roll

turning over opponent from all fours

straddle attack

trapped leg.

Osae-komi-waza (holding techniques)

Kesa-gatame (scarf hold)

Kami-shiho gatame (upper four quarter holding)

Ushiro-kesa-gatame (reverse scarf hold)

Yoko-shiho-gatame (side four quarter holding).

Rensoku-waza (successive techniques)

Tai-otoshi into O-uchi-gari

O-soto-gari into Seoi-nage

Ko-soto-gari into Harai-goshi

Uchi-mata into Tomoe-nage.

Kaeshi-waza (counter techniques) Appropriate counter techniques to throwing techniques i-viii.

Randori (informal free practice)

Equipment

Judogi

Indication of grades

Competition apparatus

Etiquette and discipline

Competition procedure

Knowledge of, and response to, referees' signals and commands

Appreciation of scores and penalties

Knowledge of weight categories currently in use.

Mark Band	Exercise Activities - Judo
9 – 10	The candidate is able to perform the full range of techniques and skills at an outstanding level. Where possible skills to be demonstrated on the move and to a high level of randori.
7 – 8	The candidate is able to perform the full range of techniques and skills in an effective manner. Where possible skills should be demonstrated on the move and in an effective manner in randori.
5 – 6	The candidate is able to perform a greater range of techniques and skills with a higher degree of competence. There will be evidence of a few skills being less well developed. The techniques can be shown with a degree of competence in randori.
3 – 4	The candidate is able to perform a few of the techniques and skills with a degree of competence. Some skills are at a lower level of competence. They can be shown with a reasonable degree of competence in randori.
1 - 2	The candidate is able to perform a few of the skills at a basic level. In performance the skills are limited in both range and level of competence.

Swimming Strokes

(Candidates may only offer three from: Swimming Strokes, Water Polo, Synchronised Swimming, Personal Survival and Life Saving for the Full Course and one activity for the Short Course)

Skills

Knowledge and performance of three strokes from front crawl, back crawl, breast stroke and butterfly. All strokes to include starts, turns and finishes.

Candidates should be taught:

the rules for competition, and how to prepare for, and participate in, races in the various sprint, distance, medley and team events

to use **advanced** techniques and skills with precision and accuracy

to use **advanced** techniques and skills with control, power or stamina and technical efficiency.

General Performance Levels

9 - 10	<p>Performs one stroke with outstanding level of technique and performance.</p> <p><i>or</i></p> <p>Performs two strokes at a high level of technique and performance.</p> <p><i>or</i></p> <p>Performs three strokes at a very good level of technique and performance.</p>
7 - 8	<p>Performs one stroke at a high level of technique and performance and one stroke at a good level.</p> <p><i>or</i></p> <p>Performs two strokes with good technique and performance.</p>
5 - 6	<p>Performs one stroke with good level of technique and performance.</p> <p><i>or</i></p> <p>Performs two strokes with moderate levels of technique and performance.</p>
3 - 4	Performs one stroke with moderate technique and performance.
1 - 2	Performs one stroke with some evidence of technique or performance.

In deciding the final grade, a major factor is whether the candidate performs at the level with the required standard of technique **and** performance.

E.g. Level 7 - 8, if the candidate can demonstrate two strokes with good performance but not with good technique, she/he would be awarded 7 not 8.

N.B. Technique and performance must be maintained over 100m for a candidate to be marked in the 9 - 10 band.

Mark Band	Swimming Criteria
9 – 10	The candidate demonstrates a consistently high level of technique that allows for the consistent application of skill in an appropriate competitive environment. Their level of technical efficiency and the use of advanced strategies will enable him/her to maintain his/her technique throughout the swim. The candidate performs one stroke with an outstanding level of technique and performance, or performs 2 strokes with a high level of technique or performs three strokes with a very good level of technique. The three best strokes are carried out very efficiently and at speed maintaining technique throughout the swim. Legal and very efficient starts and finishes are demonstrated in at least 3 strokes with an excellent underwater action gaining maximum advantage. Tumble turns are shown as appropriate and are legal, fast and efficient.
7 – 8	The candidate demonstrates a good level of technique that allows for the consistent application of skill in an appropriate competitive environment. His/her level of technical efficiency and the use of advanced strategies will enable him/her to maintain his/her technique throughout the major part of a 100 metre swim. He/she performs one stroke at a high level of technique and one stroke at a good level or performs 2 strokes with good technique. The 2 best strokes will be efficient in terms of technique, body position, breathing and timing, with the arm pull and leg kick being mechanically sound. The timing, especially in breaststroke, if offered will be correct. But the candidate may be let down by his/her 3rd stroke. Racing starts and finishes are shown in 3 strokes and are efficient, complying with the rules of competition with a good underwater action at the start and the turn. Tumble turns are shown as appropriate and are legal and efficient with some finesse.
5 – 6	The candidate demonstrates a sound level of technique that allows for a developing application of skill in an appropriate competitive environment. His/her level of technical efficiency and the use of basic strategies enables him/her to maintain his/her technique for part of a 100m swim but fatigue will become evident towards the end. He/she performs one stroke with a good level of technique or performs 2 strokes with a moderate level of technique.. The 2 better strokes will have a good body position and efficient breathing and timing, but the style and efficiency may deteriorate towards the completion of the swim. The candidate will lack speed at this level. He/she will offer a racing start in at least 2 strokes, but these are likely to lack speed and efficiency. He/she will demonstrate legal starts and finishes in the 2 strokes and throw-away turns are fast and legal. Tumble turns may be shown , but these will lack speed and efficiency.
3 – 4	The candidate demonstrates a moderate level of technique that allows for a limited application of skill in an appropriate environment. His/her level of technical efficiency and use of basic strategies will not enable him/her to maintain his/her technique throughout the swim and fatigue will become evident after a relatively short distance. He/she performs one stroke with moderate technique and will attempt two strokes but below a moderate level. His/her body position will be a little more streamlined and eg in front crawl breathing may be better for part of the swim, but will deteriorate towards the end. He/she will offer a racing start but at an elementary level and their finishes may break some competition rules. His/her turns are quicker and show a good drive from the side but tumble turns if offered , will be at a very modest level.
1 - 2	The candidate demonstrates a limited level of technique that allows for a very basic application of skill in an appropriate environment. His/her level of technical efficiency and the use of strategies results in a very inefficient level of technique. He/she performs one stroke with some evidence of technique and may attempt another stroke but with little evidence of technique. His/her body position and breathing are likely to be poor, eg hips low in the water and head permanently held high out of the water in the front crawl.. He/she does not offer a racing start and his/her finishes will be slow and inefficient. His/her turns are slow and show a poor technique with possibly illegal turns and no tumble turns are offered .

Assessment of outdoor and adventurous activities

Guidelines for the Assessment of Outdoor and Adventurous Activities

The assessment criteria for Outdoor and Adventurous activities have been developed upon a cumulative principle. Candidates will be required to perform skills/manoeuvres of increasing difficulty. This will therefore provide a clear framework for the assessment of performance as candidates must not be encouraged to undertake more advanced techniques without complete mastery of the more elementary skills. Candidates obtaining a 9-10 grade must have significant experience of the outdoor environment where appropriate.

The assessment of Outdoor and Adventurous activities will necessitate centres maintaining a high level of organisation and administration. Centres must be fully aware of all the requirements they will be responsible for; both with individual candidates being assessed outside of the mainstream programme and/or with groups being assessed 'off-site'. Full details are given in Appendix C.

The Final Practical Assessment will be an 'on the day' assessment of performance. Centres will need to make specific arrangements to provide appropriate facilities to accommodate this assessment. This may involve the use of artificial facilities, ie indoor climbing walls, dry-slope skiing. **Video evidence will be required for all activities not available for the Visiting Moderator to observe in the Final Practical Assessment timetable (apart from activities such as Trekking or Orienteering).** Full details are given in Appendix D.

Centres arranging specific trips during the February half term may incorporate a Final Practical Assessment in accordance with the moderation requirements although this is outside of the final moderation period. Centres will need to provide video evidence and to inform their Visiting Moderator and the Assessment Leader.

Where video evidence is required, centres will need to provide evidence of a sample of candidates across the range of candidate abilities. The video evidence will only need to establish the level at which the candidate has been assessed highlighting the candidate performing the specific skills/manoeuvres for that level outlined in the criteria.

Where video evidence is difficult to obtain, eg orienteering, alternative sources of evidence may be acceptable. Objective scoring of an event may provide a rank order of candidate's ability. Video evidence of a plenary question/answer session with candidates to discuss techniques etc, would support this.

Where centres have larger orienteering groups working on or close to the school, a course may be set out and run the day before the visit of the Moderator. On the Moderation day the Teacher-Examiner may then undertake a question/answer session based upon a map and compass exercise relating to the event. Aspects relating to:

- moving from A-B
- handrails and attack points
- thumbing map and orientation
- compass use, direction of travel, recognising symbols
- general time around the course and competitive points

will be used to assess candidates' knowledge and understanding along with their performance.

The Final Practical Assessment may be adversely affected by environmental conditions, ie no wind, no snow, extreme weather conditions. In these circumstances centres will be able to apply for special consideration. To support this it will be necessary for centres to compile video evidence of individual performance whenever possible and this will therefore be submitted to substantiate a final mark.

Trekking

(Candidates may not offer Orienteering and Trekking)

The inclusion of trekking is to support and complement the aims and objectives of the National Curriculum. It provides increased opportunities to generate key skills and promote citizenship. The criteria are designed so that schools can successfully integrate the requirements with other nationally recognised Awards. It is strongly advised that Centres adopt the principle of safe practice and ensure that all Health and Safety criteria are examined and documented prior to starting any Adventurous Activities. All treks must be completed in British Summer Time.

The coursework requires that each participant completes an initial training of theoretical and practical skills, leading to the ability to journey safely in the countryside in a group of between four and seven participants. Training in safety procedures, first aid, navigation, camp craft, Country Code and environment appreciation must take place. In addition a **practice trek must be completed** in a different location to that of the final assessment journey but over equally demanding terrain and of the same time and distance. This trek should be accompanied by an adult and used as the basis for the coursework mark. Instructors with the necessary skills, qualification and experience or as deemed suitable by the school's operating authorities must provide training. Candidates may complete additional treks to facilitate team building and consolidate experience and fitness prior to the final assessment journey. It is recommended that all treks are documented and that each candidate keeps a logbook detailing his/her experiences.

For their final assessment candidates are expected to complete a self-reliant journey over two days in unfamiliar countryside. There must be a minimum of 6 hours planned activity each day and participants must complete a total minimum distance on foot of 24km. The route must avoid built up areas and roads. It is essential to plan the route utilising tracks and footpaths, the following of a sign posted route (eg The South Downs Way) is discouraged and high-performing candidates will be expected to pay regard to this when planning a final journey. Overnight accommodation must be under canvas and all equipment is to be carried by individuals. A completed post trek report will be made available for inspection and verification by the Visiting Moderator by photographic evidence or a formal presentation to the examiner making use of slides/power point/video.

Mark Band	Adventurous Activities – Trekking (Candidates may not offer Trekking and Orienteering)
9 – 10	Candidates will be able to perform and have evidence that they can perform skills 1-10. They will have demonstrated planning and forethought and have been an inspiration to their group. They will have completed at least 5 nights camping on 3 separate occasions in unfamiliar territory and have a log book detailing their trekking experience. It is likely that the candidate will have completed additional documented treks with the scouts, cadets or while attending a residential outward-bound centre. A competent navigator and knowledgeable trekker, it is anticipated that the student will have been one of the key persons responsible for the organisation and planning of the journey.
7 – 8	Candidates will have a positive and determined attitude and will be able to perform up to level 8. They will be able to navigate and adapt their plans according to circumstances. They will have a good understanding of safety issues and be sympathetic to the needs of the group. They will be good communicators and show evidence of decision making. Evidence can be recorded in log book and expedition reports. They will be part of the driving force behind the successful completion of both journeys. They will have researched expedition training and have a sound knowledge of where to access further information or resources.
5 – 6	Candidates should be able to perform skills up to and including level 6. They will have contributed to the production of the expedition report and completed a practice journey and assessment trek. They may well rely on others to navigate and lack initiative when forced to cope with more difficult circumstances. Have a basic knowledge of the wildlife in the surrounding environment and the importance of conservation.
3 – 4	Candidates should be able to perform skills 1-4. They will have completed a practice journey. They have an understanding of the basic navigational skills but not have the confidence to apply them to situations or lead from the front. The candidate will have a limited experience of trekking.
1 – 2	Candidates will have completed the basic training but will NOT have completed an assessment expedition. They may well have found the practice journey difficult or not completed it fully. Candidates will have a basic knowledge of skill levels 1-2. They will have a basic knowledge of first-aid and be able to administer action in case of emergency. They must be able to demonstrate simple camp craft skills and have knowledge of safety precautions when cooking. They understand how to obtain weather forecasts and are aware of the important issues regarding environmental impact of outdoor activities.

Candidates will not be assessed on the day of the Final Practical Assessment. (But will be required to present Log Books as evidence).

Video evidence will **not be** required for the Final Practical Assessment of the activity.

	Mapskills	Navigation	Campcraft	Safety / Environmental
1	Read and interpret a 1:25000 pathfinder map. Understand scale and distance. Orientate map to terrain. Identify features and contours.	Be aware of different maps (Landranger, orienteering). Understand marginal information.	Demonstrate principles of packing a rucksack. Waterproofing contents. Explain factors affecting pitching and striking of tents.	Action to take in an emergency. The treatment of simple wounds. Recognise more serious conditions such as breaks, dislocations and sprains.
2	Determine grid references. Simple explanation of gradient effects on journey.	Estimating time / distance and locating position from a map. Determine geographical direction and direction of travel from map.	Choosing a campsite. Arranging water supplies. Arrange refuse disposal. Understand the dangers of a Trangia type stove.	Be aware of the spirit and content of the country of the country code and the impact of outdoor activities on the environment
3	Able to give a verbal description of a route on the journey.	Locate features on ground from map. Understand contours.	Explain the fire precautions and sanitation requirements for a camp.	Know how and from where to take weather forecasts. Have a basic knowledge of forecasting and recognising changes.
4	Identify features and help plan a 24km route using footpaths and tracks only.	Follow a planned route identifying and relating major features on map to position.	Safety precautions when cooking and knowledge of fuel safety. Contribute to the expedition report.	Explain the advantages of different tent designs and the influence of new technology on their construction.
5	Set a map using two different methods.	Plan a simple route card. Produce cards as evidence of journeys completed.	Have a working knowledge of two different types of cooker and the safe operation of fuel bottles.	Explain choice of clothing and what personal equipment must be carried on a trek. Demonstrate treatment of sprains.
6	Setting a map using a compass without use of magnetic variation.	Explain procedures in case of getting lost. Describe contents of first-aid kit.	Cook an individual meal and demonstrate knowledge of planning a menu.	Demonstrate a knowledge and understanding of expedition fitness and how to prepare a training programme for an expedition.
7	Estimate speed of travel and arrival times taking account of contours crossed.	Explain information required when setting off for medical assistance. Knowledge of accident reporting procedure.	Understand principles of good nutrition for expeditions.	Explain symptoms and treatment of exposure to heat/cold. Evaluate conditions and show awareness of potential hazards to group integrity when climate/conditions change.
8	Determine the magnetic direction of a path or similar feature. Enter direction of each leg on route cards.	Produce a gradient plan of route. Demonstrate procedures of timing and pacing.	Produce or contribute significantly to a report. Evidence maybe presented as written, photographic or video of trek.	Understand the role and responsibilities of a leader. Be able to work together as a cohesive group.
9	Obtain a grid bearing and allow for magnetic variation when travelling on a bearing. Obtain fixed position with 3 resection bearings.	Know about magnetic variation and the relationship between True, magnetic and grid north.	Plan a balanced nutritional menu for a 2 day trip.	Identify and record as evidence any species of wildlife seen. Record 4 types of fauna / wild flowers identified on trek.
10	Have a thorough understanding of contours and recognise major landforms such as spurs, ridges and valleys. Interpret height, gradients and terrain and explain Naismith's rule.	Recognise main pressure systems from map and explain weather patterns associated from them. Explain actions in event of thunderstorm. Understand danger of wind chill.	Plan and cook a substantial meal for group. Show knowledge of dehydrated foods, correct food hygiene and efficient cooking methods.	Demonstrate an understanding of the need for restricted access and conservation. Give examples of National Parks, AONBs and the concept of a minimum impact approach. Demonstrate an awareness of the basic geology of the land formations on route.

