
| | |
|--|-------------|
| OCR GCSE IN PHYSICAL EDUCATION | 1970 |
| OCR GCSE IN PHYSICAL EDUCATION (GAMES) | 1971 |
| OCR GCSE (SHORT COURSE) IN PHYSICAL EDUCATION (GAMES) | |
| | 1071 |
| TEACHER SUPPORT: COURSEWORK GUIDANCE BOOKLET INCORPORATING COURSEWORK ADMINISTRATION PACK | |

CONTENTS

| | | |
|----------|--|----------|
| 1 | INTRODUCTION | 5 |
| | 1.1 Teaching the Practical Activities | 5 |
| | 1.2 Assessment of the practical activities | 7 |
| 2 | PRACTICAL ACTIVITIES | 8 |
| | 2.1 Games Activities | 8 |
| | 2.1.1 Archery | 9 |
| | 2.1.2 Association Football | 11 |
| | 2.1.3 Badminton | 13 |
| | 2.1.4 Basketball | 15 |
| | 2.1.5 Cricket | 17 |
| | 2.1.6 Eton Fives | 19 |
| | 2.1.7 Fencing | 21 |
| | 2.1.8 Gaelic Football | 23 |
| | 2.1.9 Goalball | 25 |
| | 2.1.10 Golf | 27 |
| | 2.1.11 Handball | 29 |
| | 2.1.12 Hockey | 31 |
| | 2.1.13 Judo | 33 |
| | 2.1.14 Lacrosse | 35 |
| | 2.1.15 Netball | 37 |
| | 2.1.16 Racketball | 39 |
| | 2.1.17 Rounders | 41 |
| | 2.1.18 Rugby League | 43 |
| | 2.1.19 Rugby Union | 45 |
| | 2.1.20 Softball | 47 |
| | 2.1.21 Squash | 49 |
| | 2.1.22 Table Tennis | 51 |
| | 2.1.23 Tennis | 54 |

| | | |
|------------|---|-----------|
| 2.1.24 | Volleyball | 56 |
| 2.1.25 | Water Polo | 58 |
| 2.1.26 | Example of Applied Conditions in a Game Activity | 61 |
| 2.1.27 | Games Activity Area Criteria | 63 |
| 2.2 | Gymnastics Activities | 64 |
| 2.2.1 | Educational Gymnastics | 65 |
| 2.2.2 | Figure Skating | 67 |
| 2.2.3 | Rhythmic Gymnastics | 69 |
| 2.2.4 | Trampolining | 71 |
| 2.2.5 | Example of Applied Conditions in a Gymnastic Activity | 74 |
| 2.2.6 | Gymnastic Activity Area Criteria | 76 |
| 2.3 | Dance Activities | 77 |
| 2.3.1 | Educational Dance | 78 |
| 2.3.2 | Folk Dance | 80 |
| 2.3.3 | Historical Dance | 82 |
| 2.3.4 | Theatrical Dance | 84 |
| 2.3.5 | Social Dance | 86 |
| 2.3.6 | Example of Applied Conditions in a Dance Activity | 88 |
| 2.3.7 | Dance Activity Area Criteria | 90 |
| 2.4 | Athletics Activities | 91 |
| 2.4.1 | Cross Country Running | 92 |
| 2.4.2 | Track and Field Athletics | 94 |
| 2.4.3 | Example of Applied Conditions in an Athletic Activity | 96 |
| 2.4.4 | Athletic Activity Area Criteria | 98 |
| 2.5 | Outdoor Adventurous Activities | 99 |
| 2.5.1 | Canoeing/Kayaking | 100 |
| 2.5.2 | Hill Walking and Campcraft or Hostelling | 103 |
| 2.5.3 | Horse Riding | 105 |
| 2.5.4 | Orienteering | 107 |
| 2.5.5 | Rock Climbing | 110 |
| 2.5.6 | Sailing | 113 |
| 2.5.7 | Skiing | 116 |

| | | |
|------------|--|------------|
| 2.5.8 | Windsurfing | 119 |
| 2.5.9 | Example of Applied Conditions in an Outdoor Adventurous Activity | 122 |
| 2.5.10 | Outdoor Adventurous Activity Area Criteria | 124 |
| 2.6 | Swimming Activities | 125 |
| 2.6.1 | Life Saving | 126 |
| 2.6.2 | Personal Survival | 129 |
| 2.6.3 | Swimming | 132 |
| 2.6.4 | Example of Applied Conditions in a Swimming Activity | 134 |
| 2.6.5 | Swimming Activity Area Criteria | 136 |
| 2.7 | Exercise Activities | 137 |
| 2.7.1 | Cycling | 138 |
| 2.7.2 | Exercises to Music | 141 |
| 2.7.3 | Jogging | 144 |
| 2.7.4 | Step Aerobics | 147 |
| 2.7.5 | Weight Training for Fitness | 150 |
| 2.7.6 | Example Of Applied Conditions In An Exercise Activity | 153 |
| 2.7.7 | Exercise Activity Area Criteria | 155 |
| 2.8 | Analysing Performance | 156 |
| 2.8.1 | Assessment of Analysing Performance | 156 |
| 2.8.2 | Analysing Performance Criteria | 157 |
| 3 | COURSEWORK ADMINISTRATION PACK | 158 |

1 INTRODUCTION

This Coursework Guidance Booklet contains the activity content and assessment criteria for all the activities which are offered in the OCR Physical Education (1970), Physical Education (Games) (1971) and the Physical Education (Games) (Short Course) (1071) specifications. Also, the booklet contains activity area specific criteria for the seven activity areas identified in the Physical Education specification, examples of the applied conditions under which candidates could be assessed for each activity area, the assessment criteria for Analysing Performance and copies of the individual candidate and activity assessment sheets.

1.1 TEACHING THE PRACTICAL ACTIVITIES

Through the teaching of their chosen practical activities and the related programme of study candidates should learn to develop and apply their knowledge, skill and understanding of physical education. They should develop their knowledge and understanding of the different factors which affect participation and performance and be able to demonstrate their relationship. They should understand the role of rules and conventions and the health benefits and the risks associated with participating in physical activities. They should also be taught the skills necessary to analyse performance and be able to suggest ways in which performance might be improved during practical activity lessons. In doing so, candidates should be encouraged to apply the theoretical knowledge to practical situations. Also within the context of the activities candidates should be given opportunities to support their personal and social development through adopting different roles, such as leader, team captain, official, organiser, assistant etc. The practical activity coursework material, which should be taught, can be found within Section 2. These are listed under the following sub-headings:

- Develop and apply advanced skills and techniques
- Select and apply advanced tactics, strategies and team skills
- Evaluate and improve performance
- Roles in the game/activity
- Rules of the game/activity and safety regulations

The content of:

- **Evaluate and improve performance**
- **Roles in the game/activity**
- **Rules of the game/activity and safety regulations**

are generic. These are given below and should be applied, as appropriate, to each activity.

