

# GCSE

## Edexcel GCSE in Physical Education (1827) and Physical Education — Short Course (3827)

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Specification

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

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This specification is Issue 4. Key changes to requirements are sidelined. Centres will be informed of any necessary future changes to the specification. The latest issue can be found on the Edexcel website, [www.edexcel.org.uk](http://www.edexcel.org.uk)

#### *Acknowledgements*

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# Introduction

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## Rationale

The Full Course and Short Course specifications seek to cover three aspects, which can be inter-related to provide a coherent and co-ordinated course of study, enabling candidates to meet the National Curriculum requirements for England and Wales.

Candidates will undertake a range of practical activities, offering four for assessment. They will be required to show advanced skills within the context of the activity and demonstrate their abilities in increasingly challenging situations.

Performance is concerned with movement and the specification focuses upon the theoretical aspects of exercise and training which facilitate co-ordinated movement. Students will need to know how to apply and demonstrate the relationship between the factors affecting participation and performance; know how and why people get involved in sport; and understand why it is important to lead an active lifestyle. They should be able to relate these factors to their chosen physical activities and show an understanding of their application in sport. This provides for an integrated course of study, which is distinctive and allows these aspects to be developed and experienced through a practical approach. Students can personalise the content material by undertaking a Personal Exercise Programme, which will enhance their knowledge and understanding of the impact that exercise and physical activity has upon health and fitness.

Candidates will also undertake an Analysis of Performance in one of their selected activities. This will be best achieved through an integrated approach, whereby the candidate experiences a range of roles and responsibilities throughout the course, to enhance their knowledge and understanding. The 'thinking performer' will develop an understanding of the performance outcome through both participation and observation and will be required to demonstrate a knowledge of the rules and their roles; develop the skills necessary for analysis; acquire information to be able to evaluate performance; apply knowledge to support the improvement in performance and develop an understanding of leadership responsibilities.

The reflective participant will be able to use this experience as a foundation for further study.

## Key features

- **One** Full Course specification with **four** practical activities assessed.
- Emphasis on practical skills, with 60 per cent coursework.
- New Exercise Activities Group, allowing centres to offer three activities plus Fitness Training.
- Analysis of Performance, designed to be integrated throughout the course.
- Final practical assessment, giving a continuity to the practical coursework.
- Focus on Factors Affecting Performance related to the physiology of exercise.
- A visiting moderation assessment programme.

- Provides a basis for Edexcel’s Advanced Subsidiary and Advanced GCE Physical Education specifications.
- Accreditation of KS4 Physical Education through the Short Course qualification.
- Provides for progression from Edexcel’s Entry level Certificate in Physical Education.

## Summary of the specification content for Full Course

### Paper 1: Written Paper: 1 hour 45 minutes – 40%

This paper is in three parts:

- Part I – multiple-choice questions
- Part II – short-answer questions
- Part III – scenario questions.

Candidates will be expected to attempt all the questions in each part of the paper. The specification content for this paper covers the Factors Affecting Participation and Performance and is divided into three sections:

**A Exercise and Training**

**B Safety Aspects and Risk Assessment in Physical Activity and Sport**

**C Applied Anatomy and Physiology.**

All three sections will be covered in each part of Paper 1.

The short answer questions will require the following style of response: the labelling of diagrams; the supplying of missing information; the interpretation or the presentation of information on graphs, and factual recall.

Where candidates are asked to explain, marks will be awarded for the provision of accurate reasons to support the explanation. Where candidates are required to define, marks will be awarded for the accurate recall of definitions listed in the *Glossary of terms* on page 30.

The scenario questions will enable candidates to apply their understanding of the theoretical content to a specific case study, linking different areas of the specification.

### Paper 2: Practical activities – 60%

Candidates will be required to offer **four** activities for assessment and to complete an Analysis of Performance in **one** of these activities.

## Summary of scheme of assessment for Full Course

The examination will consist of two papers:

Method of assessment	Details of assessment	Weighting	Duration	Objective assessed
Paper 1: Written examination	Part I: multiple-choice questions Part II: short answer questions Part III: scenario questions	40%	1 hour 45 mins	3
Paper 2: Practical assessment in <b>four</b> activities	(a) Practical assessment during the course	25%		1(a), 1(b)
Analysis of performance in <b>one</b> activity	(b) Analysis of performance	10%		1(a), 1(b), 2
Practical assessment in <b>four</b> activities	(c) Final practical assessment	25%		1(a), 1(b)

## Summary of the specification content for Short Course

### Paper 1: Written Paper: 45 minutes – 40%

This paper has a series of multiple-choice questions.

Candidates will be expected to attempt all questions. The specification content for this paper covers the Factors Affecting Participation and Performance and is divided into two sections:

#### A Exercise and Training

#### B Safety Aspects and Risk Assessment in Physical Activity and Sport.

Both sections will be covered in Paper 1.

The multiple choice answer questions will require candidates to select the most appropriate answer from four possible alternatives.

### Paper 2: Practical activities – 60%

Candidates will be required to offer **two** activities for assessment and to complete an Analysis of Performance in **one** of these activities.

## Summary of scheme of assessment for the Short Course

The examination will consist of two papers:

Method of assessment	Details of assessment	Weighting	Duration	Objective assessed
Paper 1: Written examination	Multiple-choice questions	40%	45 mins	3
Paper 2: Assessment in two activities	(a) Practical assessment during the course	25%		1(a), 1(b)
Analysis of Performance in one activity	(b) Analysis of Performance	10%		1(a), 1(b), 2
Assessment in two activities	(c) Final Practical Assessment	25%		1(a), 1(b)



## Paper 2: Practical activities and analysis of performance

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

<b>GCSE Physical Education</b>	Candidates offer for assessment <b>four activities</b> from at least two different Activity Groups.
<b>GCSE Physical Education (Short Course)</b>	Candidates offer for assessment <b>two activities</b> from different Activity Groups.
<b>Analysis of Performance</b>	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 Korfball

Netball and Korfball.

**and may only offer one from:**

Rounders, Baseball and Softball.

**and may only offer three from:**

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.

## 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 31st 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.**

## Availability of external assessment

The first assessment of these specifications was in summer 2004. Assessment, has been, and will continue to be, available in each summer examination session thereafter.

## Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at Levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs and Applied GCEs.

## Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 7210.

Candidates entering for this specification may not, in the same series of examinations, enter for any other specification with the title Physical Education

The specification lends itself to be taught alongside the Foundation and Intermediate Edexcel GNVQ Leisure and Tourism.

## National curriculum requirements of Wales

The Physical Education Full and Short Course specifications are designed to cover the GCSE regulations and criteria for Physical Education, as well as the requirements of the programme of study for Physical Education at Key Stage 4, in England and Wales.

To fulfil the specific requirements of the different national orders, candidates from centres in Wales **must** undertake at least two activities and these may be from the same activity groups.

Candidates from centres in England **must** undertake at least two activities from different activity groups.

This specification is not available for centres in Northern Ireland. Centres should contact CCEA.

# Specification aims and assessment objectives

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## National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for Physical Education (1827) and Physical Education – Short Course (3827).

## Aims

All specifications in physical education must give students opportunities to:

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

In addition, this specification seeks:

- to promote physical activity and healthy lifestyles, by teaching candidates:
  - to be physically active
  - to adopt the best possible posture and the appropriate use of the body
  - to participate in activities that develop cardiovascular health, flexibility, muscular strength and endurance
  - the increasing need for personal hygiene in relation to vigorous activity
- to develop positive attitudes, by teaching candidates:
  - to observe the conventions of fair play, honest competition and good sporting behaviour in individual and team games both as participants and as spectators
  - to cope with both success and limitations in performance
  - to consolidate and improve their performance skills in a range of activities
  - consideration for others and for the environment

- to ensure safe practice, by teaching candidates:
  - to respond readily to instructions
  - to recognise and follow the relevant rules and safety procedures associated with different sporting activities
  - about the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities
  - how to use and store equipment safely
  - how to warm-up for and cool-down after exercise.

**Not all the aims can be readily translated into assessment objectives.**

## **Knowledge, skills and assessment**

### **Acquiring and developing skills**

Pupils should be taught to:

- develop and apply advanced skills and techniques
- apply them in increasingly demanding situations.

### **Selecting and applying skills, tactics and compositional ideas**

Pupils should be taught to:

- use advanced strategic and/or choreographic and organisational concepts and principles
- apply these concepts and principles in increasingly demanding situations
- apply rules and conventions for different activities.

### **Evaluating and improving performance**

Pupils should be taught to:

- make informed choices about what role they decide they want to take in each activity
- judge how good a performance is and decide how to improve it
- prioritise and carry out decisions to improve their own and others performances
- develop leadership skills.

### **Knowledge and understanding of fitness and health**

Pupils 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 health and well-being
- how to monitor and develop their own training, exercise and activity programmes in and out of school.

## Assessment objectives

Candidates will be assessed through both practical assessment and a written examination on the following objectives. The candidates will be required to:

**Objective 1 – Perform effectively under applied conditions in their selected activities:**

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

**Objective 2 – Analyse the improvement of performance:**

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

**Objective 3 – Show knowledge and understanding of:**

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





# Scheme of assessment

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## Differentiation

### Paper 1

Questions on the written paper will be set at different levels to test the full range of abilities, at each level, from G to A\*. Differentiation will be by outcome.

### Paper 2

The practical skills are of graded difficulty and candidates will be able to demonstrate the maximum level they have reached in each activity. The practical assessment will therefore differentiate by *outcome* (different candidates responding at different, identifiable levels to the same task) and by *task* (different candidates succeeding on tasks pitched at different levels).

## Relationship of assessment objectives to scheme of assessment

	Paper 1 Written paper	Paper 2A Practical coursework	Paper 2B Analysis of performance	Paper 2C Final practical assessment	Total of assessment objective
A01		50%		50%	100%
A02			100%		100%
A03	100%				100%
Total of specification weighting	40%	25%	10%	25%	100%

## Practical assessment

The practical assessment will be carried out by the Teacher-examiner. Candidates must be assessed in **four** activities for the Full Course or **two** activities in the Short Course. The activities are marked out of 10.

The Teacher-examiner at the centre must make **two** assessments of the ability of each candidate for each activity to be assessed. The assessment requirements are set out overleaf.

## Internal assessment

**Assessment over the duration of the course.** This will be a class-based assessment made by the teacher during 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:

- one or more activities (which will not be repeated) in each term of the course
- 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 (out of 10) for the assessment in each of the practical activities offered by each candidate, together with a mark out of 20, for Analysis of Performance. The candidate's ability to analyse performance will be assessed on **one** activity. The criteria for the assessment of skills and Analysis of Performance are to be found in the Coursework Guide.