Orienteering

(Candidates may not offer Orienteering and Trekking)

The Teacher-Examiner should choose appropriate skills/manoeuvres for each candidate from the following lists, subject to the capabilities of the candidates and the weather conditions:

Candidates should be encouraged to provide written evidence of the route taken when completing an orienteering activity.

Safety

Follow Country Code.

Whistle to be carried only for emergencies – 6 long blasts repeated after a pause; 3 short blasts will be made to reply when someone comes to search.

Carry compass in unknown terrain and know how to follow safety bearing.

Wear a watch.

Body and full leg cover must be worn, sleeveless shirts are allowed.

Windproof jacket for wet and windy conditions.

Select a course you can complete relative to level of physical fitness.

Know location of nearest phone and first aid.

Environmental issues

Impact of orienteering on the environment.

Skills/manoeuvres

Map reading: scale; legend; contours.

Oriente map to terrain.

Use line features as handrails.

Route choice.

Measure distances.

Thumb map.

Rough orienteering long legs with good catching features.

Fine orienteering short legs with detailed map reading.

Attack points.

Aiming off.

Compass and thumb compass.

Sense of scale to estimate distance.

Develop feel for contours.

Navigate through different types of terrain.

Compass and pacing.

Competitive techniques.

Knowledge and equipment

Types of compass – eg Silva

Types of map.

Colour coded courses.

Appropriate footwear.

Mark Band	Adventurous Activities – Orienteering (Candidates may not offer Trekking and Orienteering)
9 – 10	Candidates should be very confident in orienteering. Use quick decision making to navigate through different types of terrain, and know when to use the compass and pacing. They should be able to find difficult controls in competition events.
7 – 8	Candidates should have greater confidence, and perform the skills at greater speed; use the compass to take bearings and use thumb compass for direction and reference. They should be able to use contours and estimate distances with accuracy.
5 – 6	Candidates should have confidence taking short cuts off paths; rough orienteer against catching features; fine orienteer over short distances using detailed map reading; use attack points and develop aiming off.
3 – 4	Candidates should be able to use the features on the map to move from path to paths by selecting the correct route. They should be able to measure the distance and thumb the map when moving slowly.
1 – 2	Candidates should show simple understanding of maps. Orientate the map well, recognise symbols and navigate along a single/track path.

Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment			
1	Map reading; scale, legend, contour lines	9	Attack points
2	Orientate map to terrain	10	Aiming off
3	Use line features as handrails	11	Compass and thumb compass
4	Route choice	12	Sense of scale estimating distance
5	Measure distances	13	Develop feel for contours
6	Thumb map	14	Navigate through different types of terrain
7	Rough orienteering long legs with good catching features	15	Compass and pacing
8	Fine orienteering short legs with detailed map reading	16	Competitive techniques

The assessment must enable the candidate to demonstrate his/her level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

For higher level marks, these will necessarily require a range of experiences in the natural environment.

Sailing

The Teacher-Examiner should choose appropriate skills/manoeuvres for each candidate from the following lists, subject to the capabilities of the candidates and the weather/water conditions:

Safety

- Swimming ability.
- Fit buoyancy aid/lifejacket safely.
- Wear correct clothing for the conditions.
- Inspection of hull and rigging.
- Dangers of offshore winds.
- Knowledge of hypothermia/First Aid/resuscitation.
- Know dangers of tides.
- Know weather forecast.

Environmental issues

- Impact of sailing on the environment.

Skills/manoeuvres

- Rig a training dinghy.
- Reef ashore.
- Name parts of the boat and sails.
- Rope work – knots.
- Launching and recovery.
- The five essentials – sail setting, balance, trim, centreboard and course made good.
- Crew a two-man boat.
- Sail away from a jetty.
- Helm moving upwind.
- Helm moving downwind.
- Helm moving across wind.
- Sail onto a lee shore.
- Sail away from a lee shore.
- Coming alongside a moored boat.
- Rules of the road – port and starboard, windward boat, overtaking boat.
- Sailing close to other dinghies.
- Man overboard recovery.
- Capsize procedure.
- Racing, course and starting procedure.

Knowledge and equipment

- Rope work: figure of eight, bowline, round turn and two half hitches, clove hitch. The five essentials: sail setting, balance, trim, centreboard and course made good.
- Difference between buoyancy aid and lifejacket. Parts of the boat and sails.

Mark Band	Adventurous Activities - Sailing
9 – 10	Candidates should be competent performing all manoeuvres and sailing close to another dinghy. They should be able to recover a man overboard, and show the capsize procedure. They should be confident in a racing situation and show knowledge of the course and starting procedures.
7 – 8	Candidates should be able to sail onto and away from a lee shore. They should be competent in coming alongside a moored boat, should know the rules of the river – port and starboard, windward boat, overtaking boat.
5 – 6	Candidates should be able to crew and helm a two man boat when sailing away from a jetty moving upwind, downwind and moving across wind with good control at the helm.
3 – 4	Candidates can assist in launching and recovery. They should know some of the five essentials – sail setting, balance, trim, centreboard and course make good.
1 - 2	Candidates should be able to rig a training dinghy and reef ashore with assistance. They should be able to name the parts of the boat and the sails but show some difficulty tying knots.

Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment			
1	Rig a training dinghy	11	Helm moving across wind
2	Reef ashore	12	Sail onto a lee shore
3	Name parts of the boat and sails	13	Sail away from a lee shore
4	Rope work knots	14	Coming alongside a moored boat
5	Launching and recover	15	Rules of the river – port and starboard, windward boat, overtaking boat
6	The five essentials: sail setting, balance, trim, centreboard and course made good	16	Sailing close to other dinghies
7	Crew a two man boat	17	Man overboard recovery
8	Sail away from a jetty	18	Capsize procedure
9	Helm moving upwind	19	Racing, course and starting procedure
18	Helm moving downwind		

The assessment must enable the candidate to demonstrate his/her level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

For higher level marks, these will necessarily require a range of experiences in the natural environment.

Canoeing or Kayaking

The Teacher-Examiner should choose appropriate skills/manoeuvres for each candidate from the following lists, subject to the capabilities of the candidates and the weather/water condition. The course is intended for candidates to use kayaks and canoes with elementary skills relating to kayaks and extension manoeuvres relating to open canoeing.

Safety

- Swimming ability.
- Fit buoyancy aid safely.
- Wear appropriate clothing and footwear.
- Lifting and carrying craft.
- Check craft.
- Knowledge of hypothermia/First Aid.
- Location of nearest phone and First Aid.
- Effect of current, wind and tide.
- Recognise hazards.
- Towing.

Environmental issues

- Impact of canoeing/kayaking on the environment.

Skills/manoeuvres

- Launching.
- Forward paddling.
- Backward paddling.
- Stopping forwards.
- Capsize and swim.
- Stopping backwards.
- Tilling craft to assist turning.
- Turning whilst on the move – strokes applicable to craft.
- Reverse craft on a figure of eight course.
- Moving sideways – strokes applicable to craft.
- Supporting low brace (with High Brace Kayak only).
- Rescue a capsized canoeist from deep water.
- All in rescue.
- Capsize drill (with spraydeck fitted Kayak only).
- Show beginnings of rolling (Kayak only).
- Paddle in a straight line using J stroke (Canoe only).
- Show beginnings of Reverse J, cross deck draw and C stroke (Canoe only).
- Demonstrate sculling for support (Kayak only).
- Ferry glide.
- Move across, in and out of the current.

- NB Candidates are expected to do only those skills and manoeuvres appropriate to the craft they are using. Moving water skills can be done on grade II water.

Knowledge and equipment

- Access to rivers and agreements.
- Different types of craft.
- Name parts of craft.
- Difference between buoyancy aid and lifejacket.
- History of the sport (basic).

Band Mark	Adventurous Activities – Canoeing or Kayaking
9 – 10	Candidates should, in a capsize, swim with the paddle to the craft and swim to shore. They should move across, in and out of currents efficiently; show command of rescue situations; and demonstrate all strokes to a high level. The candidate should show the beginnings of rolling.
7 – 8	Candidates should perform a capsize drill and swim to shore with the equipment. All strokes should be performed efficiently with good posture and control. They should perform a rescue giving clear commands to the capsized canoeist.
5 – 6	Candidates should be able to rescue a capsized canoeist from deep water, reverse the craft with control along a figure of eight course, show the use of support stroke; move the craft sideways using two different strokes.
3 – 4	Candidates should be able to turn by tilting the kayak, reverse the craft with control along a figure of eight course, and propel it sideways. The capsize should be performed with good control.
1 – 2	Candidates should be able to launch their kayak, paddle forwards and backwards and stop. They should be able to perform a clean capsize and paddle along a simple course.

Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment			
1	Launching	11	Supporting low brace (with High Brace Kayak only)
2	Forward paddling	12	Rescue a capsized canoeist from deep water
3	Backward paddling	13	All in rescue
4	Stopping forwards	14	Capsize drill (with spraydeck fitted Kayak only)
5	Capsize and swim	15	Show beginnings of rolling (Kayak only)
6	Stopping backwards	16	Paddle in a straight line using J stroke (Canoe only)
7	Tilting craft to assist turning	17	Show beginning of Reverse J, cross deck draw and C stroke (Canoe only)
8	Turning whilst on the move – strokes applicable to craft	18	Demonstrate sculling for support (Kayak only)
9	Reverse craft on a figure of eight course	19	Ferry glide
18	Moving sideways – strokes applicable to craft		Move across, in and out of the current

The assessment must enable the candidate to demonstrate his/her level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

For higher level marks, these will necessarily require a range of experiences in the natural environment.

Climbing

The Teacher-Examiner should choose appropriate skills/manoeuvres for each candidate from the following lists, subject to the capabilities of the candidates and the weather conditions:

Safety

- Fit helmet securely and check.
- Fit harness/belt and check.
- Tie rope to harness or clip figure of eight into karabiner and tighten gate.
- Know location of nearest phone and First Aid.

Environmental issues

- Impact of climbing on the environment.
- Awareness of locally important species and features.

Skills/manoeuvres

- Tie 'figure of eight' and 'bowline' knots with stopper knot.
- Attach rope to harness/belt.
- Climb, showing three points of contact.
- Low level traverse.
- Correct use of climbing calls.
- Demonstrate how to anchor the belayer.
- Belay a climber using belay device.
- Assist the climber with indication of holds and route during the climb.
- Perform short abseil with device and safety ropes on releasable abseil.
- Demonstrate a foot jam.
- Demonstrate a hand jam.
- Ascend a mantle shelf.
- Perform a short layback.
- Belay a climber during a fall in a top roping situation.
- Tie a retied figure of eight knot.
- Demonstrate a multiple belay and single point belay system.

Knowledge and equipment

- Ropes and storage.
- Footwear.
- Climbing hardware.
- Rock features, eg slabs, overhangs.
- Grading systems.
- Improvised techniques in ropework (eg classic belay, to release jammed belay device, prussicking, Italian hitch).
- Developments in the sport.
- Access.

Mark Band	Adventurous Activities – Climbing
9 – 10	Candidates should be able to perform skills/manoeuvres 1-16. Should be able to climb with style and confidence at severe grade; belay a climber in a fall situation when top roping; tie a retied figure of eight knot; demonstrate a multiple belay system. Coil rope at end of session.
7 – 8	Candidates should be able to perform skills/manoeuvres 1-13. Should be able to climb very difficult grade; show use of jamming; show mantleshelfing and a layback; show good knowledge of the sport; abseil with confidence. Coil rope at end of session.
5 – 6	Candidates should be able to perform skills/manoeuvres 1-11. Should be able to climb difficult grade; use correct calls; belay climber showing good use of belay device; communicate clearly with climber; abseil; show a foot jam and hand jam; show basic knowledge of sport. Coil rope at end of session.
3 – 4	Candidates should be able to perform skills/manoeuvres 1-8. Should be able to use calls; anchor belayer; belay climber with support; communicate with climber. Stowage of rope.
1 – 2	Candidates should be able to perform skills/manoeuvres 1-4. Should be able to tie knots safely; attach themselves to harness/belt; climb a low traverse at an easy standard. Stowage of rope.

Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment			
1	Tie 'figure of eight' and 'bowline knots with stopper knot	9	Perform a short abseil with device and safety rope on releasable abseil
2	Attach rope to harness / belt	10	Demonstrate a foot jam
3	Climb showing the three points of contact	11	Demonstrate a hand jam
4	Low level of traverse	12	Ascent a mantle shelf
5	Correct use of climbing calls	13	Perform a short layback
6	Demonstrate how to anchor the belayer	14	Belay a climber during a fall
7	Belay a climber using a belay device	15	Tie a retied figure of eight
8	Assist a climber with indication of holds and route during the climb	16	Demonstrate a multiple belay and single point belay system

The assessment must enable the candidate to demonstrate his/her level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

For higher level marks, these will necessarily require a range of experiences in the natural environment.

Skiing

(Candidates may not offer Snowboarding and Skiing)

Candidates will be assessed on individual skills from the list of Skills/Manoeuvres and on a free ski run. The Teacher-Examiner should choose appropriate skills/manoeuvres for each candidate from the following lists, subject to the capabilities of the candidates and the weather conditions:

Safety

- Carrying of skis.
- Clothing.
- Ski Way Code.
- Procedure taken in case of an accident.
- Handling and care on tows.
- Awareness of the dangers of a mountain environment.

Environmental issues

- Impact of skiing on the environment.

Skills/manoeuvres

- Basic stance.
- Ability to get up after a fall.
- Straight descent.
- Basic side step up and turn.
- Snow plough stop.
- Snow plough then left and right.
- Stop by turning uphill.
- Linked snow plough turns.
- Traverse.
- Traverse joined by snow plough turns.
- Side stepping.
- Swing to the hill from traverse left and right.
- Linked basic swing.
- Parallel stop.
- Use of ski lift.
- Carved turn left and right.
- Linked carved turns.
- Parallel turn.
- Short swings.
- Jump.

Knowledge and equipment

- Types of: skis; bindings; poles; boots; clothing (style, comfort and safety).
- Use of: wax, bindings (correct setting), ski brakes.
- Maintenance of: ski soles; edges.
- Appreciation of the different types of competitive skiing.

Mark Band	Adventurous Activities – Skiing (Candidates may not offer Skiing and Snowboarding)
9 – 10	They should be able to ski down a black run and show they have the ability to ski through a mogul field.
7 – 8	Candidates should be able to ski down a red slope showing style and control using unweighted parallel turns.
5 – 6	Candidates should be able to do linked snow plough turns, then traverses joined by snow plough turns without falling. They should show reasonable style and control whilst performing a slalom on a blue ski run.
3 – 4	Candidates should show a straight snow plough then snow plough turns left and right down a gentle slope and stop by turning uphill. They should be able to use a ski lift.
1 – 2	Candidates should know the basic stance, and be able to get up from a fall. They should show a straight descent, then an ascent by side stepping. Candidates should demonstrate a snow plough stop at the end of a 10 – 20 metre run.

Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment			
1	Basic stance	11	Traverse joined by snow plough turns
2	Ability to get up after a fall	12	Side stepping
3	Straight descent – ascent by side stepping	13	Swing to the hill from traverse left and right
4	Basic side step and turn	14	Linked basic swing
5	Snow plough stop	15	Parallel stop – skid to halt
6	Snow plough then left and right	16	Carved turn left and right
7	Stop by turning uphill	17	Linked carved turns
8	Use of ski lift	18	Parallel turn
9	Linked snow plough turns	19	Linked Parallel turns
18	Traverse	20	Short swings

The assessment must enable the candidate to demonstrate his/her level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

For higher level marks, these will necessarily require a range of experiences in the natural environment.

Snowboarding

(Candidates may not offer Snowboarding and Skiing)

Candidates will be assessed on individual skills/manoeuvres and on a free run. The Teacher-Examiner should choose appropriate skills/manoeuvres for each candidate from the following list, subject to the capabilities of the candidate and the weather conditions.

Safety

Snowboard equipment (hard or soft bindings and boots).

Importance of the leg leash.

Knowledge of stance (regular or goofy).

Clothing.

Procedures taken in case of accidents.

Handling and care on tows and lifts.

Awareness of dangers of the mountain environment.

Impact of snowboarding on the environment.

Skills/Manoeuvres

Basic stance (regular or goofy).

Ability to get up from a fall.

Side slip front side.

Straight descent.

Toe edge turn.

Carve to stop.

Turn to the left and turn to the right (heel edge and toe edge turns).

Heel edge stop.

Scoot front foot in.

Use of ski lift.

A series of linked turns.