Evaluate and improve performance

Candidates should be taught:

To apply different training and practice procedures in order to improve fitness and skill for specific roles in the game/activity.

To understand the need for warm up and cool down procedures in preparation for participation in the game/activity.

To make and take decisions which lead to more efficient and effective performance.

To recognise and describe variations in performance.

To be able to recognise and explain the contribution that they and other individuals make to a game/activity. Know the roles and responsibilities of each player and be able to recognise how they are being carried out.

To be able to sum up at any moment within a game/activity and recognise the range of possible responses. Often called 'reading' the game.

To be able to recognise an individual contribution and how effective it was.

To appreciate the safety requirements in order to minimise the risk of injury.

Roles in the activity/game

Candidates should be able:

To adopt a variety of roles in the activity/game as well as player/performer/participant. These roles will involve sound planning. These might include:

Referee and assistant referee: to enforce rules and regulations, if applicable.

Choreographer: if a dance activity, to plan dance sequence/routines/movements.

Captain: to select teams and make tactical decisions before and during a game/activity.

Leader: to organise practices to improve play and lead others through a short practice session.

Coach: to assist in planning training practices, tactics and strategies.

Official: to help with the organisation of an activity and to officiate.

The nature of the role will be determined by the activity/game.

Rules of the game/activity and safety regulations

Candidates should understand:

The role of rules and conventions in the game/activity; prevent cheating, encourage fair play, maintain safety and prevent injury.

The importance of appropriate behaviour on and off the pitch/court/target range or wherever the activity is taking place.

1.2 ASSESSMENT OF THE PRACTICAL ACTIVITIES

Candidates' performance is assessed in terms of their ability to perform effectively under applied conditions in each of their chosen four practical activities. Examples of applied conditions are found in Section 2.

The activity area specific performance criteria to be applied when carrying out assessment contains descriptors at each mark range which require candidates to:

- select and apply advanced skills and techniques;
- select and apply tactics, strategies and team skills;
- evaluate and improve performance;
- adopt different roles in the activity/game;
- understand and observe the rules of the activity/game and safety regulations.

The activity area specific performance criteria shows five levels of marks from 0 to 25, with 5 marks available per level. When carrying out an assessment of candidates' performance teachers should refer firstly to the first two descriptors (bullet points) at each mark range. These two descriptors refer to the selection and application of advanced skills, tactics, strategies and team skills and establish the candidate's **EFFECTIVE PERFORMANCE** mark within a particular mark range. The final mark awarded to a candidate within this mark range will be determined by how well the candidate meets the other three descriptors at that mark range and will be based on the teacher's professional judgement. A candidate who meets all the descriptors at a particular mark range is likely to receive a final mark at the top of the mark range, whereas a candidate who meets the first two descriptors for effective performance, but fails to meet the other descriptors, is likely to receive a final mark towards the bottom of the mark range for that level.

Candidates are also assessed in terms of their ability to analyse and improve performance in one of their chosen activities in such a way that they can determine strengths and weaknesses and as a result of practice and training show how the quality and effectiveness of performance can be improved. Candidates are required to complete an analysis of performance task as a means of recording their observations, analysis, progress and conclusions. The analysing performance criteria can be found in each of the specifications and in Section 2, Part 8 in this booklet.

Centres which have more than one group of candidates following the same activity **must** carry out an internal standardisation of marks in order to ensure that the marks are accurate and give a single order of merit. Also, marks for different activities need to be standardised.

2 PRACTICAL ACTIVITIES

2.1 GAMES ACTIVITIES

Through the teaching of the practical activities candidates should be taught;

- to develop and apply increasingly advanced skills and techniques in specific games with consistency and control;
- to select and apply more advanced strategies and tactics in specific games, and then to develop the effectiveness of play by using increasingly advanced and varied strategic concepts and principles to meet changing situations in games;
- to understand the relationship of fitness to skills and strategies in specific games, and then to design and implement fitness and activity programmes understanding the value of games to personal and social fitness, health and well-being;
- to decide on the roles they take in games activities and how to be involved with them, and then to analyse and evaluate performances within specific games, identifying priorities, and take decisions which improve them;
- the role of rules and conventions in the games.

Candidates should be taught the advanced skills and techniques, tactics and teams skills and rules and regulations of their chosen games.

Candidates following the Physical Education Games (1971) or Short Course Physical Education (Games) (1071) specifications should take more than one role, as well as performer.

2.1.1 Archery

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|---------------------------------|--|
| Safety considerations | Observe all the safety rules and regulations to ensure that no one is at risk of injury. Recognise the defined range area and ensure a safe barrier is behind the target or a minimum of 50 metres over shoot. Recognise the safety zone of at least 20 metres on either side of the target or in a secure hall. Define a shooting line and a waiting line (3 metres behind the shooting line). |
| Selection of equipment | Selection of the appropriate type and strength of bow for the ability of the candidate. Selection of a bracer, or arm guard, finger tab, appropriate arrows and a quiver. |
| Stance and shooting position | Correct stance or shooting position. Hips and shoulders in line with aiming point on target. |
| Warming up and setting up a bow | Correct procedures to be used. |
| Shooting | Drawing the bow, aiming using dominant eye, loose and follow through. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles of all participants.

How to apply all the safety rules and regulations to ensure total safety of all concerned.

How to apply tactics and principles of play in different situations.

Be able to recognise all the salient features of all the equipment necessary for a successful shoot, especially the features of different types of bows and arrows.

How to set up a bow and arrow. Ensure that the spine weight of the arrow matches the weight of the bow, the bow string has a centre binding, serving and the handle of the bow has a point to rest the arrow.

How to shoot in ends of three or six as appropriate to the 'round' being shot. (A National Round consists of 48 arrows shot at 50 metres, and 24 at 40 metres. A total scoring of 72. Six practice arrows are allowed before the 50 metres distance, none for the 40 metres.)

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game, which can be found in Section 1, part 1.1.