To assist centres and to provide all the information required within this document, detailed internal assessment procedures are given in the Coursework Guide. If it proves necessary to amend these details in any way in the future, centres will receive separate notification.

**A final practical assessment.** This will take place during the final months of the course, normally between March and May in the year of examination. Either a visiting moderator will be present on at least one occasion, or video evidence, showing a range of activities will be required will be seen, in order to moderate and standardise the assessments between centres.

For the final practical assessment, the Teacher-examiner(s) in each centre will devise a programme of activities to be assessed which will allow all candidates to demonstrate their abilities in their chosen activities. It is likely that activities will run concurrently, so considerable effort will need to be devoted to both the time tabling and the organisation of this component of the examination. A moderator will visit allocated centres for a day within the final practical assessment programme. Small entry centres will be required to provide video evidence of the final practical assessment.

In devising sessions for assessment purposes, Teacher-examiners will be guided by the requirements of the specification for each activity, but the sessions must be constructed in such a way that the required skills and techniques can be observed, marked and assessed within the context of the activity. Guidelines for the organisation of activities can be found in the Coursework Guide. Each activity will be assessed in the context of the activity and marked out of ten as detailed in the specific activity criteria.

## Analysis of performance

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.

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'. Candidates will also need to utilise the knowledge and experience gained from a Personal Exercise Programme, to support the decision making process which is 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 of specific rules. Candidates will also need to develop the observational and analytical skills necessary to acquire information by which to provide data for an informal evaluation of a performance, as well as a range of data recording skills, to enable them to use comparative data analysis.

Evaluation of a performance will require candidates to recognise the relative strengths and weaknesses of the performance in the context of the activity. They should evaluate the performance against their knowledge of the perfect model, in order to identify areas for improvement. 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 their 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 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 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.

Candidates' ability to analyse performance will be based on **one activity**, selected by the candidate or centre, from their chosen practical activities. Each of the five elements of the decision-making process will be equally assessed out of four, giving a possible total mark out of 20.

## Analysis of performance matrix

Criteria	1	2	3	4
<b>Rules (and their role in sport), regulations and terminology</b>	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.
<b>Observation and analysis</b>	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 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.
<b>Evaluation (interpreting information against the Perfect Model), and recognising strengths and weaknesses</b>	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.
<b>Planning strategies, tactics, practices and training to improve performance: making use of their six week Personal Exercise Programme (PEP)</b>	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.
<b>Understanding the principles and roles of leadership to improve performance</b>	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 which can be successful in improving performance.	They show a deep understanding of the different leadership roles and can explain the effects of leadership on performance clearly. They display a high level of understanding of different leadership strategies for both informal and formal positions of responsibility.

## Coursework moderation

A final practical assessment must be included in the teacher assessment and this will be externally moderated by a visiting moderator, who will assess a cross-section of activities. For each activity observed, the moderator will examine candidates across the range of abilities. This will also provide evidence for the accuracy of a centre's marking throughout the course.

**Where activities take place off-site**, the Teacher-examiner will need to authenticate the work of each candidate. This will require maintaining contact with outside agencies and monitoring each candidate's performance. **Video evidence of the final practical assessment must be recorded in accordance with the guidelines outlined in Appendix D of the Coursework Guide.**

The mark for the Analysis of Performance will be verified by the visiting moderator, through observation of the Teacher-examiner in discussion with sampled candidates, discussion with a sample range of candidates and a review of available PEPs. Normally, the teacher's rank order will not be altered in the moderation process.

### Summary of timetable for practical components

	Time	Event
1	Spring Term	Visiting moderator contacts centre to arrange date for practical examination
2	Early Spring Term	Centre enters coursework marks for all candidates on PE 34 and PE34AP forms
3	At least seven days before the Practical Examination	Centre sends bottom copy of PE34 and the top two copies of the PE34AP to visiting moderator (showing marks for Paper 02A, Coursework and 02B, Analysis of Performance), together with 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
6	By the published date in May	All course and final practical assessments completed
7	By the published date in May	Centre 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.

## External assessment

Candidates undertaking the Physical Education Full Course will be required to sit a one and three quarter hour written paper covering the theoretical Factors Affecting Participation and Performance. Candidates undertaking the Physical Education (Short Course) will be required to sit a 45-minute multiple-choice question paper covering selected aspects of the theoretical content.

## Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A\* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- two GCSEs at grade D to G and two GCSEs at grade A\* to C are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively
- four GCSEs at grade D to G and four GCSEs at grade A\* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

## Assessment language

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications, which is on the Edexcel website ([www.edexcel.org.uk](http://www.edexcel.org.uk)). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## Private candidates

This specification is not available to private candidates.

# Procedures for the assessment of the practical activities

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## The moderation of small centres

For centres with only a small entry the final moderation arrangements will differ. Centres will be required to either:

- provide video evidence of all candidates undertaking their final practical assessment

or

- link to a neighbouring/local centre who are entered with Edexcel.

Centres with a small estimated entry will be contacted in November prior to the summer assessment, to ascertain their preference.

## Video evidence of 'off-site' activities

For moderation purposes it will be necessary to video any activity which is not included in the final assessment timetable prepared for the visiting moderator. Centres will need to be aware of the special arrangements they will need to make if they wish to enter candidates for assessment in these activities.

**This is an essential aspect of the course regulations to ensure the rigour of the assessment procedure as well as allow verification of marks and standardisation between centres.**

**Further guidance on videoing is included in the Coursework Guide. It is recommended that centres request parental consent of candidates prior to undertaking any videoing, particularly for candidates performing dance, trampolining and swimming.**

Candidates undertaking an Analysis of Performance in an 'off-site' activity will also be required to provide video evidence to support the assessment.

## Provision for candidates with physical disabilities

It is the intention that the specifications should be accessible to candidates with disabilities who are in mainstream education. Centres who are entering candidates with disabilities should refer to the Practical Assessment Criteria for further guidance.

## Facilities

It is essential that centres entering candidates ensure that the facilities available to them are compatible with the range of activities required for assessment. Adequate facilities are essential if candidates are to be offered suitable opportunities to display their knowledge, understanding and skills and, of course, to ensure a safe environment for preparation and assessment.

# Specification content

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## Paper 1: Factors affecting participation and performance

The Full Course specification (1827) includes Sections A, B and C

The Short Course specification (3827) includes Sections A and B

### Section A: Exercise and training

#### Introduction

Students will need to know how to apply and demonstrate the relationship between the factors affecting participation and performance; know how and why people get involved in sport and understand why it is important to have an active lifestyle. They should be able to relate these factors to their chosen physical activities and show an understanding of their application in sport.

#### A1 Reasons for taking part in activity

Candidates should be able to:

- i recognise how physical activity:
  - helps the individual to feel good and look good
  - enhances body shape
  - contributes to good health and enjoyment of life
- ii understand how physical activity can help to relieve stress/tension and stress related illness
- iii recognise and explain how membership of sporting clubs and participation in sporting activities stimulates:
  - co-operation
  - competition
  - physical challenge
  - aesthetic appreciation
- iv recognise and explain how physical activity encourages the development of friendships and social mixing.



## A2 Health, fitness, exercise and performance

Candidates will need to know how health, fitness, exercise and performance relate to each other. They will need to know specifically, the effects of exercise and fitness upon performance, and appreciate that good levels of fitness do not always correlate with good health in the broadest term. Students should be able to relate the five factors of Health Related Exercise and their importance upon both their daily lives and their levels of performance.

Candidates should be able to:

- i define health as a 'state of complete mental, physical and social well-being, and not merely the absence of disease or infirmity' and explain how this can be accomplished
- ii define fitness as 'the ability to meet the demands of the environment' and explain this in respect of physical activity
- iii explain performance in terms of how well a task is completed
- iv define exercise as a 'form of physical activity done primarily to improve one's health and physical fitness' and explain this in respect of physical activity
- v define cardiovascular fitness and explain its importance to a healthy lifestyle
- vi define the terms:
  - muscular strength
  - muscular endurance
  - flexibility
  - body compositionand explain how they are important in the performance of physical activities
- vii identify specific activities and explain why they are suitable to improve these areas of fitness.

## A3 Skill related fitness

Candidates should understand how an individual's performance in the Skill Related Fitness factors might be affected by their Health Related Fitness levels. They need to understand how performance in sport and activities depend upon the levels of the skill factors.

Candidates should be able to:

- i define the terms:
  - agility
  - balance
  - co-ordination
  - power
  - reaction time
  - speed
- ii explain how and why each factor is important and relate examples from sporting situations and activities.

#### A4 Principles of training

Candidates should know, understand and be able to explain how training can be planned to bring about desired effects within the concepts of Health Related Exercise factors and appreciate how this has an effect upon health, fitness and performance. They should know how to monitor exercise and training in order to bring about these improvements.

Candidates should be able to:

- i define and explain the terms:
  - overload
  - progression
  - specificity
- ii describe what is meant by:
  - meeting individual needs
  - thresholds of training
- iii explain the FITT principle (frequency, intensity, time and type); Moderation and Reversibility
- iv understand and explain the use of these principles **and show how they may be applied** in planning a Personal Exercise Programme (PEP) to improve cardiovascular fitness, muscular strength, muscular endurance and flexibility.

#### A5 Methods of training

Candidates should be able to relate this information to the principles of training and know how to use this knowledge to improve performance.

Candidates should be able to:

- i describe, with examples, isotonic and isometric contraction and explain the difference between them in relation to various sporting activities
- ii describe what is meant by circuit, weight, interval, continuous, cross and Fartlek training and explain why each is important to differing sporting activities
- iii plan, perform, monitor and evaluate a six-week Personal Exercise Programme, relating it to the Principles of Training (A4 above)
- iv show an understanding of the exercise session (warm-up, main activity, cool-down)
- v explain the role of aerobic and anaerobic activity in relation to exercise
- vi describe the immediate effects of exercise, the effects of regular training and exercise and the long-term benefits of exercise on the bones, joints and muscles
- vii describe the immediate effects of exercise, the effects of regular training and exercise and the long term benefits of exercise on the cardiovascular and respiratory systems
- viii understand what is meant by recovery rates; plot examples on a graph, and evaluate results
- ix graphically demonstrate and explain the use of target zones.

## A6 Diet, health and hygiene

Candidates should be able to relate this information to the principles of training and know how to use this knowledge to improve performance.