Toe traverse.

Heel traverse.

Carved turns left and right.

Linked carved turns.

The ability to crouch in turns.

Snowboard fakie (reverse) in controlled manoeuvre.

Short swings.

Mark Band	Adventurous Activities – Snowboarding (Candidates may not offer Skiing and Snowboarding)
9 – 10	The candidate demonstrates the ability to board down a black run but does not necessarily attempt moguls.
7 – 8	Candidates are able to board down a red run showing style and maintaining complete control using carved turns.
5 – 6	Candidates are able to turn one way traverse and then turn the other way whilst completing a run of blue gradient and maintaining complete control, showing reasonable style throughout.
3 – 4	Candidates are able to show a straight run and turns to the left and to the right on a gentle slope. They should maintain control throughout and display a sound level of style. They should demonstrate the ability to carve to stop.
1 – 2	Candidates should show basic stance and be able to get up from a fall. They should be able to descend using side slipping and be able to descend in a straight run for up to 20 metres with a controlled stop at the end.

Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment			
1	Basic stance (regular or goofy)	10	Use of ski lift
2	Ability to get up after a fall	11	Linked turns
3	Side slip (toe edge and heel edge)	12	Heel traverse
4	Straight descent	13	Toe traverse
5	Toe edge turn	14	Heel traverse
6	Carve to stop	15	Carved turn left and right
7	Heel edge stop	16	Snowboard fakie in a controlled manner
8	Turn left and right (toe edge and heel edge)	17	Short swings
9	Scooting front foot in		

The assessment must enable the candidate to demonstrate his/her level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

For higher level marks, these will necessarily require a range of experiences in the natural environment.

Boardsailing

The Teacher-Examiner should choose appropriate skills/manoeuvres for each candidate from the following lists, subject to the capabilities of the candidates and the weather/water conditions:

Safety

- Swimming ability.
- Fit buoyancy aid safely.
- Wear correct footwear.
- Perform dry land simulator procedure.
- Perform emergency procedure (paddle board and rig back to shore).
- Know dangers of onshore winds, offshore winds, cross shore winds.
- Know dangers of tides.
- Avoid swimming areas.
- Knowledge of hypothermia/First Aid/Resuscitation.

Environmental issues

- Impact of boardsailing on the environment.

Skills/manoeuvres

- Simulator drill.
- Rig the board and sail.
- De-rig the board and sail.
- Emergency procedure – recover board and rig.
- Balance the board without the rig.
- Turn the board with the rig.
- Hoist the rig.
- Start procedure.
- Get the board underway.
- Emergency stop.
- Moving upwind.
- Moving downwind.
- Moving across wind.
- Perform a beach start.
- Demonstrate luffing up.
- Land board at a beach.
- Fun board skills with harness and foot loops: show beginnings of:
 - water start;
 - flare gybe.

Knowledge and equipment

- Boardsailing terminology.
- Sources of forecasts.
- Points of sailing.
- No go zone.
- Basic aerodynamic theory.
- Board styles/types.

Mark Band	Adventurous Activities – Boardsailing
9 – 10	Candidates should be able to perform skill/manoeuvres 1-17 (a) and (b). Excellent simulator drill; very confident on the board and in manoeuvres; shows a high level of skill when hoisting rig, turning board and moving; can stop, move upwind, downwind and across wind; beach start shows confidence; can show luffing up and land back at beach with ease; show some fun board skills with harness and foot loops; shows beginning of a water start and flare gybe.
7 – 8	Candidates should be able to perform skill/manoeuvres 1-16. Very good simulator drill; confident balance of the board with rig smoothly; hoist the rig showing some degree of skill then go to start procedure and move off; perform emergency stop; can move upwind and downwind with a degree of accuracy when sailing a triangular course; beach start, show luffing and land board at beach with some control.
5 – 6	Candidates should be able to perform skill/manoeuvres 1-13. Good simulator drill; balance with some confidence; turn the board with the rig; hoist the rig with control and start; get the board underway; perform emergency stop; move upwind, downwind and across wind.
3 – 4	Candidates should be able to perform skill/manoeuvres 1-8. Simulator drill; balance the board; turn the board with the rig with some difficulty; hoist the rig and start.
1 – 2	Candidates should be able to perform skill/manoeuvres 1-4. Simulator drill with some difficulty. Rig the board and sail with assistance and de-rig. Able to recover the board and rig in an emergency situation.

Skills/Manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment			
1	Simulator drill	10	Emergency stop
2	Rig the board and sail	11	Moving upwind
3	De-rig the board and sail	12	Moving downwind
4	Emergency procedure – recover board and rig	13	Moving across wind
5	Balance the board without the rig	14	Perform a beach start
6	Turn the board with the rig	15	Demonstrate luffing up
7	Hoist the rig	16	Land board at a beach
8	Start procedure	17	Fun board skills with harness and foot loops, show beginnings of: (a) Water start (b) Flare gybe
9	Get the board underway		

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Personal Survival

(Candidates may not offer Personal Survival and Life Saving)

Skills

Dress: swimming costume and **either**:

- long-sleeved shirt, trousers and a long-sleeved jumper or
- long-sleeved blouse, trousers or skirt and a long-sleeved top.

NB Candidates are not permitted to wear pyjamas.

Clothing **must be worn throughout** the following series of tests:

Enter the water from the side of the pool using a technique appropriate for entering from a height of approximately 1 metre into unknown water. Swim 25 metres in less than 30 seconds. It is recommended that the 25m swim should finish in the deep end to enable candidates to perform the HELP position without leaving the pool.

Using any floating object for support (not a swimming aid) take up and hold the H.E.L.P. (Heat Escape Lessening Posture) for 6 minutes.

Using any floating object for support (not a swimming aid) participate in a huddle for 2 minutes with at least two other similarly clothed swimmers (who may be candidates).

Swim 100 metres.

Tread water for 2 minutes, one arm out of water.

Climb out from deep water without using steps or any other assistance.

Mark Band	Adventurous Activities – Personal Survival (Candidates may not offer Personal Survival and Life Saving)
9 – 10	<p>Entry The candidate will make a confident, clearly correct and effective entry, barely going below the surface with his/her head.</p> <p>25m Swim The 25m swim will be made using an efficient and speedy head-up stroke, front crawl or breaststroke.</p> <p>H.E.L.P. Position The H.E.L.P. position is absolutely correct with a clear understanding of the position required.</p> <p>100m Swim The swim will be clearly within the capability of the candidate, using breaststroke or front crawl.</p> <p>Tread Water Completely relaxed and capable – no stress evident.</p>
7 – 8	<p>Entry A safe and effective entry which shows a clear understanding and confidence in the technique.</p> <p>25m Swim 25m swim with good style and effective head-up stroke (probably breaststroke) completed with confidence and in control.</p> <p>H.E.L.P. Position The H.E.L.P. position is held correctly and confidently with little unnecessary movement.</p> <p>100m Swim Swim carried out with little stress and good style using an appropriate stroke and under the full control of the candidate in the conditions.</p> <p>Tread Water Can cope with the treading water using either arm and change of arm to signal and change position.</p>
5 – 6	<p>Entry A safe and effective entry which shows a clear understanding of the technique.</p> <p>25m Swim 25m swim is achieved with good style and effective stroke.</p> <p>H.E.L.P. Position The H.E.L.P. position is held correctly and in control</p> <p>100m Swim Swim under control but may show tiredness towards the end and some lack of efficiency in the latter stages.</p> <p>Tread Water Can tread water for the 2 minutes and use arm to signal</p>
3 – 4	<p>Entry Entry should show that the candidate is safe and understands the technique.</p> <p>25m Swim The swim is achieved with a recognised and effective stroke</p> <p>H.E.L.P. Position The H.E.L.P. position is held correctly</p> <p>100m Swim Will use the stroke, which he/she finds easiest rather than the most appropriate. May change strokes during swim.</p> <p>Tread Water May show lack of control in treading water.</p>
1 – 2	<p>Entry On entry the body may go too deep.</p> <p>25m Swim Stroke ineffective and changes of stroke may take place.</p> <p>H.E.L.P. Position The H.E.L.P. position may lack control with the candidate moving position and failing to hold the required posture.</p> <p>100m Swim Will not be made with the most appropriate stroke and may be a combination of strokes. Has obvious difficulty in maintaining rhythm and form.</p> <p>Tread Water May be unable to tread water for the 2 minutes.</p>

Candidates will not be required to demonstrate the HUDDLE but may be asked questions about it in the Analysis of Performance.

Level 1 to 4 candidates may need to break after the H.E.L.P. – candidates from Level 5-10 will complete the whole survival session with no break.

Any candidate who wishes to be assessed for Personal Survival on the Final Assessment Day and arrives without the clothing stipulated in the specification will be awarded 0 for this section.

The clothing required for Personal Survival is as directed by the Amateur Swimming Association. This is periodically reviewed. The correct dress is either long-sleeved shirt, trousers and a long-sleeved jumper, or long-sleeved blouse, trousers or skirt and long-sleeved top. *Pyjamas are not acceptable attire.*

Life Saving

(Candidates may not offer Personal Survival and Life Saving)

Skills

Basic skills: the sidestroke and lifesaving kick.

Throw a lifeline or buoy to an exhausted swimmer 10 metres away.

Shallow water entry.

Entry from height.

Shallow water entry, swim 100 metres, perform feet-first surface dive and swim 5 metres underwater, perform head first surface dive and, after 'search', retrieve brick and return to side from 1½ metres down.

Tow a person to the side over a distance of 10 metres and, with a recognised method and the help of another person, lift him/her onto the poolside.

Show an assisted tow using clothing.

15 metre tows – chin tow, cross chest tow, extended tow, clothes tow.

Mark Band	Adventurous Activities – Life Saving (Candidates may not offer Personal Survival and Life Saving)
9 – 10	<p>Basic Skills The life saving kick and sidestroke should be performed with good style and should be strong and powerful, including when towing a dummy.</p> <p>Throws Lifeline/buoy throw/rewinding line and reeling in should be carried out with ease and confidence</p> <p>Entry Shallow water entry and entry from a height should be performed with ease and confidence.</p> <p>100m Swim The swim, with an appropriate stroke, will be completed strongly and competently.</p> <p>Surface dives, search and retrieve . These will be carried out with style and confidence.</p> <p>10m Tows Shows the full compliment of tows carried out with style and confidence.</p> <p>15m tows. The candidate will be able to carry out the tows without knowing how the dummy will react. May be able to show a double tow with co-operative dummies.</p>
7 – 8	<p>Basic Skills The life saving kick and sidestroke should be performed with good style and should be strong and powerful.</p> <p>Throws Lifeline/buoy throw/rewinding line and reeling in should be carried out with ease and confidence.</p> <p>Entry Shallow water entry and entry from a height should be performed with ease and confidence.</p> <p>100m Swim The swim, with an appropriate stroke, will be completed competently.</p> <p>Surface dives, search and retrieve The swim, with an appropriate stroke, will be completed competently.</p> <p>10m Tows The swim, with an appropriate stroke, will be completed competently.</p> <p>15m tows The swim, with an appropriate stroke, will be completed competently.</p>
5 – 6	<p>Basic Skills Life saving kick will be correct, no screw kick, hands in correct place. Sidestroke performed with some power and confidence</p> <p>Throws The swim, with an appropriate stroke, will be completed competently</p> <p>Entry The swim, with an appropriate stroke, will be completed competently</p> <p>100m Swim The swim will be expected to be done using either front crawl or breaststroke.</p> <p>Surface dives, search and retrieve These should show some style and confidence.</p> <p>10m Tows Tows demonstrated. should be performed quite quickly and with some confidence and style.</p> <p>15m tows At least 2 tows should be shown at this level. If the assisted tow is shown the candidate should be able to take clothing off in the water. Tows shown should be done well.</p>
3 – 4	<p>Basic Skills Able to show life saving kick with some style, but lacks strength.</p> <p>Throws Lifeline/buoy throw/rewinding line and reeling should be carried out with ease and confidence</p> <p>Entry Shallow water entry should be performed well though candidate may go a little deep on entry.</p> <p>100m Swim The swim is more likely to be made using one of the most appropriate strokes, either front crawl or breaststroke.</p> <p>Surface dives, search and retrieve These should be demonstrated but may lack style, eg seat over head, legs together, vertical descent.</p> <p>10m Tows The surface dive, search and retrieve should be demonstrated but may lack style,</p> <p>15m tows May simply repeat what was performed over 10 metres</p>
1 – 2	<p>Basic Skills Life saving kick, if shown at all, will be very modest in style and not a strong stroke. NB: Candidates at this level should be discouraged from entering the water to attempt to life save.</p> <p>Throws Lifeline/buoy throw may not be accurate but the candidate should know how to rewind line and reel in properly.</p> <p>Entry Shallow water entry my go too deep and show lack of confidence.</p> <p>100m Swim The swim may be made using inappropriate strokes or changes of stroke.</p> <p>Surface dives, search and retrieve These will present difficulties and may not be fully completed</p> <p>10m Tows Tow/s will probably be chin tow or extended tow with a co-operative swimmer, these may lack confidence and control. Candidate may not be ahead of the dummy.</p> <p>15m tows Tow/s will probably be chin tow or extended tow with a co-operative swimmer, these may lack confidence and control. Candidate may not be ahead of the dummy.</p>

Final Practical Assessment Guidelines

The underlying premise for the Final Practical Assessment must be to take every opportunity to enable each candidate to enhance his or her overall performance mark. Consequently, centres should seek to arrange a moderation programme that both fulfils the regulations set out in the Instructions for the Conduct of the Examination and Coursework (which is sent to all registered centres in the Spring Term of the examination year) and provides every opportunity for candidates to perform to their best.

The following suggestions are some guidelines to benefit the moderation programme and the candidate's performance:

- seek to arrange moderation activities that flow. Static practices are often mundane and unproductive with candidates becoming disinterested, eg continuous chest passing. **Look for drills/practices whereby skills are integrated and progressive**, eg serve, lift, clear, drop in badminton
- **seek to implement differential drills to stretch more able candidates.** Standard drills will only bring good candidates to average level, eg interlocking weave in basketball or 1 v 1 in practices
- try to ensure that candidates are given every opportunity to show their ability. Where good candidates lack equal opposition, bring in other players to either feed or compete against, eg coaches or teachers feed high level badminton/tennis players
- coach the candidates through the organisation of the drills/sessions beforehand. Do not expect them to perform well on the day if they are unsure of the drill they are doing
- if candidates are carrying an injury do not let them participate, but get a medical note to cover them, and forward this with a Special Considerations form to the Special requirements Department at Edexcel. The assessment is an 'on the day' performance and no consideration can be given with respect to injury during a performance
- help the moderators observe the candidates from the very beginning of the activity. Have all candidates clearly numbered on both the front and back (large numbered bibs are easily the most effective). It may be advantageous to extend the first activity sufficiently to allow the moderator to familiarise her/himself with the candidates and the surroundings
- develop a timetable which allows enough time for each activity to be fully covered. Be aware of the requirements to include time for the Analysis of Performance
- do not have groups that are too large. It is in the interests of the candidates to be performing in manageable groups. For the activities which are to be moderated, activity groups will need to have a range of candidate ability
- ensure that your Visiting Moderator is informed of all arrangements well in advance. S/he will be able to support centres in the development of timetables and programmes
- it is suggested that initial drills and practices should enable candidates to warm up. Candidates should be encouraged to do appropriate stretching and cool down exercises between the assessment of different activities.

Step by Step Guide to Successful Assessment

These guidelines are provided in conjunction with information given in the specification, the Coursework Guide, the Teacher Guidelines and the Instructions for the Conduct of the Examination and Coursework which is sent to all registered centres in the Spring Term of the examination year. All documents should be carefully read.

At the beginning of the course:

- plan an effective programme of activities
- identify any candidates wishing to pursue 'off-site' activities through outside clubs. You will need to make initial contact with the club to liaise with coaches in order to enable candidates to fulfil the specification and gain coursework grades.

During the course:

- maintain coursework marks as different components/activities are covered
- develop a 'bank' of Analysis of Performance marks for candidates
- attend a local support meeting to update staff at your centre on all administrative/assessment procedures
- ensure the **internal standardisation** of all Teacher-Examiners is ongoing
- oversee the progress of candidates undertaking 'off-site' activities

Early in the Spring term of the examination year:

- contact will be established with the Visiting Moderator allocated to the centre
- agree a provisional date for the final moderation programme and visit.