2.1.2 Association Football

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|--------------|---|
| Ball control | Controlling the ball with different parts of the foot, the thigh, the chest and the head, controlling and turning, screening, getting in line. |
| Passing | Passing, with either foot, short and long, angles of pass, ground, chip, volley, in a variety of different ways e.g. inside of the foot, outside of the foot, whilst moving at different speed and all with weighting, precision and control. The importance of ball retention, pass selection, getting free. |
| Dribbling | Dribbling the ball in a variety of different ways at varying speeds, changing direction, feinting and dribbling, body swerve, dribbling to beat opponent/marker, screening. |
| Heading | Heading to control the ball, in attack and defence, as a pass. |
| Shooting | Shooting with instep, inside and outside of the foot, with swerve, with either foot, penalty kicks. |
| Tackling | Tackling with either foot, in front, to the side, sliding, to win possession, closing down, jockeying, intercepting. |
| Goalkeeping | Catching in a variety of ways and different heights, palming and punching the ball, blocking, diving, narrowing the angle, dealing with crosses, kicking the ball out of hands and from a dead ball, throwing the ball, organising the defence. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack: keep possession, make progression, create and use space, speed up play and support team mates. Attack-width, penetration, mobility, improvisation.

Principles of defence: deny space to opponents and reduce time, slow the play, pressurise the opposition and support team mates. Defence/delay, concentration, control and restraint, balance.

How to apply different systems/formations of play in different situations; e.g. 4:4:2, 4:3:3, 4:2:4 defensive formations, sweeper defensive formation, wing back system, one to one and zonal marking, defending in depth, advantages and disadvantages of different systems.

How to apply set plays in attack and defence from dead ball situations, e.g. starts, re-starts, corner kicks, throw-ins, free kicks near to goal (direct and indirect), defensive walls, positions as they vary in different parts of the field.

How to apply other plays/tactics. These might include overlapping play, diagonal running, crossover plays, tactical use of offside, blind side running.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.3 Badminton

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|-----------------------|---|
| Strokes/shots | Serves, clears, drop shots, smashes, drives, net shots. |
| Forehand and backhand | Under the following technical headings; grip, preparation for the serve or shot, stance, body position, balance, hitting action including footwork and arm action, flight of shuttle, selection of shot, direction of shot, follow through, recovery. |
| Singles play | Basic positioning, movement around the court, tactics during serves and rallies, serving strategies, receiving and returning the serve, shot selection, variety of shots in play, attacking space, attacking opponent's weak side, holding the T position. |
| Doubles play | Basic positioning for men's and women's doubles, and mixed doubles, tactics adopted during serves and rallies, serving strategies, receiving and returning the serve, shot selection, variety of shots in play, attacking space, attacking opponents' weak player or weak side, holding position. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in singles and doubles games.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack in singles and doubles: correct positioning, showing awareness of T position, showing balance and movement around the court, making appropriate shot selection, attacking spaces on the court around opponent(s), varying the speed of play, varying the shots, changing the direction of attack to keep opponent(s) guessing, attacking opponent(s) weak side, showing mobility and improvisation.

Principles of defence in singles and doubles: denying space to opponent(s) and reducing time, varying the speed of play, pressurising the opposition, in doubles supporting team mate and knowing positions and movement about court, attacking shots, holding T position in singles, showing concentration, maintaining control and restraint, balance and mobility.

How to apply different systems/formations of play in different situations; e.g. in serving and receiving serve in singles and doubles, to keep the opposition guessing.

How to apply other ploys/tactics. These might include disguising serves and shots, switching positions in singles and doubles to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.4 Basketball

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|--------------------------|---|
| Basic stance | Triple threat position for passing, dribble or shoot, feet shoulder width apart, knees slightly bent. |
| Shooting | Lay up shot – footwork, right handed lay up shot off left leg, left handed lay up shot off right leg, high release, drills to improve shooting and court circulation. Set shot, setting up, correct stance, ball in shooting hand above head, with the other hand steadying the ball, knees slightly bent, extend joints in legs and arm in the shooting action. Positioning for the set shot, speed of action, high trajectory. Other shots including, hook shot, jump shot. Emphasis in all cases on accuracy and consistency. |
| Passing and ball control | Ball retention is vital for success in basketball. Passing should be accurate. Variation in passing should include chest pass, one hand pass (also lay off pass), overhead pass, bounce pass. Passing and moving. Dribbling and passing. Feinting and passing. Signalling with hands. Receiving with two hands and one hand. Dribbling with either hand, stopping and either shooting or passing. |
| Footwork | Correct footwork in any passing or dribbling movement, pivoting, 1 count stop, 2 count stop. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack.

How to apply tactics and principles of play in different defensive and attacking situations.

Individual and team skills. Dribbling, passing and shooting skills to ensure that there is no violation of the double dribble or travelling rules.

Principles of attack. One versus one situation, fake and drive, cross over step, two versus two using fake and drive, cross over step, pass and cut (post play) and back door move, three versus three (all the above plus) pick and roll, on the ball, off the ball. Setting up a screen. Positions in attacking half. Fast break. Role of the play maker.

Principles of defence. One versus one, basic stance, step and slide, reverse pivot, between ball and basket. Correct defensive position. Force opponent onto weak side (hand). Two versus two, (all the above plus) denying pass, hand in passing lane, position on court, help defence. Know your 'man'.

Types of defence; full court, denying the pass; half court, denying the pass; zone defence; types of zone defence (positions, positional responsibilities, reasons why it is used).

How to apply different systems/formations of play in different situations.

How to apply other plays/tactics. These might include disguising passes and shots, switching positions to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.5 Cricket

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|----------------|---|
| Batting | <p>Grip/stance/back lift.</p> <p>Ability to play the following shots showing the correct preparation in terms of footwork, body position and actual bat movement.</p> <p>Forward/backward defensive. On/off drive. Pull/cut (late/square). Correct calling and running between the wickets.</p> |
| Bowling | <p>Be able to demonstrate a measured smooth economical run up, delivery action and follow through with a good degree of consistency.</p> <p>Understand what is meant by accuracy of line and length.</p> <p>Demonstration of grip/action for in swing/out swing.</p> <p>Demonstration of grip/action for off-spin/leg spin.</p> <p>Emphasis in all cases on accuracy and consistency.</p> |
| Fielding | <p>Be able to catch a ball using various methods appropriate to the flight of the ball (i.e. overhead, below shoulder height). Be able to throw overarm/underarm with accuracy and consistency.</p> <p>Demonstrate the use of a long barrier stop and chase pick up and return techniques.</p> |
| Wicket keeping | <p>Demonstrate confidence, consistency in technique of both standing up to slow bowlers and standing back to pace bowlers.</p> <p>Show good positional sense in receiving throws and backing up.</p> |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in games.

How to apply tactics and principles of play in different defensive and attacking situations.

Individual and team skills. These will include batting, bowling and fielding.

Principles of attack. Be able to set field placing for a particular bowling attack.

Principles of defence. Be able to defend against a particular batting strength.

Types of defence; understand the effects of pitch condition on batting and bowling, in particular the selection of a bowling attack.

How to apply different systems/formations of play in different situations.