Candidates should be able to:

- i understand the nutritional requirements of a balanced diet and the importance and use of carbohydrates, proteins, fats, vitamins, minerals, water and fibre **for maintaining body requirements when undertaking an exercise programme**
- ii explain the importance and use of carbohydrates, proteins, fats, vitamins, minerals, water and fibre in energy production
- iii define the terms overweight, over fat and obese
- iv describe the different body types (Somatotypes)  
Endomorph  
Mesomorph  
Ectomorph  
  
and understand what effect they have on sporting performance
- v explain the reasons why and how an individual's diet is affected by the sport for which they are training
- vi outline how under eating and overeating can affect body weight and performance
- vii outline why and how optimum weight varies according to height, sex, bone structure and muscle girth and explain how this may effect participation in different sporting activities
- viii explain the effects of smoking, alcohol and socially unacceptable drugs on general health and on physical performance
- ix explain the dangers inherent in using drugs to improve physical performance
- x outline why cleanliness and personal hygiene is important to participation in sports activities
- xi explain what is meant by athlete's foot and verrucae; and describe how to recognise, prevent and treat them.

## Section B: Safety aspects and risk assessment in sport and physical activity

### Introduction

In this section, candidates should learn the reasons for their obligation to obey the laws, rules **and** safety requirements of any activity, **and be able to assess the risks** involved in activities, both to themselves and others. They should understand that these requirements not only relate to good sporting behaviour, but are also designed to ensure the safety of participants. Important aspects to cover are set out below in B1 and B2.

### B1 Prevention of injury

Candidates should have an understanding of the value of:

- i the rules of the game
- ii correct clothing/footwear; protective clothing/equipment for different sports
- iii balanced competition in terms of grading/skill levels/weight/age/sex
- iv warm-up and cool-down practices.

### B2 Sports injuries

It is not suggested that students should treat a casualty but they should be able to recognise basic signs and symptoms of the conditions listed below and be able to identify the risks and explain the preventative measures applicable in both specific sporting activities and general exercises.

- Fractures
- Joint injuries – dislocation; tennis and golf elbow; cartilage of the knee; twisted ankle
- Unconsciousness/concussion
- Soft tissue injuries
- Skin damage: cuts/grazes/blisters
- Dehydration and hypothermia
- D.R.A.B.C \* and resuscitation
- Recovery position
- R.I.C.E.\*\*

\* and \*\* refer to the glossary for the definitions.

## Section C: Applied anatomy and physiology

### Introduction

The aspects of anatomy and physiology should be studied through the medium of physical activity. It is the intention of this section that the candidates' knowledge of anatomy and physiology is applied to enhance their understanding of the body systems when applied to physical activities and sporting situations. This should lead to informing candidates about their own practical performance and provide knowledge for an improvement in performance.

### C1 The circulatory system (the heart, circulation of the blood and the composition of the blood)

#### *Relating this section to the factors affecting participation and performance.*

Students should have an understanding of how the heart, blood and the blood vessels (the cardiovascular system) work and be able to apply and demonstrate this knowledge to training and the effects on their own and others fitness and performance. Students should be able to link this with the respiratory system to have an appreciation of the cardio-respiratory system. They should be able to link this to their own Personal Exercise Programme and show how it can affect exercise and sports performance and in turn, how exercise can affect the circulatory system.

Candidates should be able to:

- i identify the atria, ventricles, septum, tricuspid, bicuspid (mitral) and semi-lunar valves, aorta, vena cava, pulmonary artery and pulmonary vein and explain their importance in the circulatory system and specifically understand how they can be affected by exercise
- ii describe how the heart acts as a pump in a double circulatory system, specifically during the stress of exercise and physical activity
- iii define heart rate, stroke volume and cardiac output and explain the effects of physical exercise in relation to changes in them
- iv compare arteries, capillaries and veins (including reference to oxygenated and de-oxygenated blood) in terms of thickness of vessel wall, internal lumen, presence or absence of valves, blood pressure and direction of blood flow and explain how these might be affected under the stress of exercise and competition
- v describe the functions of red cells, white cells, platelets and plasma in terms of transport and body defence and their importance in relation to sports potential, exercise, training and competition.

## C2 The respiratory system (the lungs and breathing)

*This section relates to the factors which affect participation and performance.*

Students should have an understanding of how the respiratory system (the lungs and breathing) works and be able to apply and demonstrate this knowledge to training and the effects on their own and others, fitness and performance. Students should be able to link the respiratory system to the circulatory system to have an appreciation of the cardio-respiratory system. They should be able to link this to their own Personal Exercise Programme and show how it can affect exercise and sports performance and, conversely how exercise and physical activity affect the respiratory system.

Candidates should be able to:

- i identify the positions of the larynx, trachea, bronchi, bronchioles and alveoli and explain the effects of exercise and training upon them
- ii describe the functions of the nasal passages and the lungs with respect to sporting activities and explain the effects of exercise and training upon them
- iii describe the mechanisms of breathing (inspiration and expiration) at rest and explain, with particular reference to the movements of the ribs and diaphragm, the adaptations resulting from exercise
- iv describe the biochemical aspects of respiration, especially the need to support exercise, with particular reference to the use of glucose and oxygen
- v describe the production of carbon dioxide, water and the release of energy in response to physical activity and specifically compare normal conditions with training and competition.

**Candidates should also be able to show the importance of the following, in relation to planning, performing and evaluating a Personal Exercise Programme.**

- i the relative composition of inhaled and exhaled air
- ii the terms: oxygen debt  
vital capacity  
tidal volume  
as brought about by physical exercise
- iii the terms aerobic and anaerobic and recognise their role in relation to exercise
- iv lactic acid production in muscles and its effect during exercise.

### C3 Bones

*This section relates to the factors affecting participation and performance.*

The relationship between bones and sport, exercise and physical activity should be related to the factors which affect participation and performance and demonstrated throughout the course in conjunction with the practical activities. Students should understand, for example, how exercise, or lack of exercise affect the bones, and what effect gender and age have. They should also be able to relate their knowledge of this section to the work on safety and risk assessment, and the role that diet plays on the formation and deterioration of bones and joints.

Students should also understand how to relate their knowledge of this section to the analysis of performance.

Candidates should be able to:

- i describe the process of ossification and identify the composition of bones
- ii outline their growth, development and importance in terms of body shape, size and their effect on body weight, optimum weight and sports performance. Candidates should be able to explain the importance of diet and exercise in maintaining bone strength throughout life
- iii explain the importance of bones in terms of body shape and size and their effect on weight, optimum weight and sports performance
- iv understand the importance of diet and exercise in maintaining bone strength throughout life
- v relate the general functions of the human skeleton to participation in physical activity, and give examples with particular reference to:
  - shape
  - protection
  - movement
  - support
  - blood production
- vi identify the cranium, the sternum, ribs, ilium, humerus, ulna, radius, femur, patella, tibia, fibula, scapula, clavicle, tarsals, metatarsals and phalanges and the five regions of the vertebral column and explain their importance in body movement, with specific reference to sporting activities
- vii classify the above named bones as long, short, flat (plate) and/or irregular and explain their functional importance in the skeletal system, with specific reference to sporting activities
- viii relate examples of differing types of bone to specific joint movements during sporting activities, with specific reference to how body type affects different types of performance.

#### C4 Joints, tendons and ligaments

*This section relates to the factors affecting participation and performance.*

Students should understand how joint movement, the efficiency of joints and an increased range of movement and flexibility can be related to improved performance in exercise and sporting activities. They should understand how it reduces the risk of injury and appreciate the importance of flexibility in old age.

Candidates should be able to:

- i define the term joint and understand its importance and usage in exercise and sport
- ii name and locate the components of a synovial joint and explain its structure. Understand the dangers of potential injuries of exercise and sporting activities
- iii describe cartilage and its function, in sporting activities in relation to joints in the body
- iv recognise and describe, with sporting examples, the sub-classification of such freely moveable joints as hinge (elbow and knee), pivot (neck at atlas and axis), ball and socket (hip and shoulder). Understand and explain the importance of joint flexibility in sport and old age
- v describe the range of movement at specific joints: flexion; extension; adduction; abduction and rotation as related to particular skills and sporting actions
- vi recognise and describe the distinctions between tendons and ligaments, in terms of the structure to which they are attached
- vii describe how, when and why tendons and ligaments operate, and how they can be affected by participation in sport.

**Relate this section to the factors affecting participation and performance.**



## C5 Muscles and muscle action

*This section relates to the factors affecting participation and performance.*

Students must relate their knowledge of this section to participation and performance. They should understand how exercise and participation in sport is affected by muscle type, (fast and slow-twitch) and, through their experience of a Personal Exercise Programme, how muscle strength, size and endurance can affect participation, sports performance and rehabilitation.

Students should be able to make links between other sections of the specification such as flexibility, body composition and the use of drugs in sport.

Candidates should be able to:

- i classify muscles as voluntary, involuntary and cardiac
- ii give examples of each muscle type and identify their importance in relation to sport, fitness and training
- iii describe the functions of the triceps, biceps, deltoids, pectorals, trapezius, gluteals, quadriceps, hamstrings and gastrocnemius, latissimus dorsi and abdominals, with specific reference to actions in particular sports
- iv explain the functioning of antagonistic pairs of muscles as illustrated by the biceps and triceps in the flexion and extension of the arm at the elbow and, the hamstring and quadriceps at the knee and explain their importance specifically to movement in sporting actions
- v explain what is meant by fast and slow twitch muscle fibres and explain their relevance to particular types of sporting activity
- vi explain the term muscle tone, with reference to posture, and its significance to fitness
- vii describe posture and explain the importance of maintaining good posture to enhance body shape and develop self-esteem
- viii explain how muscle strength, endurance, size and action can be enhanced by fitness and training for:
  - sporting activities
  - daily tasks
  - rehabilitation.