January of the examination year:

- read all documents thoroughly, particularly the Instructions for the Conduct of the Examination and Coursework and the relevant areas of the Coursework Guide.
- devise a timetable for the Final Practical Assessment. Discuss it with your moderator. An exemplar is given in Appendix G.
- for all activities to be assessed 'off-site' or outside of the final moderation programme prepare thoroughly. This will necessitate liaison with clubs/coaches and the arrangement to provide video evidence.

February/March of the examination year:

- finalise all details with your moderator
- ensure all candidates are entered correctly by the Examinations Officer
- transfer all coursework marks onto the PE34 and PE34AP forms
- obtain the required video evidence of 'off-site' activities.

At least seven days prior to the moderation visit:

- forward to your moderator the bottom copy of the PE34 and PE34AP forms along with your timetable for the final assessment of activities and all video evidence.

Moderation day:

- ensure that the requirements of the moderation are fully adhered to. Clear guidance is given in Appendices E and F.

Post moderation:

Refer to the Instructions for the Conduct of the Examinations and Coursework which is sent to all registered centres in the Spring Term of the examination year.

Complete the PE34 and PE34AP forms, OPTEMS forms and any Special Consideration forms. Clear guidelines for completing these forms are given in the Instructions for the Conduct of the Examination and Coursework.

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Appendix A – Examples of assessment sessions

The following are examples of the type of sessions, which could be used by teachers to enable assessments to be made. These do not cover every activity. **The examples are not prescriptive and teachers should seek to devise their own.** The examples will provide some suggestions however for differential practices and drills that can be adapted to any activity within the Activity Group.

However, any sessions organised must reflect the demands of the specification and should be designed to allow candidates to demonstrate their full range of skills and abilities within the context of the assessment of the Activity Group. In games activities for instance, the basis of the assessment of each candidate will be her/his ability to apply the advanced skills into structured plays and pressurised game situations. Those devising sessions will also need to take account of the time available.

Individual activities will require candidates to fulfil the context of the assessment. Gymnastic activities will necessitate the reproduction of movements; Outdoor and Adventurous activities will require candidates to use their skills to solve problems in appropriate environments, Swimming and Athletics activities will require candidates to achieve their best possible measured outcome by applying techniques effectively and efficiently.

Candidates offering Dance will be required to perform displaying qualities of gesture, expression and motif with the appropriate level of physical movement.

A fuller series of Assessment Sessions and differential practices are available in the Teachers Guide.

Basketball

Warm Up

Dribble in confined space avoiding other players/obstructions. (Skills such as spin turns/pushing the ball through legs can be demonstrated as appropriate).

Skills

- (a) Candidates split into two lines to show pass/movement/receiving for both chest and bounce passes See Figure 1. For more able candidates the passer then becomes the defender and defends against the pass or the dribbler.

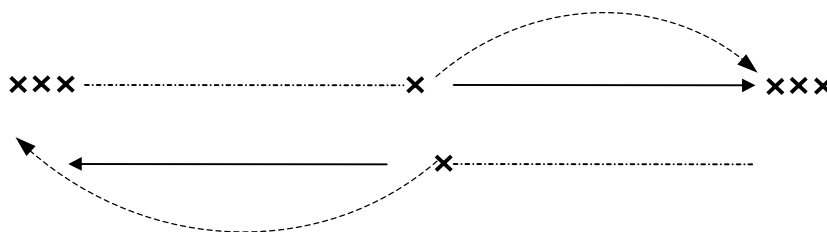


Figure 1

- (b) Lay up drills: (i) From strong side (ii) From weak side where appropriate. This also allows candidates to show rebound skills. For more able candidates the rebounder then defends against the attacking player. See Figure 2.

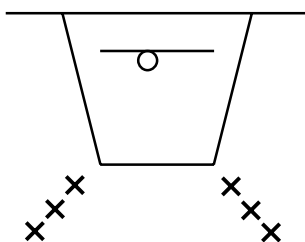


Figure 2

- (c) Dribble to edge of zone, STOP, shoot using appropriate method.

Able Candidates

Able candidates should additionally be able to demonstrate:

- (a) Lay up drills on the move from both sides. See Figure 3.

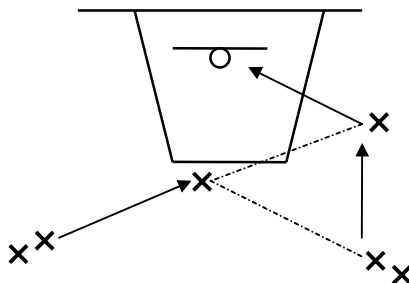


Figure 3

- (b) Jump shot against passive/active (where appropriate) opposition.
 (c) Three man weave passing drill. See Figure 4.

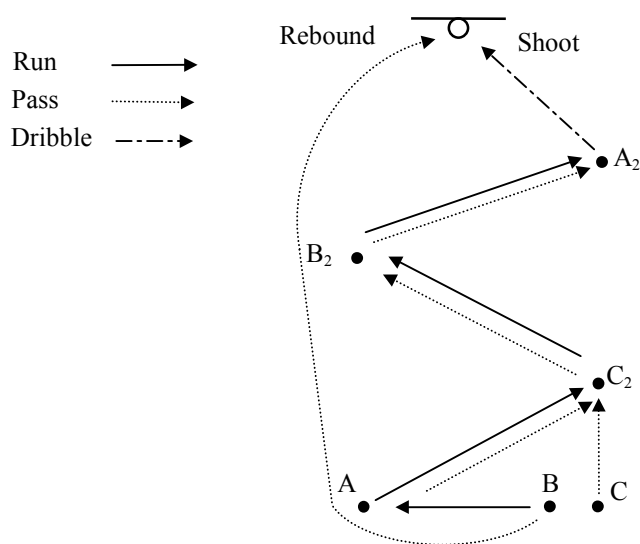


Figure 4

- (d) 3 v 2 (attack/defend) leading to 2 v 1 (attack/defend).

Game Situation

- (a) 3 v 2 in half the court
 (b) Full game.

Netball

General warm-up

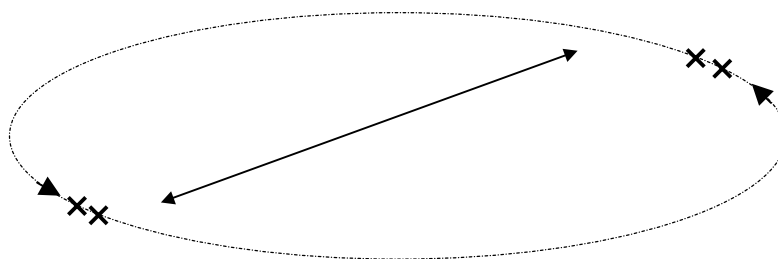
Passing, footwork etc.

Passing

In pairs two or three minutes on basic passing and catching showing variety, control, arm extension, one handed catching etc.

Pass and move – line practice – throwing and following the ball (give and go).

Following player then becomes the defender and tries to intercept.



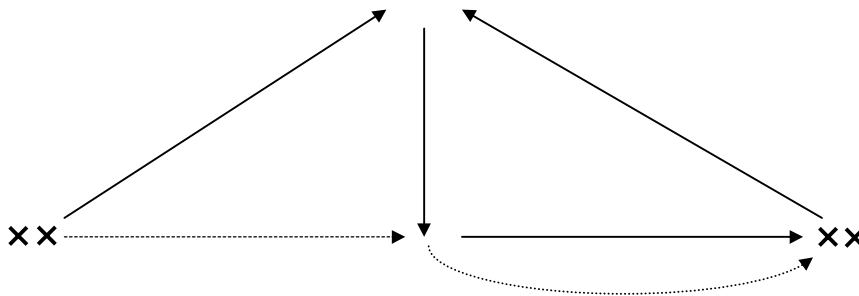
Able Candidates

May be developed for more advanced players eg throwing to a moving target, timing practices.

Working in threes: getting free and defending with a thrower.

Two against one practices.

Split line practices – throwing, catching, footwork.



Game Situation

2 v 2 passing game in limited area: showing footwork, dodging.

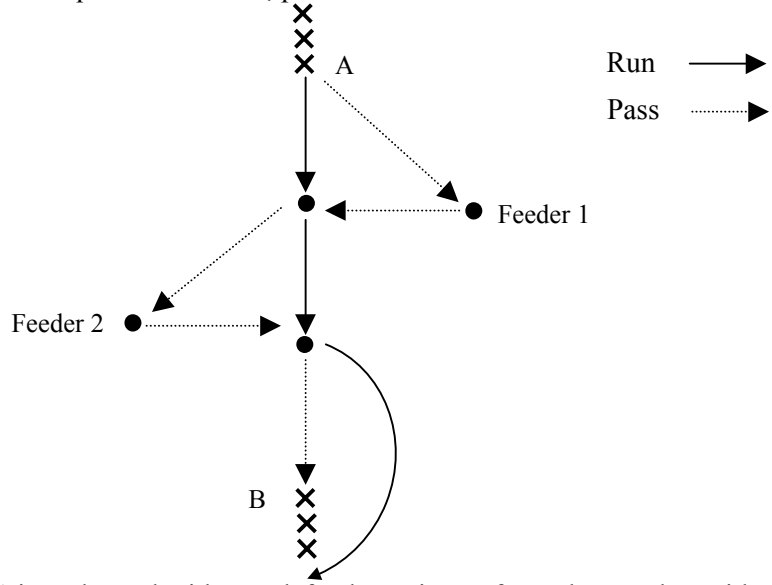
If time: half court work: centre pass drill, back line pass, patterns of play.

Full game. Allow all players the opportunity to show their favoured position.

Hockey

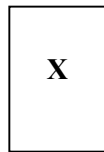
1. Warm up to show Passing and Receiving on the move

A passes to Feeder 1 who blocks the ball back square, A collects and passes to Feeder 2 who blocks the ball back square. A collects, passes the ball to B and runs to the back of the B line.

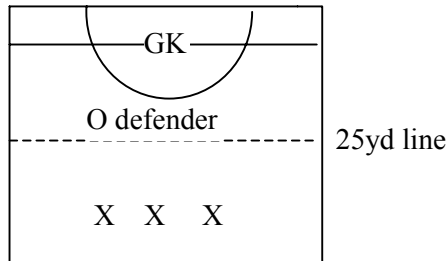


2. Play 1 v 1 in a channel with one defender trying to force the attacker with the ball out of the area, or making a tackle and clearing the ball out of the channel.

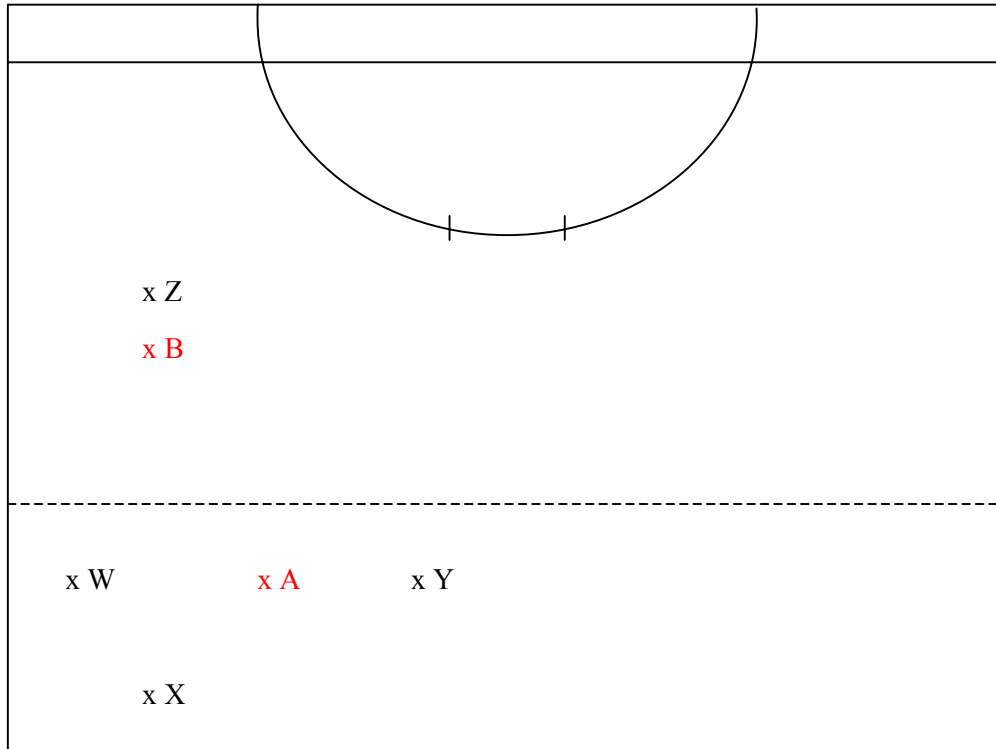
X
X
X



3. 3 players start on the centre line and try to get past 1 defender on the 25yd line and then shoot at the goal protected by a Keeper. If none of the candidates is being assessed as a Goal Keeper then use another Defender. The more able players will be able to demonstrate support play and movement off the ball (3 man weave, wall passes etc) plus a variety of shooting skills and ways of outwitting a Goal Keeper.



4. 3 players (**W,X,Y**) v 1 player (**A**) in a restricted area, eg between the centre line and the 25yd line with a line of cones down the middle. A 5th player (**Z**) on the same team as the group of 3, stands near the circle and moves into a supporting position to receive the ball in the circle, when one of the group of 3 feels that a long pass will not be intercepted. If the lone player **Z** receives the ball successfully he/she must pass it back accurately to one of the group of 3.



For the more able Player **Z** will be marked by another player (**B**). This will entail player **Z** having to time the run to coincide with the long pass. It will also mean that the group of 3 will have to be aware of player **Z**'s attempts to get free. If the marker (**B**) intercepts the ball he/she has to find player **A**.

Game Situation

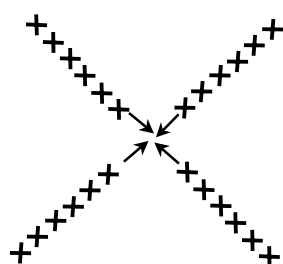
6 v 6 on a seven-a side pitch.

NB: Specialist practices for GKs should be addressed eg facing penalty strokes.

Rugby Union

Handling and Control

- (a) In grids (9m x 9m) groups of 4 running and passing
- (b) Progression to 3 v 1 in groups, keeping possession
- (c) Players in 3s or 4s running diagonally across the grid, carrying the ball in two hands. Various types of passing.
 - i. Place ball on the ground in front of partner
 - ii. Pop pass to partner
 - iii. After making pass or placing ball on the ground, run off to left or right of station



Pass and join opposite group

Direction of running:

- i. Run, place ball on ground
- ii. Pop pass to partner
- iii. Spin pass ball across grid

Figure 1

- (d) In channels ie 2/3/4 grids in line running in 3s or 4s across through other groups to bring in decision making

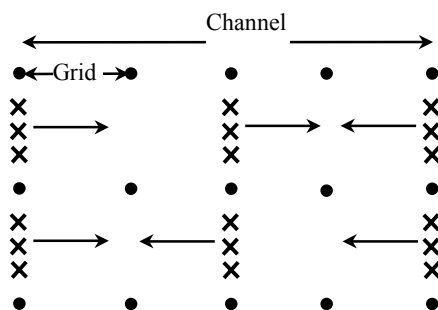


Figure 2

Forwards Skill

- (a) Close contact work, groups of 4:
- Player (a) picks up and places ball 1m forward
 - Player (b) picks up and drives into (a)
 - Player (c) rips ball away and passes to (d)
 - Player (d) repeats the sequence

Coaching points: low body position, drive with shoulders

- (b) Scrum

Position feet, especially from t row important, binding etc.

- (c) Line out

Jumpers, binders, back row role. Ball thrown in line – out for jumpers

Applying Skills Learnt

In 2 grids.

On command, X runs to the end of the grid to pick up the ball, whilst O runs to the opposite end.

X attempts to score a try – 3 v 1 or 4 v 1. Repeat, changing players – attacking defending.

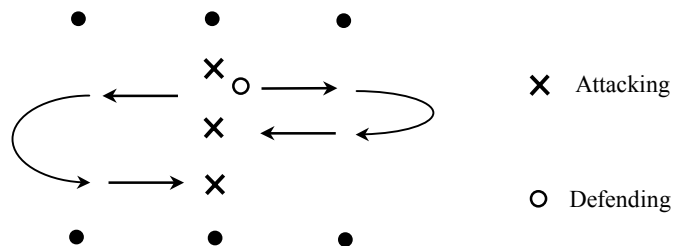


Figure 3

- (a) Tackling – Using Tackle Bags

- In grids 3/4 players
- Running diagonally across grid – tackle bags on each corner
- Tackler picks up bag for next player

Coaching Points:

- Tackler's head to be at the side of the bag
- Tackle must hold onto the tackle bag
- Get to your feet as quickly as possible

Rugby Union (continued)

(b) Maul Practice

- i. Four players in centre of grid holding contact pads.
- ii. In pairs running from four corners – first player (1) holding ball running into contact pad.
- iii. On contact, player (1) turns, holds ball up for next player (2) to rip ball away.
- iv. Player with ball runs to opposite corner and passes ball to next player – sequence repeated.