How to apply other ploys/tactics. These might include switching positions (field placings) to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.6 Eton Fives

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|---------------|--|
| Strokes/shots | Serving. Cutting, types of cut, methods, returning cut. Underhand shots, 'stronger' and 'weaker' hand. Shots during rallies, including underhand, backspin, volleys (overhand, left and right, underhand, left and right). |
| Positioning | Under the following technical headings; preparation for the serve or shot, stance, body position, balance, hitting action including footwork and arm action, flight of ball, selection of shot, direction of shot, follow through, recovery. |
| In play | Basic positioning, movement around the court, tactics during serves and rallies, serving strategies, receiving and returning the serve, shot selection, variety of shots in play, attacking space, attacking opponent's weak side, holding position. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in the game.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack in the game: correct positioning, showing awareness of position, showing balance and movement around the court, making appropriate shot selection, attacking spaces on the court around opponent, varying the speed of play, varying the shots, changing the direction of attack to keep opponent guessing, attacking opponent's weak side, showing mobility and improvisation.

Principles of defence in the game: denying space to opponent(s) and reducing time, varying the speed of play, pressurising the opposition, movement about court, attacking shots, holding position in the game, showing concentration, maintaining control and restraint, balance and mobility.

How to apply different systems/formations of play in different situations; e.g. in serving and receiving serve in the game, to keep the opposition guessing.

How to apply other ploys/tactics. These might include disguising serves and shots, switching positions in the game to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.7 Fencing

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|--------------------------------|--|
| Advanced skills and techniques | <p>On guard stance. On guard position should be taught to include foot, body and arm positions.</p> <p>Steps, forward and backward, using variety of speed and size. Lunge, slow, accelerating and explosive. Balestra and fleche.</p> <p>The grip, correct finger/hand movements when using either foil, epee or sabre. The hit, target area, conventions of the bout, including salutes and hand shakes.</p> <p>Appropriate cover on guard positions for weapon concerned.</p> <p>Attacks and parry ripostes, both direct and indirect, preparations. Takings of the blade. Pressures and beats.</p> <p>Compound attacks using different feints including variety of target areas, successive parries, counter repostes, attacks on preparation.</p> |
| Positioning | <p>Under the following technical headings; on guard, stance, body position, balance, attacking action including footwork and arm action, selection of attack, follow through, recovery.</p> |
| When fighting | <p>Basic positioning, movement on and off the piste, tactics and strategies when fighting. Using attacks and parry ripostes, both direct and indirect, attacking opponent's weaknesses.</p> |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in the game.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack in the game: correct positioning, showing awareness of position, showing balance and movement on the piste, making appropriate stroke selection, attacking opponent's target area, varying the speed of attack, varying the strokes, changing the speed and variety of attack to keep opponent guessing, showing mobility and improvisation.

Principles of defence in the game: denying space to opponent(s) and reducing time, varying the speed of attack, pressurising the opposition, movement along the piste, attacking strokes, holding position on the piste, showing concentration, maintaining control and restraint, balance and mobility.

How to apply other ploys/tactics. These might include disguising attack and strokes to outwit opponents.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.8 Gaelic Football

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|----------------------|---|
| Ball control | Controlling the ball with one or both hands in a variety of ways. Toe tapping with the right and left foot. |
| Passing and catching | Passing, with either hand, short and long, angles of pass, fisting the ball over different distances accurately, striking the ball with the hand when it is off the ground, hop (bounce) the ball with one hand or both hands. Chest catch and overhead catch. Ability to field a high ball. Catch and pass the ball quickly in order not to violate the four steps rule. Tip the ball (bounce the ball on the hand). All these skills performed whilst moving at different speeds and all with weighting, precision and control. The importance of ball retention, pass selection, getting free. |
| Kicking | Kicking from the ground, a side line kick, a 45 metres free kick and a penalty kick. Kicking points from a variety of angles. |
| Shooting | Shooting with instep, inside and outside of the foot, with swerve, with either foot, penalty kicks and kicking points from a variety of distances. |
| Tackling | Tackling shoulder to shoulder to win possession, closing down, jockeying, intercepting using one hand to tackle. |
| Goalkeeping | Catching in a variety of ways and different heights, palming and punching the ball, blocking, diving, narrowing the angle, dealing with crosses, kicking the ball out of hands and from a dead ball, throwing the ball, organising the defence. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack: keep possession, make progression, create and use space, speed up play and support team mates. Attack-width, penetration, mobility, improvisation.

Principles of defence: deny space to opponents and reduce time, slow the play, pressurise the opposition and support team mates. Defence/delay, concentration, control and restraint, balance.

How to apply different systems/formations of play in different situations; e.g. different defensive formations, sweeper defensive formation, wing back system, one to one and zonal marking, defending in depth, advantages and disadvantages of different systems.

How to apply set plays in attack and defence from dead ball situations, e.g. starts, re-starts, free kicks near to goal, defensive walls. Positions as they vary in different parts of the field.

How to apply other plays/tactics. These might include overlapping play, diagonal running, crossover plays, blind side running.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.9 Goalball

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|---------------------------|---|
| Orientation | Tactile and auditory skills for positioning and directionality. These are essential for safe purposeful movement. Sweeping with hands and feet to find lines and 'squaring up', for relationship of self to court and goal, making 'wall' parallel to baseline, 'throwing' into court. |
| Listening | To detect the ball and characteristics of the 'throw', i.e. position, path, speed. To detect the whereabouts and actions of others. To the referee, for game directions. |
| The 'throw' | Bowling action. Use backswing, one-handed, low, smooth delivery, follow through. Use speed of arm, weight transference, run up, a turn, spin, make full use of the court, release the ball close to 3m line. Variations – straight, diagonal, 'quiet', with a turn, with spin. The penalty throw. Make full use of court, hard, fast, must be in court. |
| Passing/catching | One to one rolled, caught and controlled from centre to sides, vice versa and the width of the court. Timing is important, sympathetic speed and direction. Passing is needed to play to team's strength and to avoid third throw. |
| Defence | 'Ready' position. Defensive 'wall' – hold the position with arms and legs stretched and slightly apart, head back protected by arms, safety. Movement in and out of wall quickly. Use sliding action. Hold the 'wall' firmly enough to stop the ball but 'give' to receive and 'trap' the ball. Use whole body to correct mistakes, adjust position. Taking control of the ball. Catch with hands/feet and take control of the ball. Retrieving a 'dead' ball. Defending a penalty throw. |
| Basic fitness and agility | To play the game successfully and at speed. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack: communicate by tapping floor and calling in order to change positions, calling for help with orientation, indicating the path and position of ball and alerting others, passing and catching, keeping a tally of 'throws' to avoid eight seconds infringement using element of surprise to catch opponents unprepared, use the benefit of the fast 'turnover'.