**NB: Candidates must not use abbreviations of muscles.**

## Glossary of terms

<b>Aerobic</b>	'with oxygen'. If exercise is not too fast and is steady, the heart can supply all the oxygen the muscles need.
<b>Agility</b>	the ability to change the position of the body quickly and to control the movement of the whole body.
<b>Anaerobic</b>	'without oxygen'. If exercise is done in short, fast bursts, the heart cannot supply blood and oxygen to the muscles as fast as the cells can use them.
<b>Balance</b>	the ability to retain the centre of mass (gravity) of the body above the base of support with reference to <b>static</b> – stationary – or <b>dynamic</b> – changing – conditions of movement, shape and orientation.
<b>Body composition</b>	the percentage of body weight which is fat, muscle and bone.
<b>Cardiac output</b>	the amount of blood ejected from the heart in one minute.
<b>Cardiovascular</b>	pertaining to the heart and blood vessels.
<b>Cardiovascular fitness</b>	the ability to exercise the entire body for long periods of time.
<b>Co-ordination</b>	the ability to use two or more body parts together.
<b>D.R.A.B.C</b>	Danger (to casualty or first-aider) Response (different levels of casualty response – alert/unresponsive; presence or absence of (voice/pain) Airway (is there a blockage of the airway?) Breathing (listening and feeling if the casualty is breathing) Circulation (is the blood circulating?)
<b>Exercise</b>	a form of physical activity done primarily to improve one's health and physical fitness.
<b>Fitness</b>	the ability to meet the demands of the environment.
<b>Flexibility</b>	the range of movement possible at a joint.
<b>Health</b>	a state of complete mental, physical and social well-being, and not merely the absence of disease and infirmity.
<b>Heart rate</b>	the number of times the heart beats each minute.
<b>Isometric contractions</b>	muscle contraction which results in increased tension but the length does not alter, eg, when pressing against a stationary object.
<b>Isotonic contraction</b>	muscle contraction that results in limb movement.
<b>Joint</b>	a place where two or more bones meet.
<b>Muscle tone</b>	voluntary muscles in a state of very slight tension, ready and waiting to be used.
<b>Muscular endurance</b>	the ability to use voluntary muscles, many times without getting tired.
<b>Muscular strength</b>	the amount of force a muscle can exert against a resistance.

<b>Obese</b>	a term used to describe people who are very overfat.
<b>Overload</b>	fitness can only be improved through training more than you normally do.
<b>Overfat</b>	a way of saying you have more body fat than you should have.
<b>Overweight</b>	having weight in excess of normal. Not harmful unless accompanied by overfatness.
<b>Oxygen debt</b>	the amount of oxygen consumed during recovery above that which would have ordinarily been consumed in the same time at rest (this results in a shortfall in the oxygen available).
<b>Performance</b>	how well a task is completed.
<b>Power</b>	the ability to do strength performances quickly. Power = Strength x Speed.
<b>Progression</b>	start slowly and gradually increase the amount of exercise you do.
<b>Reaction time</b>	the time between the presentation of a stimulus and the onset of a movement.
<b>Reversibility</b>	any adaptation that takes place as a consequence of training will be reversed when you stop training.
<b>R.I.C.E</b>	Rest, Ice, Compression, Elevation.
<b>Specificity</b>	you must do specific kinds of activity or exercise to build specific body parts.
<b>Speed</b>	the differential rate at which an individual is able to perform a movement or cover a distance in a period of time.
<b>Stroke volume</b>	the volume of blood pumped out of the heart by each ventricle during one contraction.
<b>Tidal volume</b>	the amount of air breathed in or out of the lungs in one breath.
<b>Training</b>	a well-planned programme which uses scientific principles to improve performance, skill, game ability and motor and physical fitness.
<b>Vital capacity</b>	the maximum amount of air that can be forcibly exhaled after breathing in as much as possible.



# Specification content

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## Paper 2: Practical activities

The following tables are guidelines to provide a general framework for the delivery and assessment of the practical activities in the coursework and for the centre and visiting moderation assessment. Details of specific activity criteria are to be found in the Coursework Guide.

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

- **the basis for all assessment will be the candidate's technique, which underpins the skill and 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, which enables the candidate to apply their skill in the context of the activity.**

In assessing candidates, centres need also to consider the following points:

- **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
- the rank order needs to be developed by centres and applied across the matrix.

### 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 individual to demonstrate their positional skills (eg, prop forward in rugby, goalkeepers in association football, wicket-keepers in cricket). These 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 because of their specific disability within the assessment.

Candidates with physical disabilities must fulfil the requirements 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 showing that the technique underpins the skill and it is the skill that is assessed. As with all candidates, the overall assessment must be in a 'like v 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 non-disabled competitive situation.

Full details are to be found in *Appendix B* in the Coursework Guide.

## Games activities

### Activities

Association Football	Hurling <i>or</i> Camogie	Rugby Union <i>or</i>
Basketball	Korfball	Rugby League
Badminton	Lacrosse	Squash
Cricket	Netball	Table Tennis
Gaelic Football	Rounders <i>or</i> Softball <i>or</i>	Tennis
Hockey	Baseball (English or Welsh version)	Volleyball
		Water Polo

### Breadth of study

Candidates must meet the requirements of the National Curriculum Key Stage 4 Area of Games Activities and extend these requirements in each activity experienced by incorporating the skills, tactics and rules/laws of the specific activity to develop their knowledge, skill and understanding in the activities selected.

Candidates should be taught to:

- play competitive games
- use **advanced** techniques and skills specific to the games played, to outwit opponents with consistency and control, in structured situations
- respond effectively to changing situations within their games.

### Assessment

The context of the assessment of games is to enable the candidate to demonstrate the ability to beat an opponent. In outwitting the opposition, the candidate will display the level of their own technical ability combined with an appreciation of both the tactics and the rules of the competition.

The assessment will require candidates to demonstrate their abilities in structured game situations. Skills will be assessed in applied conditions and higher levels of ability will be reflected through the quality and effectiveness of the performance within structured game situations.

Mark band	Games activities – generic criteria
9-10	These candidates demonstrate a high level of technique which shows the consistent application of an advanced skill repertoire. Their level of tactical awareness and the use of advanced strategies enables them to consistently outwit opponents and dominate competition, both in attack and in defence, whilst showing significant improvisation, power, touch and deception as appropriate. The level of their activity, knowledge and understanding will contribute to a mature performance, as does their ‘fitness for purpose’.
7-8	These candidates demonstrate a very good level of technique which shows the developing application of an advanced skill repertoire. Their level of tactical awareness and the use of strategies enables them often to outwit opponents and dominate appropriate competition, both in attack and in defence, and shows clear improvisation, power, touch and deception, at times. The level of their activity, knowledge and understanding will contribute to an effective performance, as does their ‘fitness for purpose’.
5-6	These candidates demonstrate an average level of technique which shows inconsistent application of an advanced skill repertoire. Their level of tactical awareness and the use of strategies enables them occasionally to outwit opponents during competition both in attack and in defence while showing little improvisation, power, touch or deception. The level of their activity, knowledge and understanding will contribute to a satisfactory performance, as does their ‘fitness for purpose’.
3-4	These candidates demonstrate a moderate level of technique showing a consistent application of a simple skill repertoire to the competition. Their level of tactical awareness and the use of simple strategies enables them rarely to outwit opponents during competition, both in attack and in defence they show no clear signs of improvisation, power, touch and deception. The level of their activity, knowledge and understanding will contribute to an ineffective performance, as does their ‘fitness for purpose’.
1-2	These candidates demonstrate a low level of basic technique showing the inconsistent application of a limited skill repertoire to the competition. Their level of tactical awareness and the use of strategies is undeveloped and they are unable to participate beyond simplified competitions. There is no evidence of improvisation, power, touch and deception. The level of their activity knowledge and understanding is very low and will contribute to an ineffective performance, as does their ‘fitness for purpose’.



## Gymnastic activities

### Activities

Horse Riding

Synchronised Swimming

Trampolining; All candidates must offer individual agilities plus a routine up to 10 bounces

Gymnastics; All candidates must offer agilities and vaulting plus a sequence for **one of:**

- bars/rings/pommel horse
- beam
- educational
- floor
- rhythmic (one of clubs/ball/rope/ribbon/hoop).

### Breadth of study

**Candidates must meet the requirements of the National Curriculum Key Stage 4 Area of Gymnastic Activity and extend these requirements in each activity by incorporating the skills, tactics/principles and rules/laws of that specific activity to develop their knowledge, skills and understanding.**

Candidates should be taught to:

- compose and perform sequences of their own ideas (on the floor and using apparatus, if appropriate)
- use **advanced** techniques and skills with precision and accuracy
- use **advanced** compositional concepts and principles when organising or composing sequences
- use various methods of play/movement.

### Assessment

The context of the assessment of gymnastics enables the candidate to demonstrate their ability to reproduce movements accurately. The assessment of the activity will require candidates to demonstrate their skills in isolation and then in sequential order, demonstrating their compositional abilities by linking the movements efficiently.

In Horse Riding, this will involve competition within an event: dressage or show jumping.

The candidates' control and precision of movement will be the criteria for judgement of quality of performance.

**Candidates will be required to submit a written outline of the routine to be performed. This will comprise a movement plan as well as additional notes, where appropriate.**

Mark Band	Gymnastic activities – generic criteria
9-10	The candidate is able consistently to produce a high level of performance, reflecting accuracy in their ‘movement replication’. Such performances are characterised by body control, developed form and a level of technique that allows for advanced skills to be accurately and confidently performed, with the ability to co-ordinate and link movements in sequence, where appropriate. The performance has clear aesthetic presence and, where appropriate, artistic merit and/or interpretation. The candidate has developed a sense of awareness, timing and fitness for purpose and has significant knowledge and understanding, which they display through the level of complexity of their compositional ideas.
7-8	The candidate regularly produces a very good level of performance, reflecting accuracy in their ‘movement replication’. Such performances are characterised by developing body control, form and a level of technique that allows for advanced skills to be undertaken and the ability to co-ordinate and link movements in sequence, where appropriate. The performance has aesthetic presence and, where appropriate, some artistic merit and/or interpretation. The candidate is developing a sense of awareness, timing and fitness for purpose and has knowledge and understanding, which is evident in the complexity of their compositional ideas.
5-6	The candidate is able to produce an average level of performance, reflecting some degree of accuracy in their ‘movement replication’. Such performances are characterised by limited body control, form and a level of technique that allows for the demonstration of basic skills and the ability to co-ordinate and link movements in sequence, where appropriate. The performance has some aesthetic presence and, where appropriate, some artistic merit and/or interpretation. The candidate has a developing sense of awareness, timing and fitness for purpose, relative to the level of performance and has a basic knowledge and understanding. The compositional element may require some guidance to achieve a level of complexity.
3-4	The candidate is able to produce a moderate level of performance, reflecting some degree of accuracy in their ‘movement replication’. Such performances are characterised by limited body control, form and a level of technique which only allows basic skills to be undertaken. The ability to co-ordinate and link movements in sequence, where appropriate, lacks fluency. The performance has some aesthetic presence and, where appropriate, some artistic merit and/or interpretation. The candidate is developing a sense of awareness, timing and fitness for purpose, relative to the level of performance and has a basic knowledge and understanding. The compositional element will require some guidance and will be directed at a moderate level of complexity.
1-2	The candidate is able to produce a limited level of performance, reflecting little accuracy in their ‘movement replication’. Such performances are characterised by very limited body control, form and a level of technique which only allows basic skills to be undertaken. The ability to co-ordinate and link movements in sequence, where appropriate, lacks control or fluency. The performance has no aesthetic presence, artistic merit and/or interpretation. The candidate has little sense of awareness, timing or fitness for purpose, relative to the level of performance and has only a basic knowledge and understanding. The compositional element will require a lot of guidance, which will be directed at a basic level of complexity.