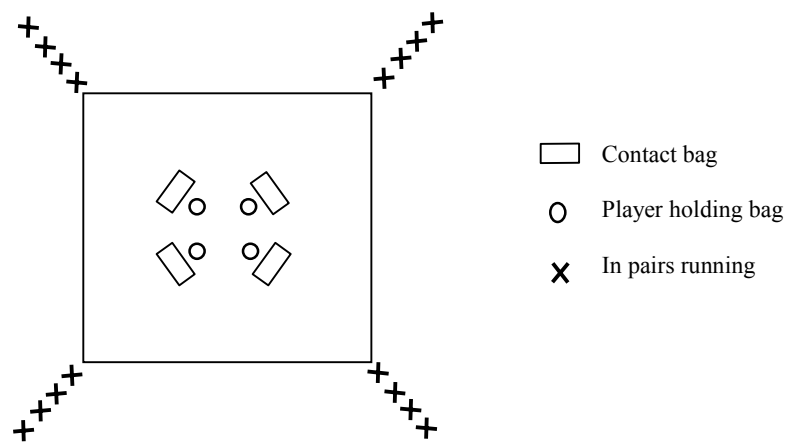


Figure 4

(c) Ruck Practice

Similar to previous, but player (1) places ball on the ground ie through the legs for player (2) to pick up.

Game Situation

Use half pitch depending on numbers – bring in those skills learned.

Tennis

Warm up

Candidates work in pairs in half a court maintaining a rally.

Drills to demonstrate power and placement of Shots

Candidates should work in pairs and maintain a rally of forehand and backhand drives. Player A will play all cross-court drives and B will play all straight drives, thus moving from side to side. The more able candidates could develop this routine into a competitive rally. Players to swap roles.

In half a court, Player A at the base line drives an easy ball to player B at the net who volleys the return. A competitive rally follows with the base line player trying to avoid the player at the net and the net player trying to play winning shots. The less able candidates may need competent feeders (V1th form, student, member of staff) as partners to keep the rally going.

A sequence of shots according to ability.

A drives, B drives and runs towards the net, A drives, B volleys, A lobs, B smashes.

Both players at the base line playing drives, waiting for the ball to land mid court so that an approach shot can be played and one of the players can get to the net ie see who can get to the net first.

The less able will need a feeder.

Serve and Return. Player A serves the ball, as if in a game situation, Player B must try to return the serve to land in a set area on the court eg a cross-court return in the back half of the court or a straight return in the tramlines. The more able players will have a smaller target to aim for. Each player to serve 5 times and points to be scored according to the accuracy of the return.

Game Situation

Candidates to play a game of doubles, demonstrating an understanding of tactics as well as the ability to select an appropriate doubles formation.

Table Tennis

The Grip

Demonstrate and explain the two main grips: the shake hand grip, the penhold grip.

Stance

Demonstrate a good steady stance to receive service, slightly crouched, knees bent, feet more than shoulder width apart. The bat held out in front of the body, with edge pointing towards partner's middle of table. Candidate should demonstrate a good recovery position between strokes – as above.

Service

Correct service technique with ball held on the palm of the hand.

Demonstrate types of service:

- (a) Short service – serve low and short so that the ball bounces twice on partner's side of the table, Backhand and Forehand.
- (b) Long service – serve fast and long so that the first bounce on partner's side of table lands behind line C (Figure 1).
- (c) Better ability candidates can demonstrate service with side spin and varied placement, different toss up height with good disguise and shielded.

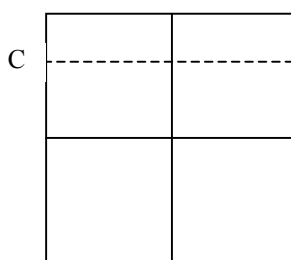


Figure 1

Strokes

- (a) Forehand and Backhand Block and Push Shot
 - i. Using sound footwork, return ball, which has been alternatively driven and pushed on the same line by using respective block returns and short pushes, played alternately on the same line F to FA and B to BA (Figure 2).
 - ii. Demonstrate a slow Block or Push shot, alternating from B&M to CI – Backhand and F&M to C2 – Forehand (Figure 3).
 - iii. Demonstrate the ability to build up a sequence of shots and returns. More able candidates can show: variable spin, fast and slow also long and short shots, using spin push and dig with disguise.

- (b) Forehand and Backhand Drive
As above

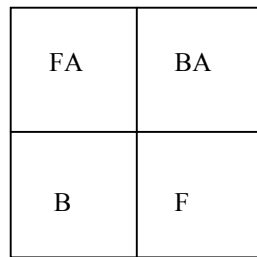


Figure 2

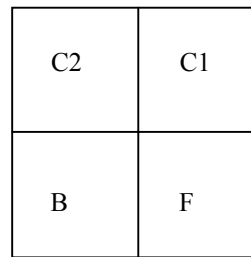
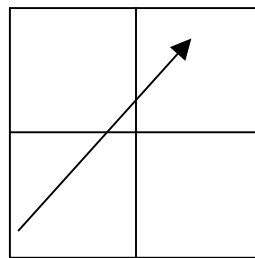
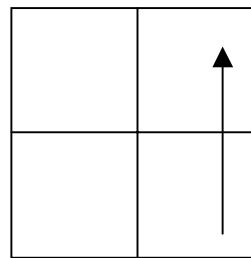


Figure 3

- (c) Stroke Play and Movement – combined with stroke play.
Demonstrate movement from side to side, building up a sequence of: backhand and forehand shots, see Figures 4 and 5 with short side stepping movement, knees slightly bent. For this exercise, push and drive strokes can be used.



2B



2F

Figure 4

Figure 5

- (d) Forehand Topspin
Demonstrate correct topspin action – brushing action.
Preparation – bat angle closed with bat starting around knee height.
Contact – ball hit at top of bounce.
Follow through most important – bat finishing at head height.
- (e) Loop
For the more advanced candidates. Place loop into diagonal boxes with more evidence of ball looping down to suggest correct technique.
Loop with side spin.

Table Tennis (continued)

(f) Backspin Defence

Demonstrate ability to play controlled return for partner to play as Figures 6 and 7.

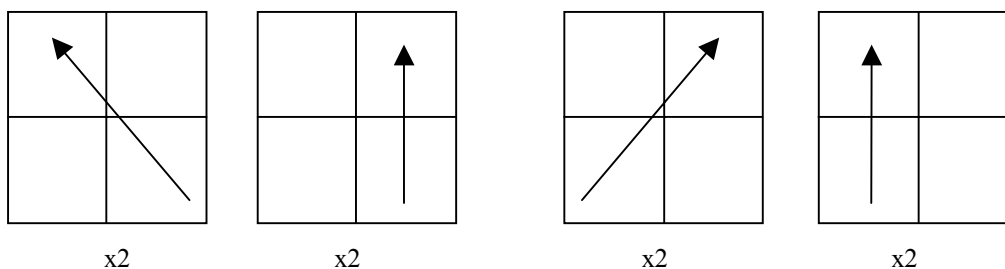


Figure 6

Figure 7

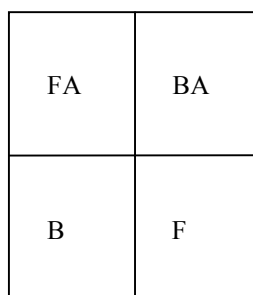
(g) Smash

Exercise as above.

Game Situation

Combine services and strokes learned to play a singles and doubles game, making umpiring decisions and calling the score as game proceeds (Figure 8).

Emphasis on stance, movement – getting to the correct position at the table and using the appropriate shot.



B – Backhand area
 F – Forehand area
 BA – Backhand target area
 FA – Forehand target area

Figure 8

Abbreviations to denote specific areas on the table.

Squash

Warm-up

One ball each, rallying to self down the side, change sides to demonstrate both forehand and backhand.

Suggested drills to demonstrate skills required to outwit opponent

In 2s, rallying down one side of the court with (1) forehand drives (2) backhand drives trying to keep the ball as close to the side wall as possible and moving out of the way for partner to play the ball.

Same as (a) but making the rally competitive and allowing the use of any straight shot such as lobs, volleys, drop shots within a restricted area, the full length of the court in a strip the width of the service box.

Drive/Volley conditioned game.

1 player stands on the T in front of the service line and is restricted to playing volleys, the more able candidate will be able to show a variety of volleys accurately placed and with the necessary power or touch as required.

The 2nd player will stand behind the service line and is conditioned to only playing shots which go over the cut line on the front wall, with the aim of trying to outwit the other player. The player at the back will start each rally with a straight service, alternating from side to side.

(d) In 2s, drive boast routine.

NB: some candidates will have to give simple cross-court drives for their partners to demonstrate a boast.

(e) Stroke routine:

- (i) Drive, boast, drop
- (ii) Drive, boast, drop, cross-court lob.

Game Situation

Candidates should be able to organise games and keep scores.

More able candidates should mark/referee games.

Appendix B – Guidelines for the inclusion of candidates with physical disabilities

Introduction

This document has been produced in response to the growing demand that the assessment methods of GCSE in Physical Education need to cater for candidates with physical disabilities in accordance with the Equal Opportunities Act.

It has been recognised that a number of candidates have not been able to follow the course because the stated assessment guidelines do not take into account different techniques/skills used by physically disabled people in sport and that due consideration has not been given to candidates with physical disabilities for the assessment alongside physically non-disabled candidates in mainstream activities. This appendix outlines the principles for the assessment of candidates with physical disabilities and the necessary amendments and adaptations to support their assessment. **Centres should also refer to the Meeting Local Needs Criteria in the specification which outlines the provision for assessing specific activities that are offered solely to candidates with physical disabilities (eg Boccia) within the centre.**

Candidates with physical disabilities will be considered for special arrangements in accordance with recommendations from the Joint Forum for GCSE and GCE, and in response to the National Curriculum proviso that activities may be adapted to enable disabled pupils to participate in Physical Education.

Candidates with visual or hearing impairments will similarly be considered for special arrangements where the nature of the impairment restricts the performance of a required skill/activity. However, the Special Arrangements and Special Consideration booklet for candidates with special assessment needs, published by the Joint Forum, also caters for these students.

Aims/Rationale

This document aims to encourage the inclusion of candidates with physical disabilities on GCSE PE courses on an even footing with other candidates, and to ensure that quality standards in assessment (in line with the Joint Forum's regulations and guidance for Special Arrangements and Special Consideration for candidates with special assessment needs) are maintained by means of:

1. the provision of general guidance for Teacher-Examiners/Moderators on the application of the relevant examination board's Practical Assessment Guidelines
2. the provision of sports specific modifications to the specification practical assessment guidelines
3. ensuring that special arrangements do not offer physically disabled candidates an unfair advantage over other candidates.

Principles of Inclusion

- The delivery of a disability sports specific programme for PE teachers will require dialogue between themselves and the candidate before the start of the course. The teacher should have clear guidance from the candidate as to how s/he wishes the practical assessments to be achieved.
- The programme agreed between candidate and the teacher/assessor needs to be assessed either by:
 - a) adapting an option currently offered in the specification (where the general guidance notes apply)
 - b) with a disability specific sport. These sports should be accepted as bona fide by the relevant National Disability Sports Organisations, that is the sport has national and international status with agreed rules and regulations (eg Boccia or Goalball). The National Disability Sports Organisations will be able to provide you with a specific specification for the delivery
 - c) a blend of a and b above.
- Any teacher working with a disabled performer is strongly encouraged to undertake the National Coaching Foundation's 'Working with Disabled Sportspeople' workshop. This is a two hour programme delivered locally by the Regional Training Unit. Addresses and contacts are supplied in this appendix.
- Where a whole section of the Rubric cannot be delivered to a candidate, due to the limitation of the candidate's disability (for example gymnastics for wheelchair users) this may be replaced by the inclusion of an adapted criteria to comply with the Rubric.
- The candidate can choose to follow a disability specific sport (one that is played by many types of disabled people such as wheelchair basketball) or one specific to her/his disability and individual classification (such as Boccia for class 1 or 2 sports people with Cerebral Palsy). Contact the appropriate National Disability Sports Organisations given in this Appendix
- Some disabled sports are catered for by the relevant National Governing Body, e.g. disabled sailing is catered for by The Royal Yachting Association, wheelchair tennis is catered for by The Lawn Tennis Association. Information regarding programme adaptation and assessment guidelines can be provided directly.

General Guidance

This section looks to provide overall guidance on how Teacher-Examiners/Moderators should approach the assessment of practical activities offered by physically disabled candidates in conjunction with the assessment of other candidates to ensure that these candidates do not operate at an unfair disadvantage **or** advantage in relation to their non-disabled peers.

Also, the provision for physically disabled candidates must ensure that all candidates fulfil the rubric of the specification. Similarly candidates must follow the stated specification where the criteria cannot be adapted. However, the interpretation of the criteria may be adapted to the candidate's disability, eg wheelchair users replace footwork with chair control. This will necessitate the amendment of the activity accordingly.

All Teacher-Examiners and moderators should take the following points into consideration when assessing disabled candidates:

- I. Where the Practical Assessment Criteria make reference to a skill that a candidate could obviously not carry out due to an impairment, (eg in volleyball the performance of the dig or set shot when the candidate has reduced function of one upper limb), an alternative skill may be used. Examples of these are included in the section on amendments to the Practical Assessment Criteria (see attached for examples).
- II. The skill should be disregarded as not applicable to the candidate due to the nature of the impairment (eg use of footwork in table-tennis for a candidate with lower limbs impairment). Instead greater emphasis should be placed on the range of skills the candidate can perform.
- III. Extra time may be allowed for physically disabled candidates to complete tasks where a time factor is suggested.
- IV. Where ability in a sport can be assessed by means of times or distances (eg athletics/swimming) use should be made of the current national standards of the main disabled sports organisations.
- V. Where a candidate participates in a sport that cannot be catered for in the school due to lack of numbers of physically disabled candidates or the lack of facilities/expertise (eg wheelchair basketball) then use should be made of external assessment (eg at club sessions) or video evidence. (Please see guidelines for the assessment of practical activities offsite and the guidance for the submission of video evidence).
- VI. Centres wishing to enter candidates with special requirements must submit a formal application form to the Examining Body by 21 February of the year of the examination. Appropriate medical evidence may be required with the application.
- VII. Where there is any doubt in relation to an assessment, further guidance should be sought from the Examining Body.
- VIII. It must be stressed that a guiding principle in practical assessments must be safety at all times. Candidates must neither endanger themselves nor endanger other people.

In general terms it is important to adopt a flexible approach such that candidates are not disadvantaged or advantaged in the assessment by the obvious restrictions of their impairment. Emphasis must always be placed on the ability/skill side of the candidate's performance.

Teacher-Examiners/Moderators must be aware that physically disabled candidates can be performing at a very high level of skill in the context of their impairment and yet, in 'textbook' terms, appear to be performing poorly. The candidates must not be penalised for this. However, all adaptations to specific skills must be linked to the specification.

For disabled candidates awarded a GCSE whereby special arrangements were permitted, an indication may be recorded on the GCSE certificate.

Adapting assessment criteria for people with a physical disability

1. The assessment of a particular skill should be based upon the agreed national standards. These will be set in one of three ways.
 - i) By the National Disability Sports Organisations where the sport is disability specific eg Boccia.
 - ii) By the National Governing Bodies where the sport is adapted to include disabled participants eg Tennis.
 - iii) By the National Governing Body's where the sport is totally inclusive within the sports main framework eg Sailing.
2. The Teacher-Examiners should be aware that whilst skills may remain constant, the level of disability of candidates may not. Indeed it is highly unlikely for disabled candidates to have the same level of limitation and therefore perform the same skills to similar levels.