Principles of defence: deny space to opponents and reduce time, slow the play, pressurise the opposition and support team mates, move to cover gaps and lines, be alert and agile, adopt correct defensive position. Defence/delay, concentration, control and restraint, balance.

How to apply different systems/formations of play in different situations; e.g. position of front player, side players forward and centre player back, advantages and disadvantages of different systems.

How to apply set plays in attack and defence from set situations, e.g. starts, re-starts, penalty throws. Positions as they vary in different parts of the court.

How to apply other ploys/tactics. These might include a strong player covering for a weak player.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game, which can be found in Section 1, part 1.1.

2.1.10 Golf

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|--|--|
| The grip | Several types of grip are used. Candidates must select the one grip which best suits them for their pattern of play. |
| Setting up | Standing behind the ball, assess the distance and direction of the target area. Pick a mark just in front of the ball as an aiming point. Place the club head behind the ball, square to the line of the shot. Settle feet in order to stand a comfortable distance from the ball, feet together and opposite the ball. Keep the shoulders parallel to the target line. Move each foot apart to adopt the correct balanced stance. The right foot will be slightly further away from the line of the ball than the left foot (for right handed players). The stance will vary depending on whether it is a drive or a chip shot. |
| Swinging | Basic positioning, keep eyes on the ball throughout the swing. Move to club-head back position. Keep left arm straight in the swing at the point of contact with the ball. Action should be smooth, accelerating. Rhythm can be fast or slow but must be maintained. |
| Driving | Basic positioning. The club face must be square to the target line. The club-head must be travelling along the target line. Impact on the ball must be with the centre of the club face. The club head must arrive along the correct angle of attack. The club-head must be travelling at speed. Candidates must know the factors which cause: slice or fade, hooks and draws, and angle of attack. |
| Approach shots, bunker play and putting. | Candidates should know how to play pitch and chip shots, the type of club to use and the correct stance. How to play bunker shots, type of club to use and correct stance. How to survey the putt-noticing slopes, lie of the grass, whether wet or dry. Pick out target on the green. Find the most comfortable stance, one which allows the body to be kept still. Grip the putter lightly but have firm left wrist. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in the game.

How to apply tactics and principles of play in different situations.

Principles of play in a variety of situations and hazards including dealing with water hazards, rough ground, weather conditions, especially cross winds.

How to use different types of clubs including the use of drivers (No. 1 wood), Fairway woods (Nos. 3, 5 woods), Long irons (Nos. 3, 4), Mid irons (Nos. 5, 6 and 7), Short irons (Nos. 8, 9, wedge, sand iron) and putters.

Candidates should have an understanding of where to tee off from, the rules applying to improving lie, line or stance, unplayable lie, lost ball, bunkers, water hazards, loose impediments and obstacles, substituting and cleaning the ball, moving ball stopped or deflected, the ball played from the wrong place, the flagstick, and how to score.

How to apply other ploys/tactics.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.11 Handball

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|---------------------------|--|
| Passing | Selection of pass – speed, distance. Overarm, side push, bounce, drop and reverse pass. Use of left and right hand. Effectiveness of pass – accuracy, weight, angle and disguise. |
| Catching and ball control | Ball retention is vital for success in handball. Passing should be accurate. Side and high delivery. Feinting and passing. Signalling with hands. Receiving with two hands and one hand. Catching at speed. Soft hands. Moving to receive the ball. Catching when under physical pressure from opponent (reach with both hands). Keep eye on the ball. |
| Shooting | Jump shot in clear: over defender and around defender. Fall shot with knees bent, step towards the ball, pivot on foot nearest goal, receive ball from both sides, split defenders. Side arm; both feet on the ground, aim low. Dive shot from outside area; body position to create angle for shot, reach with ball. |
| Footwork and dribbling | Stopping with two feet level and shoulder width apart. Side step – two step and three step fake – steps, fake and bounce steps. Defending; quick short steps, feet in contact with the ground, heel-toe movements when advancing. |
| Goal-keeping | Shot stopping with arms, legs and feet from both corners and centre. Reducing potential target area. Footwork around the goal. Recovery after a shot, collection and distribution. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in the game.

How to apply tactics and principles of play in different defensive and attacking situations.

Individual and team skills. Dribbling, passing and shooting skills to ensure that there is no violation of the double dribble or travelling rules.

Principles of attack. One versus one situation, attacking front foot, use of defender's body weight, two versus two, communication, cross over moves, three versus three (all the above plus and use of block). four versus three as above plus patience and width in attack, strike from good position. four versus six – use of both 3-3 and 4-2 attacking formation. Fast breaks in pairs, threes, use of weave movement, extended break.

Principles of defence. One versus one, basic stance, step and slide, force away from goal, retain balance. Two versus two, (all the above plus) denying pass, plus communication and support. Three versus three – as above, denying reception opportunities, force opponents away from direct line of ball. Pressure on the ball. Three versus four – as above, but meet restraint, force strike from poor position. Six versus six – use of 6-0, 5v1 defence.

Types of defence; half court, denying the pass; zone defence; types of zone defence (positions, positional responsibilities, reasons why it is used).

How to apply different systems/formations of play in different situations.

How to apply other plays/tactics. These might include disguising passes and shots, switching positions to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game, which can be found in Section 1, part 1.1.

2.1.12 Hockey

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|---------------------|---|
| Ball control | Grip, vision, footwork, dribbling, dodging. |
| Passing the ball | The hit, the push pass and reverse stick pass, the flick, the aerial pass. Emphasis in all cases on accuracy and consistency. |
| Receiving the ball | Receiving the ball from the front, from the left, from the right and from behind. |
| Tackling | Closing down. Tackling in front of the body, on the open side and on the reverse side. |
| Beating an opponent | On the reverse side and on the open side. |
| Goalkeeping | Preparing to save. Saving, kicking, with the stick, with the hands and body. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in the game.

How to apply tactics and principles of play in different defensive and attacking situations.

Individual and team skills. Dribbling, passing and shooting skills to ensure that there is no violation of the rules.

Principles of attack: keep possession, make progression, create and use space, speed up play and support team mates. Apply the principles of attack-width, penetration, and show mobility and improvisation.

Principles of defence: denying space to opponents and reducing time, slowing the play, pressurising the opposition and supporting team mates. Apply the principle of defence/delay, and show concentration, control and restraint and balance.

How to apply different systems/formations of play in different situations; e.g. 4:4:2, 4:3:3, 4:2:4 defensive formations, sweeper defensive formation, one to one and zonal marking, defending in depth, advantages and disadvantages of different systems.

How to apply set plays in attack and defence from dead ball situations, e.g. starts, re-starts, short and long corners, free hits, defensive walls. Positions as they vary in different parts of the field.

Types of defence: zone defence; types of zone defence (positions, positional responsibilities, reasons why it is used), sweeper system.