## Dance activities

### Activities

Candidates must demonstrate the ability to perform a solo, duet or group dance.

A minimum of **one** dance must be shown.

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: Modern/Contemporary; Ballet; Tap; Jazz; Folk/Traditional; Ethnic.

### Breadth of study

Candidates must meet the requirements of the National Curriculum Key Stage 4 Area of Activity for Dance and extend these requirements by incorporating the choreography and performance aspects listed in the specification.

Candidates should be taught to:

- compose and perform, accurately and expressively, increasingly complex and technically demanding dances that successfully communicate the artistic intention
- perform and create dances which show an understanding of form and content, with respect to the principles of specific styles of movement eg Laban
- design and evaluate aspects of production for their own compositions
- evaluate all aspects of dance, including choreography, performance, cultural and historical contexts and production.

### Assessment

The context of the assessment of dance, is to enable the performer to produce a piece of physical movement with the appropriate motif that develops an idea or theme and encapsulates gesture, quality of movement and expression.

**Candidates will be required to submit a written outline of the piece to be performed. This will comprise of a simple notation analysis as well as programme notes, where appropriate.**

Mark band	Dance activity – generic 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, 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 through 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 with 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. They demonstrate 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 themselves 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 the linking body, eg 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 themselves with some confidence but focus tends to be inward.
1-2	The 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.

## Athletic activities

### Activities

Archery	Athletics – <b>three</b> events from at least <b>two</b> columns:		
Fencing	<b>Running</b>	<b>Jumping</b>	<b>Throwing</b>
Golf	Hurdles	High Jump	Discus
Rowing	Long Distance	Long Jump	Hammer
Weightlifting	Middle Distance	Pole Vault	Javelin
	Relay	Triple Jump	Shot
	Sprinting		
	Steeplechase		

### Breadth of study

Candidates must meet the requirements of the National Curriculum Key Stage 4 Area of Activity for Athletic Activities, and extend these requirements in each activity selected, by incorporating the skills and laws.

Candidates should be taught:

- increasingly advanced techniques in the selected event(s), and how to improve performance
- to apply the strategies/tactics in their chosen event(s)
- to extend their personal capabilities and to evaluate performance in the selected event(s)
- to use advanced techniques and skills with precision, speed, power or stamina and technical efficiency.

### Assessment

The context of athletic activities is to enable the candidate to develop their technical efficiency in the event to achieve the best measured performance. The assessment will be concerned with the efficiency and effectiveness of the candidate's technique which will produce accurate, controlled and powerful movements. The activity will not be objectively measured but the outcome of the performance will be reflective of the quality and level of the candidate.

In Golf, candidates will be required to demonstrate their sequential ability by playing a round(s) of golf as well as displaying their techniques in isolation.

Mark band	Athletics activities – generic criteria
9-10	<p>The candidate demonstrates a high level of technique which allows for the consistent application of an advanced level of skill in an appropriate competitive environment.</p> <p>The level of technical efficiency and the use of advanced strategies will enable the candidate to achieve a very high level of measured performance. The performer will be able to adapt to the environment and display a high level of improvisation, power, control and touch (as appropriate).</p> <p>The level of activity knowledge and related understanding will contribute to a mature performance as will their ‘fitness for purpose’.</p>
7-8	<p>The candidate demonstrates a very good level of technique which allows for the developing application of an advanced level of skill in an appropriate competitive environment.</p> <p>The level of technical efficiency and the use of advanced strategies will enable the candidate to achieve a very good level of measured performance. The performer will appreciate the changing environment and display good improvisation, power, control and touch, as appropriate to their performance.</p> <p>The level of activity knowledge and related understanding will contribute to a maturing performance as will their ‘fitness for purpose’.</p>
5-6	<p>The candidate demonstrates a sound technique which allows for the consistent application of a basic level of skill in an appropriate competitive environment.</p> <p>The level of technical efficiency and the use of simple strategies will enable the candidate to achieve an average level of measured performance. The performer will appreciate the changing environment and display some improvisation, power, control and touch, as appropriate to their performance.</p> <p>The level of activity knowledge and related understanding will contribute to a satisfactory performance as will their ‘fitness for purpose’.</p>
3-4	<p>The candidate demonstrates a moderate level of technique which shows an inconsistent application of a rudimentary level of skill, in an appropriate competitive environment.</p> <p>The level of technical efficiency and the use of simple strategies will enable the candidate to achieve a moderate level of performance. The performer will appreciate the changing environment but display little improvisation, power, control or touch, as appropriate to their performance.</p> <p>The level of activity knowledge and related understanding will contribute to an ineffective performance as will their ‘fitness for purpose’.</p>
1-2	<p>The candidate demonstrates a low level of technique which shows the inconsistent application of a limited level of skill, in an appropriate competitive environment.</p> <p>The level of technical efficiency and the use of simple strategies is undeveloped and will only enable the candidate to achieve a very limited level of performance. The performer will not appreciate the changing environment and display little improvisation, power, control or touch.</p> <p>The low level of activity knowledge and related understanding will contribute to an ineffective performance as will their ‘fitness for purpose’.</p>

## Outdoor and adventurous activities

### Activities

**Sailing, Canoeing or Kayaking, Climbing, Trekking or Orienteering, Skiing or Snowboarding, Boardsailing, Personal Survival or Lifesaving.**

For Outdoor and Adventurous Activities, 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.

For all activities, safe practice is of paramount importance and candidates should not proceed to the skills/manoeuvres until they have a thorough grounding in safety procedures.

When coursework activities take place off-site, it is essential that sufficient work takes place under direct supervision of the Teacher-examiner who will need to authenticate the work of each candidate.

For moderation purposes, it may be necessary to video the final practical assessment. Centres should refer to the Practical Assessment Criteria.

### Breadth of study

**Candidates must meet the requirements of the National Curriculum Key Stage 4 Area of Activity for Outdoor and Adventurous Activities, and extend these requirements in each activity selected, by incorporating the necessary safety aspects, environmental issues, skills/manoeuvres, and knowledge and understanding of equipment.**

Candidates should be taught:

- to prepare to undertake a journey safely, encompassing one or more activities in an unfamiliar environment
- to develop their own ideas by creating challenges for others
- increasingly complex techniques and the safety procedures appropriate to the activity or activities undertaken
- to solve problems and overcome challenges in unfamiliar environments
- to respond to changing conditions and environments.

### Assessment

The context of the assessment of Outdoor and Adventurous Activities, is to enable the candidate to demonstrate their level of technical ability to overcome increasingly demanding and challenging situations and problems.

The assessment of these activities will require candidates to demonstrate their skills accurately, effectively and safely in conditions which suitably challenge the individual performer. For high level marks, these will necessarily require experience of the natural environment.

The quality of the performer will be reflected by the level of technical difficulty of the skill or manoeuvre accurately accomplished eg moving in and out of fast flowing water in canoeing or completing a black run in skiing.

Mark band	Outdoor and Adventurous activities – generic criteria
9-10	<p>The candidate applies a detailed depth of knowledge and understanding to the planning, preparation and performance of the activity.</p> <p>They have a significant awareness of safety and the ability to use a range of advanced technical skills, appropriate to the environment, and circumstances which require problem solving. The candidate is able to act responsibly and will accept the leadership of others under supervision with a mature appreciation of their own capabilities. The candidate has developed a ‘fitness for purpose’ relative to the physical requirements of the specific activity.</p> <p>The candidate will be confident in the outdoor environment and display significant ability in a range of conditions and environments, where appropriate.</p>
7-8	<p>The candidate applies a good depth of knowledge and understanding to the planning, preparation and performance of the activity.</p> <p>They have a good awareness of safety and the ability to use a range of advanced technical skills, appropriate to the environment, and circumstances that require problem solving. The candidate is able to act responsibly and will positively support the leadership of others under supervision with a maturing appreciation of their own capabilities. The candidate has a developed ‘fitness for purpose’.</p>
5-6	<p>The candidate applies a sound level of knowledge and understanding to the planning, preparation and performance of the activity.</p> <p>They have a sound awareness of safety and the ability to use a range of basic, and some advanced, technical skills appropriate to the environment and circumstances that require problem solving. The candidate is able to act responsibly on their own and will work positively with others with a developing appreciation of their own capabilities. The candidate has developed a satisfactory ‘fitness for purpose’.</p>
3-4	<p>The candidate applies a basic level of knowledge and understanding to the planning, preparation and performance of the activity.</p> <p>They have a limited awareness of safety and the ability to use a range of basic technical skills appropriate to the environment and circumstances that require problem solving. The candidate is able to act responsibly under supervision and will work with others with a limited appreciation of their own capabilities. The candidate has developed a limited ‘fitness for purpose’.</p>
1-2	<p>The candidate applies a limited level of knowledge and understanding to the planning, preparation and performance of the activity.</p> <p>They have acquired a very basic awareness of safety and will use a limited range of basic technical skills appropriate to the environment and circumstances that require problem solving. The candidate is not able to act responsibly under supervision and will only work with a limited appreciation of their own capabilities. The candidate has little ‘fitness for purpose’.</p>



## Swimming activities and water safety

### Strokes

Knowledge and performance of **three** from front crawl, back crawl, breast stroke and butterfly. All strokes to include start, turn and finish.

### Breadth of study

**Candidates must meet the requirements of the National Curriculum Key Stage 4 Area of Activity for Swimming, and extend these requirements in each activity selected, by incorporating the necessary skills, tactics and rules.**

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
- to meet challenges in specific swimming and water-based activities.

### Assessment

The context of the assessment of swimming activities and water safety, is to enable the candidate to develop the technical efficiency in a range of strokes, to achieve the most effective measured performance.