Teacher-Examiners must therefore:

 - i) In the first instance: be guided by agreed national standards, particularly where the candidate has a national classification.
 - ii) In the second instance: balance these standards with the level of disability when the candidate does not have a national classification.
3. When the candidate provides evidence for assessment away from the school as an 'off-site' (e.g a specialist club etc.) the Teacher-Examiner must ensure the evidence is reliable, authentic and valid. The evidence must be supported by a qualified coach and comply with either 1i), 1ii), or 1iii) above.
4. When the candidate wishes to provide evidence within the school setting that the Teacher-Examiner is confident that the evidence is supported by the criteria outlined in 1i), 1ii), or 1iii) above.

List of Disability Association Contacts

English Federation of Disability Sport

Alsager Campus
Manchester Metropolitan University
Hassall Road
Alsager
SK7 2HL
Tel: 0161 247 5292

Cerebral Palsy Sport (CPS)

Shirley Hughes
11 Churchill Park
Colwick
Nottingham
NG4 2HF
Tel: 0115 940 1202

British Blind Sport (IBBS)

4 - 6 Victoria Terrace
Leamington Spa
CV31 3AB
Tel: 01926 424247

British Amputee Sports & Les Autres Sports Association

Mike Pattison
30 Greaves Close
Arnold
Nottingham
NG5 6RS

British Deaf Sport Council

7a Bridge Street
Otley
Yorkshire
L521 190
Voice: 01943 OW214
DCT: 09143 OWM11

British Paralympic Association

Impact House
Room 514
2 Edridge Road
Croydon
Surrey
CR9 1PJ
Tel: 020 8681 9655

Example A – Games Activity

Basketball with amendments for Wheelchair Users

Skills

Basic Skills:

- Passing: chest pass; bounce pass; javelin pass (long) and overhead pass
- Receiving and rebounding
- Dribbling: either hand; using changes of hand; direction and pace; behind the back dribble
- Shooting: lay-up shots; set shot; spin shot and free shots
- Chairwork: pivoting; changes of pace and direction; stopping
- Fakes eg fake shot and drive
- Positions: guard; forward; post play (pivot).

Application of Skills:

- Defence: defence close to basket (against forwards and guard); defence away from basket (against forwards and guard); 1 v 1; 2 v 2; sliding defence; switching defence; guarding; rebounding and blocking
- Offence: give and go (wall pass); cut to the basket; offensive roll; 1 v 1; post play; screen play; blocking out and rebounding.

Tactics:

- Defence: man to man; pressing defence; zone defence 1-2-2, 2-1-2, 1-3-1; half zone press; full court zone press; double teaming
- Offence: man to man; fast-break offence; zone offence; 2 on 1 situations; horse shoe; overload offence; post plays; screen plays; offence against half court and full court; zone presses
- Special situations: jump ball; out of bounds ball.

Laws of the game and their application, including refereeing signals.

Basketball					
Level	1-2	3-4	5-6	7-8	9-10
<i>Dribbling</i>	Displays some control, Uses one hand. Looks at ball.	Shows good control and correct contact (fingers on ball). Uses one hand with one bounce, two pushes technique.	Displays high level of control using both hands, Shows correct body position; head up allowing maximum vision at all times.	Able to change speed and direction. Able to bounce ball behind wheelchair.	Very fast with excellent control. Changes direction and speed. Ball bounced effectively behind wheelchair keeping dribble alive.
<i>Passing</i>	Makes fairly accurate passes with limited follow through. Catching lacks consistency.	Shows good passing technique particularly with chest pass, demonstrating correct follow through. Passes accurately and catches consistently well.	Displays very good passing technique. Starting to use both chest and bounce pass effectively.	Demonstrates correct technique for passing on move at increased speed.	Excellent passing technique at high speed on move. Able to pass with outstanding accuracy and expert timing.
<i>Shooting</i>	Shows limited technique. Ball is lifted ready for shot and strikes backboard or in or around the ring.	Shows good one or two hand technique. Ball is laid on the backboard with approximate 50% success rate.	Shows correct technique with good control of dribble and lay up. Shot taken at speed, ball laid onto backboard correctly. Good success rate. Demonstrates reasonable set shot. Ball released at full extension of arms. Correct follow through.	High standard of technique and control from the best side of the basket. Not always technically correct from other side. Able to shoot on the move. Scores average percent of baskets.	Displays excellent technique with very high level of success from both sides. Scores high percentage of baskets from a variety of positions.
<i>Game Situation</i>	Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Demonstrates poor defensive techniques.	Starts to become more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game.	Plays effectively in game situation. Demonstrates good level of skill in chosen position. Good defensive technique, being able to 'close an opponent down'. Has reasonable rebounding skills.	Able to exert considerable influence on game in both attack and defence. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness even under pressure. Has all-round skills with ability to see opening and exploit it as necessary.	Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors. Displays considerable confidence in all skills. Able to 'read' situation and create openings by either passing or dribbling.

GAME PLAYED SLOWLY <.....> GAME PLAYED AT SPEED

Candidates with physical disabilities maybe assessed by profiling specific skills as it maybe difficult to arrange a 'like v like' game situation or for differential drills involving comparable candidates.

Table Tennis					
Level	1-2	3-4	5-6	7-8	9-10
<i>Stroke play</i>	Demonstrates forehand and backhand push shots in rally but played high and often long. Demonstrates correct service action but service lacks pace and direction. Some movement but body movement awkward, jerky and lacking in rhythm where appropriate.	Plays basic forehand and backhand strokes competently, showing control and some direction. Ball begins to travel closer to net. Shows correct service action with at least two different types of service. Demonstrates technically correct positioning.	Good range of strokes evident, showing power, control and accuracy. Demonstrates backspin and topspin in many strokes, particularly in forehand drive and backhand chop. Demonstrates variety of service, some using spin. Good positioning resulting in effective execution of strokes.	Full range of strokes evident, showing power, control and accuracy. Imparts spin, including side-spin. Demonstrates variety of serves, most using spin. Able to vary height and direction. Correct positioning with speed, balance and rhythm in evidence, resulting in long rallies being maintained.	All strokes with spin in evidence. Shows power and accuracy when attacking, control and accuracy when defending. Shows variety of spin service. Shows correct quick positioning with rhythm and balance. Makes very few errors when maintaining rallies. Rallies and winning shots played at speed.
<i>Game situation</i>	Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Static play. Rallies won mainly by unforced errors.	Starts to become more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game. Able to maintain a steady rally in game situation. Some rallies won with effective shots. Unforced errors apparent, usually as a result of over-hitting ball.	Shows some ability to influence game either in attack or defence. Good command of skills and tactical play in evidence, even under pressure. Shows some anticipation of opposition and makes adjustments. Able to switch effectively from attack to defence.	Able to exert an influence on game in both attack and defence. Makes few unforced errors. Shows high level of skill and tactical awareness even under pressure. Anticipation of opponent's intentions evident. Few unforced errors.	Exerts significant control over game. Shows outstanding level of skill, tactical awareness, anticipation and deception, making very few unforced errors. Tactically able to vary speed, direction and spin.

GAME PLAYED SLOWLY <.....> GAME PLAYED AT SPEED

Candidates with physical disabilities maybe assessed by profiling specific skills as it maybe difficult to arrange a 'like v like' game situation or for differential drills involving comparable candidates.

Example B – Outdoor and Adventurous Activities

Sailing, Canoeing/Kayaking, Climbing, Orienteering, Skiing, Boardsailing

Teacher-Examiners should bear in mind that some candidates may not be confident or able enough, by virtue of an impairment, to perform certain skills and manoeuvres which may therefore prove dangerous to themselves or others. It is expected that Teacher-Examiners will be aware of the capabilities of their candidates and will ask them to perform only those skills and/or manoeuvres which they can do safely in the weather/water conditions on the day of assessment.

The Teacher-Examiner should choose which tasks each candidate will perform well from the lists of skills and manoeuvres for each activity on the following pages and should award a mark out of 10 for completing them satisfactorily.

The following assessment criteria apply to Sailing, Canoeing/Kayaking, Climbing and Boardsailing:					
Level	1-2	3-4	5-6	7-8	9-10
<i>Skills/ manoeuvres</i>	Candidates will have limited ability in performing the skills. They will have little confidence in their own capabilities.	Candidates are starting to become more effective in performing the skills and manoeuvres required. They still require a good deal of help/guidance in completing the tasks.	Candidates are able to complete most of the skills and manoeuvres. They are now becoming more independent and fully understand the theory behind the tasks.	Candidates show a high level of ability. They show leadership qualities among their peers because their ability is trusted by others. They can complete a majority of the tasks required in their activity.	Candidates show outstanding ability in their activity. They show a high level of leadership qualities, and can complete all the tasks in the examination, in favourable conditions.

It is important that the assessment is based on those skills that the disabled person can perform from within that range which is possible for them considering their functional ability.

Canoeing/Kayaking

Skills and Manoeuvres

- Launching.
- Forward paddling.
- Backward paddling.
- Stopping forwards.
- Capsize and swim.
- Stopping backwards.
- Tilting craft to assist turning.
- Turning whilst on the move – strokes applicable to craft.
- Reverse craft on a figure of eight course.
- Moving sideways – strokes applicable to craft.
- Supporting low brace (with High Brace Kayak only).
- Rescue a capsize canoeist from deep water.
- All in rescue.
- Capsize drill (with spraydeck fitted Kayak only).
- Show beginnings of rolling (Kayak only).
- Paddle in a straight line using J stroke (Canoe only).
- Show beginnings of Reverse J, cross deck draw and C stroke (Canoe only).
- Demonstrate sculling for support (Kayak only).
- Ferry glide.
- Move across, in and out of the current.

Safety

- | | |
|----------------------------------------|------------------------------------------|
| Fit buoyancy aid safely | Location of nearest phone and First Aid. |
| Wear appropriate clothing and footwear | Effect of current, wind and tide. |
| Lifting and carrying craft | Recognise hazards. |
| Check craft | Towing. |
| Knowledge of hypothermia/First Aid. | |

Environmental Issues

Impact of canoeing/kayaking on the environment

NB: Candidates are expected to do only those skills and manoeuvres appropriate to the craft they are using. Moving water skills can be done on grade II water.

Knowledge and Equipment

- | | |
|---------------------------------|-------------------------------------------------|
| Access to rivers and agreements | Name parts of craft. |
| History of sport (basic) | Difference between buoyancy aid and lifejacket. |
| Different types of craft | |

The Teacher-Examiner should choose *appropriate* skills/manoeuvres for each candidate from the list above, *subject to the capabilities of the candidates* and the weather/water conditions. This allows for the candidate who, because of a disability, may not be able to perform some skills. Whenever there is a skill that an individual cannot perform, s/he would still be expected to know how to perform the skill and explain the purpose of the skill. In the case of the 'T', 'X' and 'H' rescues, even though it is possible that they may have difficulty performing the manoeuvres, candidates with disabilities would still be expected to be able to 'command' them.

Canoeing/Kayaking					
Level	1-2	3-4	5-6	7-8	9-10
<i>Skills/ manoeuvres</i>	<p>Candidates should be able to perform skills/manoeuvres 1-6.</p> <p>Should be able to launch, perform a clean capsize showing control; paddle the craft along a simple course and stop in a short distance when instructed.</p>	<p>Candidates should be able to perform skills/manoeuvres 1-10.</p> <p>Should be able to perform a capsize showing good control; paddle with the craft tilting to improve turning; turn on the move using any basic stroke; reverse craft along a figure of eight course; move craft sideways.</p>	<p>Candidates should be able to perform skills/manoeuvres 1-13.</p> <p>Should be able to perform a confident capsize (and recover equipment – Kayaks only); should show growing confidence and style in strokes; tilting should be used when necessary; support strokes; a rescue; move across a current; reverse craft along a figure of eight course showing control; move craft sideways using two different strokes (applicable to the craft).</p>	<p>Candidates should be able to perform skills/manoeuvres 1-15.</p> <p>Should be able to perform a capsize confidently; keep hold of equipment (and swim to shore – Kayaks only); move across current; paddle appropriate strokes efficiently with good posture/position; a rescue giving clear commands to the capsized canoeist; reverse craft along a figure of eight course showing tilting, good clean sweep strokes and good overall control; move craft sideways, show good control and evidence of two different strokes (applicable to the craft).</p>	<p>Candidates should be able to perform skills/manoeuvres 1-20.</p> <p>Should be able to capsize showing confidence; swim with paddle to craft and swim to shore (Kayaks only); move across, in and out of current efficiently; show command of rescue situations working quickly and effectively; show good demonstration of strokes applicable to craft; sculling should show the candidate is very confident and in control; canoe strokes should show consistency and a high level of skill; show beginnings of rolling.</p>

NB Candidates are only expected to do skills or manoeuvres appropriate to the craft they are using. Moving water skills can be done on Grade II water.

Appendix C – Guidelines for the Conduct of Assessment of activities outside of centres' mainstream teaching programme (off-site activities)

Off-site activities, are assessable within the specification that will necessitate specific requirements due to the nature of the activity. There are two specific areas to be considered:

- Group A** Activities that are undertaken during an extra-curricular course, eg Skiing Trip, Outdoor Pursuits, Specialised Activity Trip.
- Group B** Activities that are undertaken by individual candidates outside of the centres curricular programme, eg Judo, Karate, Golf, etc.

General Guidelines

Where Final Practical Assessments are undertaken and it is impracticable for moderation to take place, eg overseas centres, specific individual activities, then video evidence will be required to be submitted to the moderator (See Appendix D).

Guidelines for Group A

1. Teacher-Examiners organising specialist courses during which a practical coursework mark is to be awarded must ensure that all the areas of the assessment criteria are covered within the teaching of the activity.
2. At the end of the specialist course a formal assessment should be undertaken in order to rank the candidate's ability and award a mark.
3. **Video evidence is not required for the coursework mark.**
4. A separate Final Practical Assessment will need to be arranged between March and mid May.
5. Schools/Colleges who undertake the coursework away from their centre will need to **either** organise an assessment utilising local facilities (eg dry ski slope facility or a local climbing wall) **or** to undertake a separate and subsequent visit to a similar venue.
6. Schools/colleges that complete their specialised coursework trips during March/May (eg a skiing trip during the Easter vacation) cannot combine their coursework and their Final Practical Assessment. **A subsequent and separate Final Practical Assessment in accordance with points 4 and 5 must be organised.**
7. All Final Practical Assessments arranged away from the centre where visiting moderation is impractical must provide video evidence in accordance with the video guidelines. (Appendix D).
8. Teacher-Examiners must complete and submit to the Visiting Moderator the appropriate PE OS2 form.

Guidelines for Group B

1. Teacher-Examiners arranging for individual candidates to follow specific activities outside of the mainstream of the teaching programme must ensure that the candidates fulfil the required elements of the assessment criteria. **Teacher-Examiners must liaise with and ensure that candidates receive appropriate coaching/teaching by a recognised/qualified coach.**
2. It is acceptable for a coursework mark to be allocated by the Teacher/Examiner following discussions with the specified coach/trainer.
3. Candidates must undertake a Final Practical Assessment. **This must be observed by the Teacher-Examiner.** This may be arranged and co-ordinated through a specified coach/trainer and a mark in line with the Mark Assessment Criteria agreed but the Assessment **must be verified and signed/countersigned by the Teacher-Examiner.**
4. Where an individual candidate's Final Practical Assessment is arranged separate to the centre's Final Practical Moderation, **video evidence in accordance with the submission of video guidelines must be obtained and be available for the appointed external moderator's visit.**

Summer 200_

Centre Name:									Centre Number:							
Year of Examination:			2	0	0	Specification: 1827 / 3827 (Delete As Appropriate)										
Candidate Name		Candidate Number	Activity Taught	Place of Instruction	Instructor's Name	Instructor's Qualifications	Date of Coursework Assessment	Date of Final Practical Assessment								

I declare that the teaching of the candidates' activities outlined above was kept under my supervision and that the assessment was carried out according to criteria as outlined in the Edexcel specification.

Signed: _____ **Name of Principle Teacher Examiner:** _____ **Date:** _____

Appendix D – Guidelines for the submission of video evidence for GCSE Physical Education: Practical Assessment

The following guidelines have been produced in order to support centres presenting video evidence to support the Final Practical Assessment

The following guidelines are intended to:

1. enable students to be marked in accordance with the criteria laid out in the coursework guide
2. help the teacher to produce a video
3. enable the student to be awarded the grade s/he deserves
4. enable the moderator to view the assessed performance accurately and within reasonable time.

Satisfy the regulations of the examination in accordance with the Code of Practice.

Centres may wish to introduce a Parental Consent Form to support the process of acquiring video evidence.