How to apply different systems/formations of play in different situations.

How to apply other ploys/tactics. These might include disguising passes and shots, switching positions to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.13 Judo

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|---------------------|---|
| Breakfalls | Forward roll breakfall. Side breakfall, left and right. |
| Grips | Standard lapel and sleeve grip. Alternative grips. |
| Throws | Major hip throw (o-goshi). One arm shoulder throw (ippon-seoi-nage). Two hand shoulder throw (morote-seoi-nage). Minor inner reaping (ko-uchi gari [gake]). Major inner reaping (o-uchi-gari). Body drop (tai-oloshi). Minor outer reaping (ko-soto-gari [gaki]). Shoulder drop (seoi-otashi). Major outer reaping (osoto-gari). Sweeping loin (harai-goshi). Stomach throw (tomoe-nage). Propping-drawing ankle (sasae-tsuri koni-ashi). Inner thigh throw (uchi-mata). Both arms reap (morote-gari). |
| Attack and counters | Front and both sides. |
| Holds and locks | Basic scarf hold (non-kesa-gatame). Broken scarf hold (kuzure-kesa-gatame). Reverse scarf hold (ushiro-kesa-gatame). Shoulder hold (kata-gatame). Basic vertical four quarter hold (hon-tate-shiho-gatame). |
| Escaping from holds | Bridging, rolling. |
| Exercise | Bridging, twisting, turning, weight bearing, stretching exercises, strengthening exercises. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in the game.

How to apply tactics and principles of play in different defensive and attacking situations.

Individual skills. All the judo skills listed to ensure that there is no violation of the rules.

Principles of attack: grips should be taught, as well as stances to enable players to attack left and right. Breakfalls should be taught to ensure safe contact with the mat. Throws are achieved when a player is able to quickly manoeuvre into a position where he/she is able to take advantage of his/her opponent being off balance. Speed, distribution of weight and correctly applying forces are important to achieve success.

Principles of defence: how to counter attack using throws and counter moves.

How to carry out standing and groundwork in Randori (free practice).

How to apply set practices/exercises in attack and defence and in warm up.

How to apply other ploys/tactics in order to outwit opponents.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.14 Lacrosse

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|----------------------------|--|
| Possession | Cradling the stick, the correct grip, carrying the ball on either side of the body. |
| Ground balls | The correct position and action for all possible angles for pick up. Emphasis in all cases on accuracy and consistency. |
| Receiving the ball | Receiving the ball from the front, from the left, from the right and from behind. Cradle action, taking the ball on the run from all angles. |
| Passing the ball | Change of grip for overarm throw, accuracy, appropriate action for situation. Passing over different distances. |
| Tackling and body checking | Closing down. Tackling in a safe way in order to dispossess player. Correct positioning 'goal side', stick tackles within the rules of the game. |
| Shooting | Long bounce shots, short accurate, aim for corners of the goal. |
| Dodging | Moving to either side of defence, protecting the stick, roll dodge. |
| Goalkeeping | Preparing to save. Saving, kicking, with the stick, with the hands and body. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in the game.

How to apply tactics and principles of play in different defensive and attacking situations.

Individual and team skills. Passing, catching and shooting skills to ensure that there is no violation of the rules.

Principles of attack: keep possession, make progression, create and use space, speed up play and support team mates. Apply the principles of attack-width, penetration, and show mobility and improvisation.

Principles of defence: denying space to opponents and reducing time, slowing the play, pressurising the opposition and supporting team mates. Apply the principle of defence/delay and show concentration, control and restraint and balance.

How to apply different systems/formations of play in different situations; e.g. 4:4:2, 4:3:3, 4:2:4 defensive formations, sweeper defensive formation, one to one and zonal marking, defending in depth, advantages and disadvantages of different systems.

How to apply set plays in attack and defence from dead ball situations, e.g. starts, re-starts etc.

Types of defence; zone defence; types of zone defence (positions, positional responsibilities, reasons why it is used), sweeper system.

How to apply different systems/formations of play in different situations.

How to apply other plays/tactics. These might include disguising passes and shots, switching positions to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game, which can be found in Section 1, part 1.1.

2.1.15 Netball

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|-------------------------------------|--|
| Ball familiarisation | Ball high in the air, ball at medium level, ball in contact with the ground and ball at floor level. |
| Foot awareness | Setting the body in motion, stopping, pivoting and running footwork. |
| Ball handling, receiving – catching | Eye on the ball, where to receive, positioning oneself to receive, signalling, catching action. |
| Distribution – passing | The preparation, point of release, flight, path of the ball, result. Analysing throwing action of: chest, overthrow, bounce, one-handed shoulder pass. Taking the ball on the run. |
| Shooting | Base – support – focus – preparation – release – result. Shooting on the run. Step-up penalties. Tactics – division. Circle – shooting. Strengths and weaknesses. |
| Defending skills | Footwork – body position – concentration. Marking a moving player. Marking a static player. Blocking. Defending the pass. Defending the shot. |
| Attacking skills | Assessing opponent. Self assessment. Timing the move. Moving off the ball. Footwork and speed of reaction. Getting free – change of speed and change of direction. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in the game.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack in the game: correct positioning, showing balance and movement around the court, making appropriate pass/shot selection, exploiting opponent's weaknesses, varying the speed of play, varying the passing, changing the direction of attack to keep opponent's guessing, showing mobility and improvisation. Use elements of surprise, anticipation, breadth, timing and flexibility.

Principles of defence in the game: denying space to opponents and reducing time, varying the speed of play, pressurising the opposition, supporting team mates and knowing positions and movement about court, defending against passes, showing concentration, maintaining control and restraint, balance and mobility. Using one to one and zone (half and full court) defences. How to apply different systems/formations of play in different situations to keep the opposition guessing.