The assessment will be concerned with the efficiency and effectiveness of the candidate's strokes and the timing of the action. The activity will not be objectively measured, but the outcome of the performance will reflect the quality and level of the candidate's performance. The high level candidate will be able to maintain the efficiency of the stroke over distance, maintaining their speed without fatigue affecting the overall performance.

Mark band	Swimming activity – generic criteria
9-10	<p>The candidate demonstrates a consistently high level of technique which shows a consistent application of skill in an appropriate competitive environment. Their level of technical efficiency and the use of advanced strategies will enable them to maintain their technique throughout the swim. They perform one stroke with an outstanding level of technique and performance; <b>or</b> perform two strokes with a high level of technique; <b>or</b> perform 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 three strokes with an excellent underwater action gaining maximum advantage. Tumble turns are shown, when appropriate, and are legal, fast and efficient.</p>
7-8	<p>The candidate demonstrates a good level of technique which shows a consistent application of skill in an appropriate competitive environment. Their level of technical efficiency and the use of advanced strategies will enable them to maintain their technique throughout the major part of a 100 metre swim. They perform one stroke at a high level of technique and one stroke at a good level; <b>or</b> perform two strokes with good technique. The two 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 their third stroke. Racing starts and finishes are shown in three 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, when appropriate, and are legal and efficient with some finesse.</p>
5-6	<p>The candidate demonstrates a sound level of technique which shows a developing application of skill in an appropriate competitive environment. Their level of technical efficiency and the use of basic strategies enables them to maintain their technique for part of a 100m swim but fatigue will become evident towards the end. They perform one stroke with a good level of technique; <b>or</b> perform two strokes with a moderate level of technique. The two 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. They will offer a racing start in at least two strokes, but these are likely to lack speed and efficiency. They will demonstrate legal starts and finishes in the two strokes and throw-away turns are fast and legal. Tumble turns may be shown, but these will lack speed and efficiency.</p>
3-4	<p>The candidate demonstrates a moderate level of technique showing a limited application of skill in an appropriate environment. Their level of technical efficiency and use of basic strategies will not enable them to maintain their technique throughout the swim and fatigue will become evident after a relatively short distance. They perform one stroke with moderate technique and will attempt two strokes but below a moderate level. Their 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. They will offer a racing start but at an elementary level and their finishes may break some competition rules. Their turns are quicker and show a good drive from the side but tumble turns, if attempted, will be at a very modest level.</p>

Mark band	Swimming activity – generic criteria ( <i>continued</i> )
1-2	<p>The candidate demonstrates a limited level of technique and shows a very basic application of skill in an appropriate environment. Their level of technical efficiency and the use of strategies results in a very inefficient level of technique. They perform one stroke with some evidence of technique and may attempt another stroke but with little evidence of technique. Their 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. They do not offer a racing start and their finishes will be slow and inefficient. Their turns are slow and show a poor technique with possibly illegal turns and no tumble turns are offered.</p>

## Athletic Activities – Exercise activities

Exercise activities are a subset of the Athletics Activities Group

### Activities

#### Fitness Training

Candidates will be required to follow a cardio-vascular programme and to undertake one of the following activities for assessment: Aerobics, Continuous training, Circuit training, Interval training, Weight training.

#### Martial Arts

Judo *or* Karate

Candidates are restricted to the designated Martial Arts.

### Breadth of study

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 are expected to meet the above requirements of the National Curriculum Key Stage 4. Knowledge and understanding of fitness and health and extend these requirements in the areas of fitness below.

### Assessment

The assessment of the fitness will be in two parts:

#### Style of Performance (technique) for the coursework assessment:

- the candidate will be assessed on the efficiency of their performance when demonstrating two of their chosen areas of Fitness Training:
  - Continuous Training
  - Exercise to Music (Step/Aerobics)
  - Resistance Training
  - Circuit Training.

#### Effectiveness of Performance for the final practical assessment:

The candidate will perform one of their chosen activities.

Each session will be up to 10-12 minutes duration, designed and performed by the individual candidate, who should be able to lead the session, where appropriate, for two - three minutes.

Candidates will be required to submit a written outline of the session to be performed. This will comprise an analysis of the programme to be undertaken, as well as additional notes, where appropriate.

Martial Arts will be assessed against the level of individual skill attained in accordance with the accepted moves of the individual discipline.

Mark band	Exercise activities – generic criteria
9-10	The candidate is able to consistently produce a high level of performance, 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. Where appropriate, the candidate will demonstrate a very high level of body form and precision of movement. The candidate will have a significant fitness for purpose and have developed excellent knowledge and understanding of health related principles, which they display through the level of complexity of their designed training schedule.
7-8	The candidate is able to produce a high level of performance, 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 good level over a required period of time. Where appropriate, the candidate will demonstrate a good level of body form and precision of movement. The candidate will have a good fitness for purpose and have developed a high level of knowledge and understanding of health related principles which is evident in the complexity of their training schedule.
5-6	The candidate is able to produce an average level of performance, demonstrating most of the 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 an average level but, over a required period of time, fatigue will become evident. Where appropriate, the candidate will demonstrate an average level of body form and precision of movement. The candidate will have a sound fitness for purpose and have developed some knowledge and understanding of health related principles. The training schedule may require some guidance to achieve a level of complexity.
3-4	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 but fatigue will become very evident over the required period of time. Where appropriate, the candidate will demonstrate a moderate level of body form and precision of movement. The candidate will have a limited fitness for purpose and have developed little knowledge and understanding of health related principles. The training schedule may require some guidance but will be directed at a moderate level of complexity.
1-2	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. Where appropriate, the candidate will demonstrate a limited level of body form and precision of movement. The candidate will have little fitness for purpose and will have developed very little knowledge and understanding of health-related principles. The training schedule may require a lot of guidance and will be directed at a basic level of complexity.

## Grade descriptions

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*The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.*

### Grade F

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

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

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

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

They recognise some of the risks involved in different activities.

## Grade C

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

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

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

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

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

They identify potential risks involved in different activities.

## Grade A

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

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

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

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

They identify and explain potential risks related to physical activities.

# The wider curriculum

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## Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of communication, information technology, application of number, improving own learning and performance, working with others and problem solving.

Examples of such opportunities are available throughout the specification and are detailed in *Appendix 1*. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

Key skills opportunities are detailed more fully in *Appendix 1* and *Appendix 2*.

## Spiritual, moral, ethical, social and cultural issues

The specification will support individual students' spiritual development by offering a range of opportunities, which will challenge individual abilities and provide a basis for character development. A programme of activities which involves a range of experiences will allow candidates to reflect on their own personal preferences and the ways that these may develop their personal character.

Through participation in a range of different practical activities, students will experience situations, which necessitate the maintenance of fair play. Situations such as accepting official's decisions without question, ensuring correct procedures are maintained or not feigning acts of foul play will serve to develop an appreciation of the value of honesty and the need to abide by the rules of the competition.

Candidates will also be introduced to responsibilities associated with leadership in roles such as a coach, captain and manager. These experiences will reinforce the need for honesty and fair play within the context of sport whereby the players are encouraged to participate to the full within the regulations of the event.

Sport is an institution which reflects the values of society in many ways. Through involvement in sport and the development of knowledge and understanding of factors affecting participation and performance, students will acquire an appreciation of the cultural importance of sport. At the same time, sport transects different cultures and by experiencing a range of practical activities, students will be able to reflect upon the multi-cultural nature of society.



## Education for citizenship

Physical education provides a unique opportunity for individuals to work together in harmony. Competitive activity is distinctive in that players must abide by formal rules and regulations in order to conform to the requirements of the competition, whilst necessitating a respect for the position and role of officials and responsible bodies. Candidates will be taught an appreciation of the role of rules as an effective means of order to enable competition to be undertaken.

Through physical education, students will also develop an appreciation of the informal rules of working with others in a range of differing sporting activities.

## Information and communication technology

The use of information and communication technology within physical education provides students with an opportunity to advance their understanding of practical and theoretical elements of the specification. *Appendix 3* outlines possible ways in which ICT can be developed through the physical education programme.

## Environmental education, health and safety education and the European and global dimension

By experiencing a range of practical activities, students will be able to appreciate the role that the environment plays in facilitating physical and recreation pursuits. Centres will have the opportunity to incorporate Outdoor and Adventurous activities into their teaching programme providing opportunities to experience and value the environment.

The essence of the physical education specification, is to develop a candidate's knowledge and understanding of movement and exercise, to support their own health and well being. The specification will not only provide students with an increased awareness of their own state of health through the development of a Personal Exercise Programme but seek to instil values associated with maintaining a life-long healthy lifestyle.

The specification does not address physical education from a European dimension. Sport is a global institution, which not only involves all world cultures but also transcends political boundaries. Consequently, the specification addresses issues from a universal perspective rather than from a specifically European dimension.

## Textbooks and other teaching resources

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Beashel P et al – *The World of Sport Examined* (Nelson Thornes, 2001)

Fountain S et al – *PE to 16* (Oxford University Press, 2002)

Gallagher R et al – *Physical Education Through Diagrams* (Oxford University Press, 1998)

Scott T – *GCSE PE for Edexcel* (Heinemann, 2001)

Scott T – *Resource File* (Heinemann, 2001)

Scott T – *Revision for GCSE PE Edexcel* (Heinemann, 2001)

A Teachers Guide is available from Edexcel Publications

This specification is supported by the Coursework Guide which is available from Edexcel Publications

*Assessing GCSE Practical Activities* – Edexcel video available from Edexcel Publications

# Support and training

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## Training

A programme of Professional Development and Training courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

Professional Development and Training

Edexcel

One90 High Holborn

London WC1V 7BH

Telephone: 0870 240 9800

Fax: 0845 359 1909

Email: [trainingenquiries@edexcel.org.uk](mailto:trainingenquiries@edexcel.org.uk)

## Website

[www.edexcel.org.uk](http://www.edexcel.org.uk)

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

## Edexcel Publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Notts NG18 4FN

Telephone: 01623 467467

Fax: 01623 450481

Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)

## Regional offices and Customer Services

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call Customer Services on 0870 240 9800 (calls may be recorded for training purposes).



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## Appendix 1 – Summary of key skills mapping

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The GCSE in Physical Education offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolios.

In particular, the following key skills can be developed and assessed at Level 2, through this specification:

- application of number
- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student
- Part B: what you must do – this identifies the evidence that students must produce for their portfolios
- Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the Level 2 key skills units. For students working at Level 1, these Level 2 opportunities can also be used to generate evidence at Level 1. Reference should be made to the appropriate Level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In addition, in order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications, as some candidates may be exempt from part or all of the assessment of a specific key skill.