Centres providing video evidence will fall into three categories

- Category A** Centres offering a specific group activity whereby the Final Practical Assessment is conducted off-site and separate from the centres Final Practical Moderation.
- Category B** Centres assessing an individual candidate following a specific activity whereby the Final Practical Assessment is conducted off-site.
- Category C** Centres that will not be visited by a Visiting Moderator, eg overseas centres or centres with a small number of candidates (centres with a small candidate entry will be advised by the board if they are required to provide video evidence.)

Specific requirements for the submission of video evidence to be acceptable

Category A (Group Activities – Off-site)

- A selection of candidates clearly showing the top, middle and bottom of the range of abilities across the group of students. Candidates should display their skills through the Practical Assessment Criteria up to a level or mark appropriate to their ability
- Orienteering presents a problem with regards to the videoing of specific skills whilst undertaking an ongoing practical activity over a wide area. It is suggested that centres wishing to submit video evidence for this activity may develop specific/individual programmes that possibly include videoing of basic techniques supported by quantifiable evidence.

Some suggestions may be:

- I. candidates answering a prepared question sheet on techniques
- II. candidates interviewed on the techniques they employed / candidates answering written questions on their performance
- III. a combination of time/points earned and recorded against a quantifiable scoring system.

Category B (Individual Specific Assessment)

Candidates must be clearly videoed undertaking a range of drills/practices which progress them through the required skills up to a level of ability equivalent to the mark awarded.

Category C (Whole Centre Moderation – Small centres/overseas centres)

- Video footage must include a **minimum of activities to fulfil the course requirements** (ie four activities for the full course)
- Activities selected must fulfil the Practical Assessment rubric, ie four activities from at least two Activity Groups.
- Each activity must show a range of candidate abilities including candidates from the top, middle and bottom of the ability range.

Guidelines for Presenting Video Evidence of Practical Activities:

Remember if video evidence is submitted it must be:

- Submitted on VHS format.
- Downloaded from a camera tape onto a tape suitable for transmission on a normal video recorder.
- Accompanied by a PEV02 form and set of notes with details concerning the candidates, e.g. activity, candidate number, order of viewing candidates etc, to assist the moderator
- The Analysis of Performance of candidates must be included in the appropriate activity.

For each activity that needs to be videoed:

1. Set out a storyboard and use the Coursework Guide to help. Make use of Wide angle, (w/a) Medium (m/s) and Close Up (c/u) shots. Insert this information on the storyboard. Eg c/u.
 - A wide-angle shot will give an overall perspective - use sparingly!
 - A medium shot would be useful to show the stance, ready position or posture
 - Close ups will help in identification and also to demonstrate techniques, eg the grip
2. Check to see that all the criteria set out in the Practical Assessment Guide have been covered. As an example check the storyboard below.
3. Decide which students are to be videoed. With a group of say 15 candidates or more, the top 3, bottom 3 and middle 4 would be appropriate, whereas with a group of 11 or 12 all the candidates may **want** to be seen. It is recommended that a minimum number of candidates per activity to be shown would be eight.
4. Make sure that each candidate is clearly numbered. In swimming, numbers on hats is the best way, but on commentary it is helpful to name and number the candidates at appropriate points in the video.
5. Set out the moderation as if the Visiting Moderator is actually going to be present with the details of drills to be shown etc.
6. It is best if students are shown in small groups, e.g. in badminton four candidates at a time to go through the whole badminton assessment, range of skills and game situation, followed by another four and so on.
7. These small groups should be of similar ability, e.g. grades 3/4 followed by grades 5/6, 7/8 and 9/10.
8. In team games small-sided games are easier to follow eg 3 v 2 or 5 v 5. Basketball, Netball and Volleyball are suitable for full size games but Football, Rugby and Hockey are almost impossible for Moderators to follow in this format.
9. If there are mixed gender groups to be shown it helps to show them separately in competition, other students could be drafted in and could play as one team against the GCSE candidates.
10. Some ideas may also be gained from the Edexcel video – ‘GCSE Physical Education Assessment Video’, available from Edexcel Publications (01623 467467)

1

Present students to show appropriate clothing, names and number

Four students in shot (m/s)

Pan from left to right (c/u)

Each student state name and number

Medium shot (m/s) or close up (c/u)

2

Shallow water entry and swim

Each student demonstrates entry in turn with short interval between each

Walk down length of pool to follow each from wider angle shot

N.B. Slowest swimmer to go first

3

Demonstration of HELP position

Each candidate shown in close up to demonstrate position

The number of each stated in commentary as close –up shot is made

4

100 metre swim

Each swimmer in appropriate lane as in order of introduction in 1

Follow swimmers. Move to close up on each with name added on commentary

Wider angle shot to show each swim end

5

Treading water

Close up on each candidate to show treading water

Medium shot or wider to show general view

Name and number on commentary

6

Climb out unassisted

Medium shot of each candidate climbing out

Name and number on commentary

General requirements for the submission of video evidence to be acceptable

These are guidelines to enable you to produce a video that can be clearly moderated.

Moderation can only be based on what is seen.

1. The criteria for each activity **MUST** be studied before beginning to film activities and award marks.
2. Candidates who are being moderated **must be clearly identifiable**. In the case of group activities candidates **must be numbered**. When introducing certain activities such as swimming it is necessary to identify candidates and give an order to the activity.
3. When compiling video evidence for moderation not every candidate needs to be videoed. The requirement is that evidence is shown of candidates across the range of ability specifically highlighting the top, middle and bottom ability candidates. It is recommended that a minimum number of candidates per activity to be shown would be ten. Where a centre has fewer than this number doing the activity all candidates will need to be videoed.
4. Candidates must be clearly visible on the video. This is essential as the Moderator obviously cannot move to a better viewing position.
5. Drills should be marked to show basic skills and application at an appropriate mark level. The Moderator can only watch a few candidates at a time and **therefore it is suggested that candidates are shown in small groups of perhaps four**. Candidates should be in groups of similar ability to allow recording in ascending or descending order of ability.
6. Candidates should commence by demonstrating a selection from the basic skills section of the specification. Sufficient footage should be taken to allow each candidate to demonstrate the required level of performance according to the teacher-assessor's mark. More able candidates will need to spend longer demonstrating the advanced skills.
7. **The most advantageous way of demonstrating the application of skills is through small group participation, ie 3 v 2 etc Also small sided games are preferable to full sided games as often as long distance shots make it difficult for the moderator to distinguish the candidate's number** and the demonstrated skill. Please note however that in the game situation long shots can be useful to show the result of certain skills.
8. The selected range of candidates' ability should also reflect gender difference. Male/female candidates can be shown working separately or together, whichever is more appropriate to the activity and provides best evidence to support the range of candidate activity.
9. The overall aim that should be kept in mind for the video production is that specific candidates should be shown for a sufficient length of time to ensure that the Moderator can judge the teacher-examiner's marking. It is recognised that situations which may not naturally occur in a normal Practical Examination may need to be created for this purpose.
10. For centres that submit video evidence for all the Final Practical Assessment (eg overseas centres) you will need to ensure that your video is sent to your moderator to **arrive no later than the date for the submission of all practical coursework marks**. A label for this purpose will be sent to your school at the beginning of the Summer Term for the attention of your Examinations Officer
11. Centres providing video evidence of off-site activities will need to send the video along with all the coursework marks **AT LEAST ONE WEEK PRIOR** to the agreed Final Practical Assessment moderation to their Visiting Moderator.
12. If centres make special arrangements for the Final Assessment of off-site activities to be after the moderation visit, then video evidence must be submitted along with the completed PE34 and PE34AP forms to their moderator by the final submission date.
13. All video submissions must be on standard VHS format.

Guidelines for Presenting Video Evidence of Analysis of Performance:

A selection of candidates must also be submitted for the Analysis of Performance. Many of the principles used in the Guidelines for the submission of video evidence can be used again for this part of the video, and in particular bullet point 3 relating to the number and range of candidates must be adhered to.

There are 5 sections to the Analysis of Performance. Not all elements can be covered in the video. However enough information needs to be provided to substantiate the candidates mark awarded. This may be progressive with weak candidates only able to offer information to support section 1 below whilst strong candidates will be able to provide good and accurate information in support of sections 2 and 3.

Centres will also be required to provide, if available, PEPs for candidates who have been videoed for their Analysis of Performance.

An example might be as follows:

1	<p>Rules/laws/terminology/tactics</p> <p>An interview with the Teacher-Examiner</p> <p>Question and answer session</p> <p>2/3 minutes</p> <p>Could be indoors</p> <p>Questions should be set at appropriate level, e.g. basketball, grade 9/10 candidate should not be asked what the 3 second rule is – far too easy</p>
2	<p>Recognising strengths/weaknesses/analysis/evaluation</p> <p>Candidate observes a performance of another candidate that the Moderator must also be able to see, eg a dance performance or skill performance of a tennis shot. This could be a video of another candidate's assessment and may take place outdoors or indoors</p> <p>An interview with the Teacher-Examiner</p> <p>Question and answer session</p> <p>2/3 minutes</p> <p>Could be indoors</p> <p>Questions as in 1 above with questions set at the appropriate level</p>
3	<p>Planning practices/training/the perfect model</p> <p>To follow on from and to be based upon 2 above</p> <p>An interview with the Teacher-Examiner</p> <p>Question and answer session</p> <p>2/3 minutes</p> <p>Could be indoors</p>

Outline of Activity Video

Centre Name		Centre Number					
-------------	--	---------------	--	--	--	--	--

DATE OF ASSESSMENT	ACTIVITIES SHOWN (In order of recording)	CANDIDATES SHOWN (In order of appearance in each activity)	CANDIDATE NUMBER

I declare that the assessments were carried out on the date(s) shown on this form.

Signed: _____ **Name of Principal Teacher Examiner:** _____ **Date:** _____

Appendix E – Final Practical Assessment: Moderation

‘Before the Day’ Guidelines

- Arrange with the Visiting Moderator a suitable date. Moderators should contact their centres early in the Spring Term to provisionally discuss arrangements.
- Compile a programme for the day enabling the moderator to observe at least four activities across the range of activity groups.
- Ensure that all ‘off-site’ activities not included in the Final Assessment Programme for Moderation are arranged and that video evidence is acquired in accordance with the requirements for the submission of video evidence.
- Send all coursework marks, video evidence and timetable to your Visiting Moderator at least seven days prior to the agreed moderation day.

‘On the Day’ Guidelines

- Activities to be well structured. Drills to be integrated to allow more able candidates to be stretched.
- Moderators are not permitted to discuss marks awarded. Feedback will be given through evaluation forms (U9s).
- At least four activities must be available for the Moderator’s observation wherever possible.
- All candidates must be clearly identifiable through the use of clear numbering.
- It is usual practice for the Teacher-Examiner to be assessing and the activity to be delivered by another member of staff.
- This is a formal examination, and as such is liable to inspection by a travelling inspector appointed by the Edexcel. All candidates must be available for the activities. Any candidate unable to perform will need a medical certificate submitted for special consideration.
- TV / Video machines need to be available for moderators if video evidence has been presented.
- The moderator will want to observe candidates undertaking an Analysis of Performance. Whilst this is not part of the formal Final Assessment, it is a requirement of the moderation of coursework. Moderators who observe a clear discrepancy in a centre’s allocation of marks may recommend an adjustment of marks awarded across that centre’s range of marks.
- The Analysis of Performance on the day should be a question / answer session to highlight the candidates level of knowledge. It is intended that this is a sampling of the candidates ability. **Moderators will be responsible for selecting the candidates to be sampled.** This is not an assessment of Teacher-Examiner’s ability in the techniques of Analysis of Performance but of the coursework mark they award relative to candidates knowledge and understanding. However, Moderators may give appropriate feedback with respect to the process.
- Please look after your Visiting Moderator. Ensure that s/he has clear information relating to the programme of activities with regards to the structure and location of activities etc. Also that s/he is accommodated with respect to food and refreshments etc.

Appendix F – Guidelines for the Assessment of Analysis of Performance

Teach it in all 4 practical areas

Although the candidate will only be given one final mark out of 20 for the analysis, by analysing performance in all her/his four areas this will help her/him to:

1. practise her/his technique
2. learn how to break activities/skills down
3. find out which one s/he knows most about (her/his knowledge of the perfect model)
4. discover which one s/he does best in
5. practise the examination technique by answering oral questions.

Mark/Record in All 4 practical Areas

Once again, although this is not a requirement, from the teacher's point of view some of the above points will apply. It will also give the teacher the chance to:

1. discover and practise the best ways to mark this area on the day
2. get some practice and develop the right questions to bring the best out of the candidate
3. use the best practices and situations.

Methodology

On the moderation day some candidates will be questioned, and will answer verbally, but during the teaching it would help them to learn other methods of analysis:

- (a) verbal
- (b) notational.

Some activities lend themselves to notational analysis, and a knowledge of this could help them on the day by a quick explanation of, for example, successful/unsuccessful shooting in a basketball game.

When to Practise

You should not lose sight of the fact that the Analysis of Performance is only 10% of the examination, therefore you should not be tempted to allocate a disproportionate amount of time to it! However, there will be opportunities to have a disproportionate amount of time to practise.

It is worth remembering that the candidates will have just left Key Stage 3 where they will have had a lot of practice in planning and evaluation, so it will not be so new for them. It should be said that those who are going on to AS/A Level will also need to develop their abilities in this area, so Analysis of Performance at GCSE should be seen as part of the whole Physical Education National Curriculum.

When

- (a) Initially it would be helpful to make use of some early practical time in Year 10 as part of a lesson when notational analysis might also be taught, so that candidates could then practise at other times.
- (b) Much practical time is often lost by candidates through injury or illness, so we can use it to practise this aspect of the course.
- (c) In some activities schools have difficulties in occupying all the candidates all the time. Practice in officiating, learning the terminology, and analysing could be practised by those who are unoccupied at times.

Using Videos

1. Candidates for this subject should be watching, under the direction of their teachers, certain appropriate television programmes, many of which will show experts giving their analysis of certain sports in question. These could be discussed or at least the candidates could gain some extra knowledge from such programmes.
2. There are other specialist programmes such as the Peak Performance series which are most useful in this context.

Choice of Activity

Teachers may find that some activities are easier or lend themselves more to analysis than others, eg swimming, basketball, trampolining, athletics.

Swimming breaks down well into discrete areas; body position, arm action, leg action etc. It can be viewed from close range, but on the other hand the performer is in the water.

Basketball can be broken down and lends itself to a notational analysis, especially from the tactical aspect.

In trampolining only one performer is working at any one time, and again the skills or the routine can be broken down.

Athletics is another activity where often only one performer at a time is actually being analysed and events can be broken down easily, for example, approach, take-off, flight, landing.

Choose the Best Activity for Each candidate for the Final Moderation of Analysis of Performance

Teachers will no doubt find with practice their own best activities. The essential point is to get the best for the candidates, whatever activity is chosen.

1. They may know more about the activity and therefore the perfect model.
2. They may have had good or specialist coaching outside as well as inside the school.
3. They may have taken part at a higher level in this activity
4. They may have played it for a long time.

The essential thing is that they should get their final mark from their best activity, but it must be **one of their four practical activities.**

Using the PE34AP Form

When contact has been made with the moderator, you will be required, as now, to send to the moderator a completed PE34AP form that will include all the coursework marks for each candidate. A space will be provided on this form for you to indicate for each candidate in which activity their ability to analyse performance has been assessed.

The moderator will select a broad cross section of candidates, who will be required to demonstrate this during the moderation visit. These candidates may not be the same candidates who are having their practical performance moderated in that activity.

Moderation Day

The Moderator will want to see a range of candidates on the final moderation day. Therefore it will be necessary to co-ordinate with the Moderator about the programme of activities.

During the moderation, the teacher (who may be another member of staff who has been involved with the marking of the Analysis of Performance but may not be marking the practical performance) will carry out verbally the assessment of the candidate/s for the Analysis of Performance. This may take place during the skills aspect or game situation or both. The latter probably gives the candidate the best opportunity to demonstrate her/his all-round ability.

Questions should be tailored to suit the appropriate level. For example, basketball, at levels 1-2:

ask simple initial questions on the rules and then the name given to a particular pass or shot, developing on to specific players' skills and defensive tactics in the game situation, eg what type of defence is team A playing?

At level 9-10

the initial questions would be more difficult, eg types of fouls, the technique in the jump shot, positions of players, ideas of set plays, practices and training.

During the moderation the Moderator may wish to ask questions of the candidate. This will normally be **after** the teacher has completed each part or at the end of the candidate's analysis. It is expected that this questioning will try to extend the candidate further, as happens in some cases with the practical moderation at present.

Moderators will also request to review and discuss with candidates any PEPs that they have undertaken.