How to apply other ploys/tactics. These might include disguising passes and shots, switching positions (within the rules of the game) to outwit opponents. Use of horizontal and vertical banding both in attack and defence. Also, recognise the value of set plays to outwit the opposition e.g. from centre pass, throw up, penalty pass and shot, side and goal line throw in.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.16 Racketball

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|------------------|---|
| Grip | The grip for the forehand and backhand should be the same. |
| Stance | Balance and a position of readiness to strike the ball are important. Having played a stroke the player must move in anticipation of playing the next stroke. |
| Preparation | This involves making judgements, for example, assessing the speed and direction of opponent's shot and deciding where your next stroke will be played. |
| Movement | Having decided where to move, footwork plays an important part in getting to the right position to play the ball. This will be followed by moving the body, arm and racket into the right position, in order to strike the ball. |
| Hitting the ball | The action of hitting the ball will vary according to the type of shot to be made, whether it is fast, slow, angled, forehand or backhand. |
| Follow through | Having hit the ball the action is completed by continuing the racket movement, tracking the ball and recovering to a position of readiness in order to respond to the opponent's next stroke. |
| Stroke | The start can be forehand or backhand, driven or lobbed. The drive is the foundation strike of the game and the ball should ideally bounce for the second time near to the back wall and travel very close to the side wall. The volley is often needed to return or cut the ball off before it reaches the back of the court. The lob is a high, slow cross court or straight shot played to draw opponent forward or play a winner when he/she is at the back of the court. The boast is a shot played off the nearest side wall and rebounds to the opposite corner of the front wall. This can be player as an attacking or defensive shot. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in a singles game.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack in singles: correct positioning, showing awareness of T-position, showing balance and movement around the court, making appropriate shot selection, attacking spaces on the court around opponent, varying the speed of play, varying the shots, changing the direction of attack to keep opponent guessing, attacking opponent's weak side, showing mobility and improvisation.

Principles of defence in singles: denying space to opponent and reducing time, varying the speed of play, pressurising the opposition, knowing positions and movement about court, attacking shots, holding T-position in singles, showing concentration, maintaining control and restraint, balance and mobility.

How to apply different systems/formations of play in different situations; e.g. in serving and receiving serve in singles, to keep the opposition guessing.

How to apply other plays/tactics. These might include disguising serves and shots, varying speed and switching positions in singles to outwit opponents. Variation of shots to move opponent about the court. When he/she is out of position play attacking shot, drops, boasts, drives etc. to win the point.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.17 Rounders

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|-------------------------|--|
| Batting | <p>Grip/stance/back lift.</p> <p>Ability to strike the ball showing the correct preparation in terms of footwork, body position and smooth bat striking movement with a great deal of consistency and accuracy.</p> <p>Ability to direct the ball in the strike in different directions within the forward area.</p> |
| Running round the track | <p>Be able to follow the correct track when going round the posts and touching them.</p> |
| Bowling | <p>Be able to demonstrate a measured smooth approach to bowl from the bowling square, delivery action and follow through with a good degree of consistency.</p> <p>Action should show smooth pendulum delivery to the batsman.</p> <p>Be able to bowl at the correct height, speed and to the correct side of the facing batsman.</p> <p>Be able to show the correct line and length.</p> <p>Demonstration of grip/action for off-spin/leg spin.</p> <p>Emphasis in all cases on accuracy and consistency.</p> |
| Fielding | <p>Be able to catch a ball using various methods appropriate to the flight of the ball (i.e. overhead, below shoulder height). Be able to throw overarm/underarm with accuracy and consistency.</p> <p>Demonstrate the use of a long barrier stop and chase pick up and return techniques, and be able to retrieve overthrown balls.</p> <p>Be able to adopt the correct stance/position when receiving a ball if fielding at a post.</p> |
| Back stop | <p>Demonstrate confidence, consistency in technique when facing bowlers with different techniques.</p> <p>Show good positional sense in receiving throws and backing up.</p> |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in games.

How to apply tactics and principles of play in different defensive and attacking situations.

Individual and team skills. These will include batting, bowling and fielding. All the skills to be performed with a great deal of accuracy and consistency (and where appropriate) power.

Principles of attack. Be able to set field placing for a particular bowling attack, whether right or left handed batsmen.

Principles of defence. Be able to defend against a particular batting strength.

Types of defence: understand the effects of pitch condition on batting and bowling, in particular the selection of a bowling attack.

How to apply different systems/formations of play in different situations.

How to apply other ploys/tactics. These might include switching positions (field placings) to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game, which can be found in Section 1, part 1.1.

2.1.18 Rugby League

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|------------------------------------|---|
| Running with the ball | Holding the ball, balanced running, changing directions, swerving and side stepping. |
| Picking up a ball | Stationary/moving. Falling on the ball. |
| Passing | Two handed pass from the ground and when moving. Body/hand position. The importance of ball retention, pass selection, getting free. |
| Catching | Two handed reach for the ball from orthodox pass. Catch high balls with elbows together and arms and fingers form basket. |
| Playing the ball | Place the ball on the ground after a tackle and roll it backwards with sole of foot. |
| Tackling | Side, front and back tackles. |
| Try scoring | Running and placing the ball one or two handed. Diving to score. Exerting downward pressure on a rolling/stationary ball. |
| Position specific skills; Forwards | Specific skills should be considered for particular positions but all forwards need to show a thorough understanding of: Scrummaging – positions, general duties. Handling skills – close support skills, give and take a short pass. |
| Backs | Handling skills – hand off, swerve, dummy scissors. Kicking – drop kick, grubber kick, punt/chip, touch kick. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack: keep possession, make progression, create and use space, speed up play and support team mates. Attack-width, penetration, mobility, improvisation. Moves from scrum or set position; forward handling; alignment, speed of transfer, support. Moves by the backs; alignment, one to one marking, creating overlap, miss move and loop, switches, dummies, 'fast hands', moving ball wide, 'crash ball', tactical kicking after five tackles.

Principles of defence: deny space to opponents and reduce time, slow the play, pressurise the opposition and support team mates. Defence/delay, concentration, control and restraint, balance. Alignment in defence (flat), one to one marking.

How to apply different systems/formations of play in different situations; e.g. defending in depth, advantages and disadvantages of different systems.

How to apply set plays in attack and defence from dead ball situations, e.g. starts, re-starts, free kicks near to goal (direct and indirect). Positions as they vary in different parts of the field.

How to apply other plays/tactics. These might include overlapping play, diagonal running, cross-over plays, blind side running.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.19 Rugby Union

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|------------------------------------|--|
| Running with the ball | Holding the ball, balanced running, changing directions, swerving and side stepping. |
| Picking up a ball | Stationary/moving. Falling on the ball. |
| Passing | Two handed pass from the ground and when moving. Body/hand position. The importance of ball retention, pass selection, getting free. |
| Catching | Two handed reach for the ball from orthodox pass. Catch high balls with elbows together and arms and fingers form basket. |
| Tackling | Side, front and back tackles. |
| Try scoring | Running and placing the ball one or two handed. Diving to score. Exerting downward pressure on a rolling/stationary ball. |
| Position specific skills; Forwards | Specific skills should be considered for particular positions but all forwards need to show a thorough understanding of: Scrummaging – positions, general duties. Handling skills – close support skills, give and take a short pass. Line out play; shorten line, peels, ‘tidying up’. Rucking and mauling. Second phase play. |
| Backs | Handling skills – hand off, swerve, dummy scissors. Alignment in defence and attack, creating an overlap, basic moves to cross the gain line, looping, full back in the line, miss moves. Kicking – drop kick, grubber kick, punt/chip, touch kick. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack: keep possession, make progression, create and use space, speed up play and support team mates. Attack-width, penetration, mobility, improvisation. Moves from scrum, ruck, maul, line out or set position; forward handling; alignment, speed of transfer, support. Moves by the backs: alignment, one to one marking, creating overlap, miss move and loop, switches, dummies, 'fast hands', moving ball wide, 'crash ball', tactical kicking.