Each unit within the GCSE in Physical Education will provide opportunities for the development of all six of the key skills. This section identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to be given opportunities to develop their skills, over time, before they are ready for assessment. This appendix contains illustrative activities for each key skill which will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence, Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

## Mapping of key skills: summary table

NB: This guidance relates to the key skills that were live when this specification was first published in 2000.

Key skills (Level 2)	Paper 1 Exercise and training	Paper 1 Safety aspects and risk assessment	Paper 1 Applied anatomy and physiology	Paper 2 A and C practical activities	Paper 2B Analysis of performance
<b>Communication</b>					
C2.1a Contribute to a discussion about a straightforward subject.	✓	✓	✓	✓	✓
C2.1b Give a short talk about a straightforward subject, using an image.	✓	✓	✓		✓
C2.2 Read and summarise information from two extended documents about a straightforward subject. <b>One</b> of the documents should include at least one image.	✓	✓	✓		✓
C2.3 Write two different types of documents about straightforward subjects. <b>One</b> piece of writing should be an extended document and include at least <b>one</b> image.	✓	✓	✓		✓



Key skills (Level 2)	Paper 1 Exercise and training	Paper 1 Safety aspects and risk assessment	Paper 1 Applied anatomy and physiology	Paper 2 A and C practical activities	Paper 2B Analysis of performance
<b>Information technology</b>					
IT2.1 Search for and select information for two different purposes.	✓	✓	✓		✓
IT2.2 Explore and develop information, and derive new information for two different purposes.	✓			✓	✓
IT3.3 Present combined information for two different purposes. This work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.	✓				✓
<b>Application of number</b>					
N2.1 Interpret information from two different sources, including material containing a graph.	✓				✓

Key skills (Level 2)	Paper 1 Exercise and training	Paper 1 Safety aspects and risk assessment	Paper 1 Applied anatomy and physiology	Paper 2 A and C practical activities	Paper 2B Analysis of performance
<b>Application of number</b>					
N2.2 Carry out calculations to do with: a amounts and sizes b scales and proportions c handling statistics d using formulae.	✓				✓
N3.3 Interpret results of your calculations and present your findings. You must use at least <b>one</b> graph, <b>one</b> chart and <b>one</b> diagram.	✓				✓
<b>Working with others</b>					
WO 2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.	✓			✓	✓
WO2.2 Work co-operatively with others towards achieving identified objectives, organising tasks to meet responsibilities.	✓			✓	✓

Key skills (Level 2)	Paper 1 Exercise and training	Paper 1 Safety aspects and risk assessment	Paper 1 Applied anatomy and physiology	Paper 2 A and C practical activities	Paper 2B Analysis of performance
<b>Working with others</b>					
WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.	✓			✓	✓
<b>Improving own learning and performance</b>					
LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.	✓			✓	
LP2.2 Take some responsibility for some decisions about your own learning, using your plan and support from others to help meet targets. Improve your performance by:	✓			✓	✓
<ul style="list-style-type: none"> <li>• studying a straightforward subject</li> <li>• learning through a straightforward practical activity.</li> </ul>					

Key skills (Level 2)	Paper 1 Exercise and training	Paper 1 Safety aspects and risk assessment	Paper 1 Applied anatomy and physiology	Paper 2 A and C practical activities	Paper 2B Analysis of performance
<b>Improving own learning and performance</b>					
LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task or activity to meet the demands of a new task.	✓			✓	
<b>Problem solving</b>					
PS2.1 Identify a problem and come up with <b>two</b> options for solving it.	✓			✓	✓
PS2.2 Plan and try out at least <b>one</b> option for solving the problem, obtaining support and making changes to your plan when needed.	✓			✓	✓
PS2.3 Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	✓			✓	✓

## Appendix 2 – Key skills development suggestions

### Communication – Level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

#### Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

Key skill portfolio evidence requirement		GCSE unit	Suggested activities
C2.1a	Contribute to a discussion about a straightforward subject	Paper 1A Paper 1B Paper 1C  Paper 2A and C Paper 2B	1A Discussion following champions in sport presentation. 1B Discussion following prevention of injury presentation. 1C Discussion following practical exercise relating to the circulatory system.  Discussion and feedback on practical activity.  Discussion and feedback on analysis of the performance of self and/or others.

Key skill portfolio evidence requirement	GCSE unit	Suggested activities
C2.1b Give a short talk about a straightforward subject, using an image	Paper 1A Paper 1B Paper 1C  Paper 2A and C Paper 2B	1A Presentation analysing a champion in sport. 1B Presentation on ways of preventing injuries in sport. 1C Presentation on the effects of practical exercise on the circulatory system.  Presentation evaluating performance in a practical activity.  Presentation on analysis of the performance of self and/or others in a practical activity.
C2.2 Read and summarise information from two extended documents about a straightforward subject <b>One</b> of the documents should include at least <b>one</b> image	Paper 1A Paper 1B Paper 1C Paper 2A and C Paper 2B	Notes for C2 1b. Notes for C2 1b. Notes for C2 1b. Notes for C2 1b. Notes for C2 1b.
C2.3 Write <b>two</b> different types of documents about straightforward subjects <b>One</b> piece of writing should be an extended document and include at least <b>one</b> image	Paper 1A Paper 1A Paper 1B Paper 1C Paper 2B	Presentation on champions in sport evidence.  A5 Produce a PEP and evaluate. B1 Produce a document discussing safety in at least one sport; produce a set of safety rules for that sport and a poster promoting safety; suitable for display in an activity area. Use at least <b>one</b> image. C5 Produce a document comparing good and bad posture, make use of images to illustrate your points. This can be related back to the PEP in terms of the importance of weak/strong muscles, muscle tone, and flexibility.  Analyse an image of a sports performance.

## Information technology – Level 2

When producing work for their GCSE in Physical Education students will have numerous opportunities to use information technology. The internet, CD ROMs, etc, could be used to collect information. Documents could be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be emailed to tutors for initial comments and feedback.

Student evidence for information technology could include:

- tutor observation records
- notes of sources used
- print-outs with annotations
- draft documents.

Key skill portfolio evidence requirement		GCSE unit	Suggested activities
IT2.1	Search for and select information for two different purposes	Paper 1A Paper 1A Paper 2A and C Paper 2B	A6 Plan and carry out an assignment on diet using a variety of sources – use internet links (British Nutritional Foundation) or CD ROMs – World book encyclopaedia – Encarta. Research information on body typing somatotype – effect on performance – CD ROMs. Plan a match, competition or tournament, use a spreadsheet or CD ROM. Analysis of performance – Skills and training/Perfect model – internet links and CD ROMs.
IT2.2	Explore and develop information, and derive new information for two different purposes	Paper 1A Paper 1A Paper 2A and C	A5 Test and evaluate Personal Exercise Programme using formulae, tables and graphs. Analysis of performance – Notational analysis of a sports performance in the form of tables/spreadsheet models and charts. Plan a tournament using a spreadsheet or CD ROM.

Key skill portfolio evidence requirement		GCSE unit	Suggested activities
IT2.3	<p>Present combined information for <b>two</b> different purposes.</p> <p>This work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers</p>	<p>Paper 1A</p> <p>Paper 2A and C</p> <p>Paper 2B</p>	<p>A5 Completed PEP to show details of evaluation, presentation of data, charts and graphs. Presentation using Powerpoint.</p> <p>Present material to advertise a tournament, organise and present results making use of text, spreadsheet, and images.</p> <p>Analysis of performance – spreadsheets/graphs/charts and presentation package (eg Powerpoint) + notes for a presentation.</p>



## Application of number – Level 2

The GCSE in Physical Education provides opportunities for students to both develop the key skill of application of number and also to generate evidence for their portfolio. As well as undertaking tasks related to the three areas of evidence required students are also required to undertake a substantial activity that includes straightforward tasks. This will involve students obtaining and interpreting information, using this information when carrying out calculations, and interpreting and presenting the results of calculations.

### Evidence

Student evidence for the application of number should include:

- description of the substantial activity
- copies of source material
- records of calculations showing methods used
- descriptions of findings.

Key skill portfolio evidence requirement	GCSE unit	Suggested activities
N2.1 Interpret information from two different sources, including material containing a graph	Paper 1A	A5 Evaluate information from PEP showing target zones for personal PEP and a comparisons with others in the group.
N2.2 Carry out calculations to do with: a amounts and sizes b scales and proportions c handling statistics d using formulae.	Paper 1A	A5 In carrying out the evaluation students should show their calculations which could relate to averages, comparison with national norms and use of formulae.
N2.3 Interpret results of your calculations and present your findings. You must use at least one graph, one chart and one diagram		The students should use their results and an affective method to present these findings – eg, charts, graphs and tables and show them using an effect method, eg, Powerpoint.

## Working with others – Level 2

To achieve this skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show how they can work in group situations. Students will plan their work with others and confirm working arrangements; work co-operatively towards achieving identified objectives, and exchange information on progress.

### Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made
- evaluative reports.

Key skill portfolio evidence requirement		GCSE unit	Suggested activities
W02.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements	Paper 1 Paper 2A and C Paper 2A and C  Paper 2A and C Paper 2B	A5 Plan PEP and agree targets with others.  Choose practical performance activities and agree with others.  Evaluate practical performance levels for each practical activity, set targets for improvement and agree with others. Set out objectives and plan for reaching targets.  Plan a match, competition or tournament.  Plan and analyse a practical performance of a performer or player in a practical activity.
W02.2	Work co-operatively with others towards achieving identified objectives, organising tasks to meet responsibilities	Paper 1 and Paper 2A and C  Paper 2B	Work with others in training and practice to achieve objectives, eg on PEP (A5) or practical skills (Paper 2). Detail arrangements, eg training or practice sessions, record in training log for PEP.  Analyse and evaluate own and others performance against given criteria, set new objectives and agree tasks to meet responsibilities.

Key skill portfolio evidence requirement		GCSE unit	Suggested activities
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives	Paper 1A  Paper 2A and C  Paper 2B	A5 Evaluate and feedback with tutor on progress of PEP, matched against examination board criteria.  Evaluate and feedback on practical performance progress in activity, matched against examination board criteria.  Analyse with others own performance and improvement, matched against examination board profiles and criteria and own targets. Discuss and plan ways of improving with others.

## Improving own learning and performance – Level 2

Within the GCSE in Physical Education programmes, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this skill, students will need to provide at least two examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning a straightforward practical activity. This GCSE in Physical Education will provide opportunities for students to study a straightforward subject.