How to Calculate the Analysis of Performance Mark

A score out of 4 for a candidate is recorded for each of the following sections:

Rules (and their role in sport), regulations and terminology

Observation and analysis

Evaluation (interpreting information against the Perfect Model), and recognising strengths and weaknesses

Planning strategies, tactics, practices and training to improve performance: making use of their 6 week Personal Exercise Programme (PEP)

Understanding the principles and roles of leadership to improve performance

This will give a final Analysis of Performance mark out of 20 for each candidate.

Moderating Overseas Video Assessments

In this situation video evidence of candidates across the full range of the centre including the top, middle and bottom performing candidates, would have to be submitted for Analysis of Performance in their chosen activity.

Analysis of Performance of Individual Off Site Activities

The Final Practical Assessment will need to be videoed and if a candidate wishes to offer this activity as her/his Analysis of Performance then recorded evidence will also be required. If the candidate is offering an activity which is coached by a specialist tutor/trainer (ie judo or golf) the Analysis of Performance may be undertaken by the coach with the Teacher-Examiner in attendance. Video evidence of this should accompany the practical performance.

Analysis of Performance of Group 'Off-Site' Activities

Similar requirements apply to the assessment of off-site group activities as to the individual activities. However, as with overseas centres only a range of candidates needs to be submitted.

Appendix G – Example of a centre’s Final Practical Assessment

WENTWORTH HIGH SCHOOL

GCSE PHYSICAL EDUCATION

FINAL PRACTICAL ASSESSMENT

WEDNESDAY 5th MAY & THURSDAY 6th MAY

The external moderator, Mr. D. Roberts, will be attending on Wednesday 5th May

Points to Remember

This is your GCSE practical exam. Together, the practical and the analysis of performance count for 60% of your final mark. **MAKE IT COUNT.**

Each session will start at the published time. Make sure you are on time. All the information for the morning and afternoon activities will be given at the briefing sessions.

Make sure you have made arrangements for feeding, and that you have plenty to drink, but remember that eating is **forbidden** in the sports centre and swimming pool.

You must be in **correct** kit for each activity. You must have your practical number card securely pinned to the front **and** back of your shirt/blouse. Remember to bring other appropriate equipment e.g. tracksuits, pads, spikes protectors etc.

You will be marked on **technique and performance** in each activity, show yourself at your very best, if something goes wrong start the practice again no-one is trying to catch you out, we want to see you doing your best. If you have any problems **LET A MEMBER OF STAFF KNOW STRAIGHT AWAY.**

They will be long, tiring days – **BE PREPARED.**

The very best of luck to all of you.

JB, AL, CW, HB

PE Staff

Candidate List

Candidate No.	Practical No.	Name	Activities	Specification No
4004	1	Ansell Sarah	Net. Ath.Swm. Dan.	1827
4007	2	Argent David	Fb. FT C	3827
4013	3	Baird Robert	Fb. Bbl. Bad. FT A	1827
4017	4	Bauer Luke	Fb. Ath. Tmp. FT A	1827
4023	5	Bennett Jane	Net. Ath. Swm. Dan.	1827
4029	6	Chasten Michael	Fb. Bbl. Bad. FT B	1827
4033	7	Davis William	Fb. Ath. Swm. FT C	1827
4037	8	Dean Patrick	Fb. Ath. Tmp. FT B	1827
4040	9	French Louise	Net. Bbl. Dan. FT D	1827
4042	10	Green Peter	Fb. Ath. Tmp. FT C	1827
4045	11	Groom Donna	Net. Ath. Tmp. FT D	1827
4049	12	Hales Jenny	Net. Ath. Swm. Cli.	1827
4050	13	Hapgood Duncan	Fb. Ath.	3827
4051	14	Hewett Graeme	Fb. Bad. Ath. Swm.	1827
4054	15	Hicks Danny	Fb. Bbl. Bad. FT A	1827
4057	16	Knowles Craig	Fb. Bad. Ath. Tmp.	1827
4064	17	Lindley Alex	Fb. Bbl. Bad. FT C	1827
4066	18	Lucraft Carly	Net. Ath. Swm. FT B	1827
4067	19	Mason David	Fb. Bad. Ath. Swm.	1827
4069	20	Morgan Mitchel	Fb. Bbl. Bad. FT A	1827
4071	21	Price Brian	Fb. FT D	3827
4072	22	Prince Dean	Fb. Bbl. Bad. Cli.	1827
4076	23	Randall Victoria	Net. Bbl. Bad. FT D	1827
4080	24	Rogers Ted	Fb. Bbl. Ten. Bad. FT A	1827
4083	25	Saunders Mark	Fb. Bad. Ath. Swm.	1827
4085	26	Shelley Chris	Fb. Tmp.	3827
4087	27	Stokes Mathew	Fb. FT B	3827
4091	28	Turner Clark	Fb. Bbl. Bad. FT B	1827
4094	29	Williams Lisa	Net. FT C	3827
4096	30	Woolett Steven	Fb. Bad. Ath. Swm.	1827

Football - Fb	22
Netball - Nb	8
Badminton - Bad	16
Athletics - Ath	15
Basketball - Bbl	10
Swimming - Swm	9
Dance - Dan	3
Climbing - Cli	2
Trampolining - Tmp	6
Fitness Training - FT A/B/C/D	19

FOOTBALL

Candidates	Prac. No.
Argent David	2
Baird Robert	3
Bauer Luke	4
Chasten Michael	6
Davis William	7
Dean Patrick	8
Green Peter	10
Hapgood Duncan	13
Hewett Graeme	14
Hicks Danny	15
Knowles Craig	16
Lindley Alex	17
Mason David	19
Morgan Mitchel	20
Price Brian	21
Prince Dean	22
Rogers Ted	24
Saunders Mark	25
Shelley Chris	26
Stokes Mathew	27
Turner Clark	28
Woolett Steven	30
22 Candidates	

DANCE

Candidates	Prac. No.
Ansell Sarah	1
Bennett Jane	5
2 Candidates	

CLIMBING

Candidates	Prac. No.
Hales Jenny	12
Prince Dean	22
French Louise	9
3 Candidates	

NETBALL

Candidates	Prac. No.
Ansell Sarah	1
Bennett Jane	5
French Louise	9
Groom Donna	11
Hales Jenny	12
Lucraft Carly	18
Randall Victoria	23
Williams Lisa	29
8 Candidates	

BASKETBALL

Candidates	Prac. No.
Baird Robert	3
Chasten Michael	6
French Louise	9
Hicks Danny	15
Lindley Alex	17
Morgan Mitchel	20
Prince Dean	22
Randall Victoria	23
Rogers Ted	24
Turner Clark	28
10 Candidates	

SWIMMING

Candidates	Prac. No.
Ansell Sarah	1
Bennett Jane	5
Davis William	7
Hales Jenny	12
Hewett Graeme	14
Lucraft Carly	18
Mason David	19
Saunders Mark	25
Woolett Steven	30
9 Candidates	

BADMINTON

Candidates	Prac. No.
Baird Roberta	3
Chasten Michael	6
Hewett Graeme	14
Hicks Danny	15
Knowles Craig	16
Lindley Alex	17
Mason David	19
Morgan Mitchel	20
Prince Dean	22
Randall Victoria	23
Rogers Ted	24
Saunders Mark	25
Turner Clark	28
Woolett Steven	30
14 candidates	

TRAMPOLINING

Candidates	Prac. No.
Bauer Luke	4
Dean Patrick	8
Green Peter	10
Groom Donna	11
Knowles Craig	16
Shelley Chris	26
6 Candidates	

ATHLETICS

Candidates	Prac. No.	100	200	400	800	1500	Hur	Rel	S	D	J	H	L	T	Pv
Ansell Sarah	1	*							*				*		
Bauer Luke	4			*				*			*				
Bennett Jane	5	*										*	*		
Davis William	7	*						*	*						
Dean Patrick	8		*					*						*	
Green Peter	10					*							*	*	
Groom Donna	11		*					*					*		
Hales Jenny	12		*					*					*		
Haggood Duncan	13	*											*	*	
Hewett Graeme	14	*							*						*
Knowles Craig	16						*	*		*					
Lucraft Carly	18		*					*				*			
Mason David	19	*					*			*					
Saunders Mark	25				*				*		*				
Woolett Steven	30	*						*							*
15 Candidates															

Fitness Training

Candidates	Prac. No.	Circuit Training A	Exercise to Music B	Continuous Training C	Weight Training D
Argent David	2	*		*	
Baird Robert	3	*	*		
Bauer Luke	4	*		*	
Chasten Michael	6		*		*
Davis William	7	*		*	
Dean Patrick	8		*	*	
French Louise	9		*		*
Green Peter	10			*	*
Groom Donna	11	*			*
Hicks Danny	15	*	*		
Lindley Alex	17			*	*
Lucraft Carly	18		*	*	
Morgan Mitchel	20	*	*		
Price Brian	21	*			*
Randall Victoria	23			*	*
Rogers Ted	24	*			*
Stokes Matthew	27	*	*		
Turner Clark	28		*	*	
Williams Lisa	29		*	*	
19 Candidates					

Fitness Training – A Circuit Training

Candidates	Prac. No.
Baird Robert	3
Bauer Luke	4
Hicks Danny	15
Morgan Mitchel	20
Rogers Ted	24
5 Candidates	

Fitness Training – B Exercise to Music

Candidates	Prac. No.
Chasten Michael	6
Dean Patrick	8
Lucraft Carly	18
Stokes Matthew	27
Turner Clark	28
5 Candidates	

Fitness Training – C Continuous Training

Candidates	Prac. No.
Argent David	2
Davis William	7
Green Peter	10
Lindley Alex	17
Williams Lisa	29
5 Candidates	

Fitness Training – D Weight Training

Candidates	Prac. No.
French Louise	9
Groom Donna	11
Price Brian	21
Randall Victoria	23
4 Candidates	

PRACTICAL ASSESSMENT DAY 1

WEDNESDAY 5th MAY

TIMES (approx)	ACTIVITY	ASSESSOR	TEACHER	VENUE
8.45	Candidate Briefing		All Staff	Conference Room
9.00 - 9.45	Swimming	JB	AL	Swimming Pool
9.45 - 10.30	Basketball	HB	CW	Sports Hall
10.30 –10.50	Break			Staff Room
10.50 -11.35	Trampolining	JB	HB	Gym
11.35 - 12.05	Fitness Training – A Circuit Training	CW	AL	Sports Hall
12.05 -12.35	Fitness Training – B Exercise to Music	JB	HB	Sports Hall
12.35 - 1.30	Lunch			Staff Room
1.30 – 1.45	Candidate Briefing		All Staff	Conference Room
1.45 - 3.15	Analysis of Performance	JB AL	CW HB	Gym / Sports Hall
3.15 – 3.30	Candidate Briefing – Dismissal		All Staff	Conference Room

Climbing candidates (2) to be assessed by arrangement with the climbing instructor during the week beginning 21st April, this assessment will be video taped.

PRACTICAL ASSESSMENT DAY 2

THURSDAY 6th MAY

TIMES (approx)	ACTIVITY	ASSESSOR	TEACHER	VENUE
8.45	Candidate Briefing		All Staff	Conference Room
9.00 – 9.45	Athletics	JB	AL	Athletics Track
9.45 – 10.30	Dance	CW	HB	Dance Studio
10.30 – 10.50	Break			Staff Room
10.50 - 11.35	Netball	AL	CW	Netball Courts
11.35 – 12.05	Fitness Training:C Continuous Training	JB	AL	Sports Hall
12.05 – 12.35	Fitness Training:D Resistance Training	CW	JB	Sports Hall
12.35 – 1.30	Lunch			Staff Room
1.30 - 1.45	Candidate meeting		All Staff	Conference Room
1.45 – 2.30	Badminton	JB	AL	Sports Hall
2.30 – 3.15	Football	CW	HB	Field
3.15 – 3.30	Candidate Briefing - Dismissal			Conference Room

Appendix H – Step by Step Guide to Successful Form Filling

PE34 Forms

- ensure all candidates fulfil the rubric of the specification
- candidates will only be awarded **ONE** Analysis of Performance mark
- enter candidate's marks for practical course work in row **2A**
- enter candidate's marks for Analysis of Performance in row **2B**
- enter candidate's marks for Final Practical Assessment in row **2C**
- add up candidate's marks for the sub-totals
- circle the appropriate specification and delete the other specification
- principal Teacher Examiner to sign the forms
- centre's Examination Officer to sign the forms

For candidates that are injured and miss elements of the coursework (2A)

- an **X** should be inserted in the component missed
- other marks should be added and a partial mark given in the sub total
- a special consideration form, along with appropriate medical evidence must be forwarded to the Special Considerations Department at Edexcel.

For candidates that are not awarded elements of the coursework due to non attendance (2A):

- a **O** should be placed in the missed element of the coursework
- the coursework marks should be totalled accordingly and entered into the sub total for **2A**

For candidates that are injured and miss all the final practical assessment (2C):

- an **X** should be placed in the **2C** sub total column of the PE34
- a special consideration form along with an appropriate medical certificate should be forwarded to the Special Considerations Department of Edexcel.
- candidates should be entered as 'Absent' **NOT** 'Present but Disadvantaged' on the Special Considerations form.

For candidates that are injured and miss part of the final practical assessment:

- an **X** should be placed in the missed activities
- a partial total should be entered in the **2C** sub total column
- a special consideration form along with an appropriate medical certificate should be forwarded to the Special Considerations Department of Edexcel.
- candidates should be entered as '**Present but Disadvantaged**' on the Special Considerations Form.

For candidates that are absent from all of the practical assessment due to non attendance (2C):

- a **O** should be placed in the missed activities
- an **A** should be entered in the **2C** sub total column for the final practical assessment

For candidates that are absent from part of the practical assessment due to non attendance (2C):

- a **O** should be entered in the missed activities and a partial sub total put in the **2C** sub total column

PE34AP Forms

- circle the appropriate specification and delete the other specification
- ensure the practical activity stated is correct and the same as that on the PE34 (2B)
- enter the candidates' mark out of four for each of the five criteria
- add up each candidate's marks to give the total mark out of twenty and enter it into the appropriate column
- Principal Teacher Examiner to sign the forms
- centre's Examination Officer to sign the forms

Attendance Register

Ignore any attendance register received for the practical assessment. All attendance is monitored on the PE34 forms.

OPTEMS

You will receive three separate OPTEMS (each of these will be in triplicate) Centres will need to fill in; **2A** Practical Coursework Mark, **2B** Analysis of Performance Mark and **2C** Final Practical assessment Mark. Centres forward the **top copy** to Edexcel, the **second copy** to the Visiting Moderator along with the final PE34 forms and the **final copy** is to be retained by the centre.

Estimated Grades

Estimated grade forms (or the EDI system) should be used by the Examination Officer to report the centres' estimated grades to Edexcel in order to include the centre in the current year's examination. Previous year's grades can be found in the Examiners Report and Mark Scheme.

PEOS2 Forms

These forms **must be completed** to register all candidates being assessed for their final practical assessment in Off-site Activities, which are completed outside of the moderation programme.

PEVO2 Forms

These forms **must be completed** and forwarded to moderators with video evidence. They provide a record of the candidates being assessed; the activities involved and the marks awarded for the candidate. Video evidence maintains the required rigour of the assessment process and the forms provide the necessary information to accompany this.

Summary of Timetable for Practical Components

	Time	Event
1	January of the examination year	Visiting Moderator contacts centre to arrange date for practical examination.
2	Early Spring Term	Centre receives the Instructions for the Conduct of the Examinations and Coursework booklet along with the assessment forms. Centre enters coursework marks for all candidates on PE34 and PE34AP forms.
3	At least 7 days before the Practical Examination	Centre sends bottom copy of PE34 (showing marks for Paper 02A , Coursework and 02B , Analysis of Performance) and the top two copies of the PE34AP (showing marks out of four for the five criteria as well as the total mark out of twenty). The centre must also send a timetable of activities for the practical examination.
4	Agreed date	Final Practical Assessment: centre enters marks for Paper 02C , Final Practical Assessment on the PE34.
5	Immediately after the Practical Examination	Centre completes PE34. Centre transfers total marks to OPTEMS forms and sends the top copy of the OPTEMS forms to Edexcel. The second copy of the OPTEMS and the top two copies of the PE34 forms are sent to the Visiting Moderator within ten days.
6	By published date in May	All course and final practical assessments completed. All videos must be with the moderator.
7	By published date in May	The Visiting Moderator MUST have received all assessment forms.

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