Activities that generate evidence for this skill should take place over a few weeks. Over the period of the activity there will be times when the student should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this skill.

### Evidence

Student evidence for improving own learning and performance should include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Key skill portfolio evidence requirement	GCSE unit	Suggested activities
LP2.1 Help set short-term targets with an appropriate person and plan how these will be met	Paper 1A Paper 2A and C Paper 2B	A5 Set short-term targets with course tutor for PEP set review dates, eg six weeks. New targets can be set and review dates built into the programme. At the start of each practical activity, set short-term targets with the course tutor with built-in review dates, eg six weeks. This aspect of the course can be assessed in each practical activity and new targets set.

Key skill portfolio evidence requirement		GCSE unit	Suggested activities
LP2.2	<p>Take some responsibility for some decisions about your own learning, using your plan and support from others to help meet targets</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> <li>• studying a straightforward subject</li> <li>• learning through a straightforward practical activity.</li> </ul>	<p>Paper 1A</p> <p>Paper 2A and C</p> <p>Paper 2B</p>	<p>Follow the PEP recording suitable evidence for presentation for moderation</p> <p>Develop practical performance in each activity, some of which will take place outside normal school lesson time, including working without close supervision.</p> <p>Develop ability to analyse performance of self and others whilst practising to improve performance.</p>
LP2.3	<p>Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task or activity to meet the demands of a new task</p>	<p>Paper 1</p> <p>Paper 2</p> <p>Paper 3</p>	<p>A5 Review PEP with Tutor using training diary and data as supporting evidence. Relate any improvement in fitness as a factor that might have and effect on practical performance.</p> <p>Review practical performance activity with tutor and relate how any improvement might lead to improvement in fitness (PEP) and/or improvement in practical performance, through improved ability to analysis performance.</p> <p>Review analysis of performance ability with tutor and relate how this might have helped to improve performance in a practical activity.</p>

## Problem solving – Level 2

To achieve this skill, students will need to provide at least to examples of meeting the standard required. They need to show that they can identify problems, plan and try out options, check whether the problems have been solved. For this GCSE, students may not be able to try out options and check results as there may be difficulties in implementing practical solutions in a school or college context.

### Evidence

Student evidence of problem solving could include:

- description of the problem
- tutor records and agreement of standards and approaches
- annotated action plans
- records of discussions
- description of options
- records of reviews.

Key skill portfolio evidence requirement		GCSE unit	Suggested activities
PS2.1	Identify a problem and come up with <b>two</b> options for solving it	Paper 1A  Paper 2A and C	A5 Identify an area of fitness that the student needs to improve and confirm with the tutor. Work out training principles to be applied and training methods to be used to improve this area of fitness.  Choose and plan the student's chosen practical options and confirm them with the tutor. Work out ways to improve performance in these activities.
PS2.2	Plan and try out at least <b>one</b> option for solving the problem, obtaining support and making changes to your plan when needed	Paper 1A  Paper 2A and C	A5 Set out the PEP, evaluate at regular intervals and adapt the PEP (as necessary) in discussion with the tutor.  Take each practical activity and work out ways to improve performance. Set targets and review progress at regular intervals making changes when and where necessary.

Key skill portfolio evidence requirement		GCSE unit	Suggested activities
PS2.3	Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving	Paper 1A  Paper 2A and C	A5 The student should evaluate improvement in fitness by recognised methods, eg testing and the written-up results. Further planning for the development of the PEP should be set out, with an explanation of the strengths and weaknesses in the original PEP and for the decisions made.  Students can measure their improvement in the practical activity through their coursework mark. They can measure this result against their targets and explain the results.

## **Additional notes**

### **Communication**

In order to ease the administration involved in gaining evidence for this key skill, one topic/area of the specification should be able to provide the evidence for the components 2.1a, 2.1b, 2.2 and 2.3.

For example:

*Paper 1, Part 1A*

#### **Reasons for taking part in physical activity**

- 1 The student can research a champion in sport and make a presentation on his/her reasons for the choice and illustrate this with a relevant image or images. (C2.1b)
- 2 The student can then lead a discussion and respond to contributions from the group on this topic. (C2.1a)
- 3 The student's notes and/or display slides (eg PowerPoint), plus any handouts can then be used as evidence. (C2.2)
- 4 The completed components of the study can then represent evidence for C2.3.

*Paper 3*

#### **Analysis of performance**

- 1 The student analyses a performance of themselves or others in a practical activity and makes a presentation to the group. (C2.1b)
- 2 The student can then lead a discussion and respond to contributions from the group on this topic. (C2.1a)
- 3 The student's notes and any notational analysis can then be used for C2.2.
- 4 The studies can be written up including any images, charts or graphs for example on analysis. (C2.3)

### **Information technology**

Paper 1, Paper 2 and Paper 3 (Analysis of Performance) can provide evidence for this key skill but students should keep a record and evidence of information from the internet, CD ROMs and encyclopaedias etc and make sure that enough material is available as evidence. This can be provided in the form of printed copies of information from the internet etc with the relevant referencing.

### **Application of number**

The testing and evaluation over a period of time of the student's own fitness and that of others in the groups could provide data for this key skill. The student can then make comparisons for example with national norms, and students within the group. They may have to include data on their own and other's diet for example, to complete the requirements for this key skill, but could use internet links to the British Nutrition Foundation to provide extra data.



## **Working with others**

Evidence for this key skill can be met through Paper 1, Paper 2 and Paper 3. Any evidence must place emphasis on how each student worked in a group to achieve the desired objectives. For (WO2.1) documented evidence for the PEP in Paper 1 can be shown, through the marking grid on target setting and planning. Similar evidence can be provided for Paper 2 (Practical Performance) in choosing their activities, evaluating present performance levels and setting targets.

Evidence for planning a match, competition or tournament, can be met by a detailed planning log setting out responsibilities within the group.

Analysing a practical performance can be recorded, after matching against the Analysis of Performance criteria and observation and recording of the feedback session.

(WO2.2 and WO2.3) Evidence for Paper 1 and Paper 2 can be recorded in a PEP log.

(WO2.2 and WO2.3) For Paper 3 the student's performance can be observed by the tutor, matched against the criteria for Analysis of Performance and progress recorded by the tutor.

Video evidence for both Paper 2 and Paper 3 could be used to show evaluation and feedback in these sessions.

## **Improving own learning and performance**

Evidence for this key skill can be achieved through Paper 1, Paper 2 and Paper 3. (LP2.1 and LP2.2)

Records of training, practise and competition for the practical performance should be recorded in the PEP log while Paper 3 could be assessed at regular intervals, through each practical activity undertaken by the student. (LP2.3)

Evidence for Paper 1 PEP will take the form of a review with the tutor, using the training diary log as supporting evidence, and relating any fitness testing results to the training programme.

Evidence for Paper 1, Paper 2 and Paper 3 could be related through the end of module practical assessments. In the review for each practical activity a record of improvement against the set targets could be taken into account and any improvement matched against improved fitness due to the PEP and/or improved ability to analyse performance.

## **Problem solving**

Evidence for this key skill can be obtained from Paper 1, Paper 2 and Paper 3. The evidence can be provided from an evaluation of the PEP and the end of module assessment in Paper 2 and Paper 3 plus the end of course assessment in these papers.



## Appendix 3 – Information communication technology in physical education

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Information communication technology, (ICT), offers an exciting and challenging environment through which to enhance student learning. ICT implementation can improve the student learning experience, if used selectively, within the teaching situation. It is imperative that the teacher focuses on effective teaching and learning interactions that have the potential to improve student's understanding, personal productivity and stimulate enthusiasm for learning.

Alongside discrete tuition there is a requirement for ICT to be integrated within subject teaching. Teachers of PE should recognise the various technologies available to improve student learning, by bringing the world to the classroom, enabling students to learn by doing and opening up avenues for students to locate and analyse information. ICT enables teachers to utilise a variety of teaching styles within the subject area.

Availability of resources and teaching strategy will obviously impact upon decisions regarding the use of ICT. The limited availability of a computer suite and reliance on one network within a department requires careful consideration when selecting the teaching method. The teacher should select the appropriate use of ICT, depending upon the availability of resources. If resources are limited, students may be allocated tasks extending out of lesson time, group tasks, or the teacher could use a single screen to present resources to the class.

When using the internet/worldwide web, staff should always preview the sites to check its suitability for the group being taught. Often sites contain technical language which some students find difficult to understand. Bookmarks allow the teacher to make a permanent note of relevant sites so that other students do not have to search for them again at a future date.

Search engines allow easy access to relevant sites of interest.

Portal sites on the internet contain the results of searches carried out by others, usually official organisations. These sites allow students to access information from a number of sources. The teacher can allocate sites to groups of students within the class, who subsequently present their findings to the class.

## Practical activity areas

There is a great deal of scope for the integration of ICT within the practical activity areas. Examples of how learning technologies can be integrated to promote learning in PE are summarised below.

### Use of video

Selecting videos of elite performers within activity areas, allows students to review the perfect model and obtain essential feedback as to how they can improve their own performance. A teacher should carefully edit a video to mark the areas to be observed to save time in a lesson.

The governing bodies of the activities covered are now listing video material of elite performance and breakdown of skills/tactical information for students at this level.

The use of a camcorder in practical areas allows the students to review and evaluate their own performance, for example, a gymnastics or trampolining routine.

If a waterproof casing is purchased for the camcorder, underwater analysis can take place in swimming, to allow students to observe the stroke breakdown ie the pull underwater.

Teachers should carefully integrate the use of video into the lesson and often it is most beneficial to allow a small group to work with the camcorder/video whilst others continue to perform.

Video capture allows students to review their performance from a variety of angles and in slow motion, enabling them to observe fine detail in skill execution.

### The internet

Students can extend their knowledge and understanding of a particular activity by accessing relevant governing body websites for information on rules, training programmes, tactical information and graphical presentations of skill practices.

### Wristwatch/heart rate monitors

Within activity areas students can assess and monitor heart rate. The data could be transferred to the computer to allow software to present the data in graph form. Positional requirements in terms of aerobic/anaerobic fitness could be evaluated in games activities. Students could present this data in graph form using excel if reading from a wristwatch monitor without the computer software to download the data.

Availability of resources will obviously impact upon the use of ICT in PE health and safety, Policy should be addressed prior to the planned use of ICT in the practical areas. If the integration of ICT does not enhance the quality of teaching and learning then it should not be implemented. The teacher must consider carefully whether the use of learning technology in a specific lesson will promote good practice. Liaison with the school ICT co-ordinator is recommended.

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