Principles of defence: deny space to opponents and reduce time, slow the play, pressurise the opposition and support team mates. Defence/delay, concentration, control and restraint, balance. Alignment in defence (flat), one to one marking.

How to apply different systems/formations of play in different situations; e.g. defending in depth, advantages and disadvantages of different systems.

How to apply set plays in attack and defence from dead ball situations, e.g. starts, re-starts, free kicks near to goal. Positions as they vary in different parts of the field.

How to apply other plays/tactics. These might include overlapping play, diagonal running, crossover plays, blind side running.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.20 Softball

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|-------------------------|--|
| Batting | <p>Grip/stance/back lift.</p> <p>Ability to strike the ball showing the correct preparation in terms of footwork, body position and smooth bat striking movement.</p> <p>Ability to direct the ball in the strike in different directions.</p> |
| Running round the bases | <p>Be able to follow the correct track when going round the bases. Calling instructions.</p> |
| Pitching | <p>Be able to demonstrate a measured smooth approach to pitch the ball underarm to the strike zone and follow through with a good degree of consistency. (The strike zone is an imaginary zone the width of the home plate, directly above it and between the knees and shoulders of the batter).</p> <p>Action should show smooth pendulum delivery to the batsman.</p> <p>Be able to bowl at the correct height, speed and to the correct side of the facing batsman.</p> <p>Be able to show the correct line and length.</p> <p>Demonstration of grip/action for off-spin/leg spin.</p> <p>Emphasis in all cases on accuracy and consistency.</p> |
| Fielding | <p>Be able to catch in the glove a ball using various methods appropriate to the flight of the ball (i.e. on the ground, overhead, below shoulder height). Be able to throw overarm/underarm with accuracy and consistency.</p> <p>Demonstrate the use of a long barrier stop and chase pick up and return techniques, and be able to retrieve overthrown balls.</p> <p>Be able to adopt the correct stance/position when receiving a ball if fielding at a base.</p> |
| Back stop | <p>Demonstrate confidence, consistency in technique when facing bowlers with different techniques.</p> <p>Show good positional sense in receiving throws and backing up.</p> |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in games.

How to apply tactics and principles of play in different defensive and attacking situations.

Individual and team skills. These will include batting, bowling and fielding. All the skills to be performed with a great deal of accuracy and consistency (and where appropriate) power.

Principles of attack. Be able to set field placing for a particular bowling attack, whether right or left handed batsmen.

Principles of defence. Be able to defend against a particular batting strength.

Types of defence; understand the effects of pitch condition on batting and bowling, in particular the selection of a bowling attack.

How to apply different systems/formations of play in different situations.

How to apply other ploys/tactics. These might include switching positions (field placings) to outwit opponents.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.21 Squash

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|------------------|---|
| Grip | The grip for the forehand and backhand should be the same. |
| Stance | Balance and a position of readiness to strike the ball are important. Having played a stroke the player must move in anticipation of playing the next stroke. |
| Preparation | This involves making judgements, for example, assessing the speed and direction of opponent's shot and deciding where your next stroke will be played. |
| Movement | Having decided where to move, footwork plays an important part in getting to the right position to play the ball. This will be followed by moving the body, arm and racket into the right position in order to strike the ball. |
| Hitting the ball | The action of hitting the ball will vary according to the type of shot to be made; whether it is fast, slow, angled, forehand or backhand. |
| Follow through | Having hit the ball the action is completed by continuing the racket movement, tracking the ball and recovering to a position of readiness in order to respond to the opponent's next stroke. |
| Stroke | The start can be forehand or backhand, driven or lobbed. The drive is the foundation strike of the game and the ball should ideally bounce for the second time near to the back wall and travel very close to the side wall. The volley is often needed to return or cut the ball off before it reaches the back of the court. The lob is a high, slow cross court or straight shot played to draw opponent forward or play a winner when he/she is at the back of the court. The lob is a high, slow cross court or straight shot played to the back of the court. The boast is a shot played off the nearest side wall and rebounds to the opposite corner of the front wall. This can be played as an attacking or defensive shot. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in a singles game.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack in singles: correct positioning, showing awareness of T-position, showing balance and movement around the court, making appropriate shot selection, attacking spaces on the court around opponent, varying the speed of play, varying the shots, changing the direction of attack to keep opponent guessing, attacking opponent's weak side, showing mobility and improvisation. Attacking with a boast played from in front of opponent. Attacking shots played at the front of the court, including drops, volley drops and volley boasts.

Principles of defence in singles: denying space to opponent and reducing time, varying the speed of play, pressurising the opposition, knowing positions and movement about court, attacking shots, holding T-position in singles, showing concentration, maintaining control and restraint, balance and mobility.

How to apply different systems/formations of play in different situations; e.g. in serving and receiving serve in singles, to keep the opposition guessing.

How to apply other ploys/tactics. These might include disguising serves and shots, varying speed and switching positions in singles to outwit opponents. Variation of shots to move opponent about the court. When he/she is out of position play attacking shot, drops, boasts, drives etc. to win the point.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.22 Table Tennis

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|-------------------------|---|
| The bat grip | The shakehands grip. The penhold grip. |
| The stance and footwork | Balance and a position of readiness to strike the ball are important. Having played a stroke the player must move in anticipation of playing the next stroke. Feet shoulder width apart, knees bent, crouch forward, square onto the table. |
| The strokes | <p>This involves making judgements, for example, assessing the speed and direction of opponent's shot and deciding where your next stroke will be played.</p> <p>The backhand push. Bat in the open angle, facing the direction of the push, feet shoulder width apart, avoid using wrist in early stages, move bat forward on a downward trajectory and stroke the back of the ball at the peak of the bounce.</p> <p>The forehand drive. Move to side-square position, left leg forward if right handed player. Bat is held in the slightly closed position, elbow at about 90 degrees, move bat forwards and upwards using shoulders, hitting through the back of the ball at the peak of the bounce. The bat should finish its follow through roughly in line with the player's nose. Upper body should rotate slightly from side-to-square position to finish the stroke.</p> <p>Backhand drive. Stance square and facing the area of the table in which you wish the ball to land. Shot is played over the ball with a slightly closed bat angle.</p> <p>Forward push. Stance as for forehand drive, open bat, make contact with the ball at the peak of the bounce and follow through.</p> |
| The service | <p>The two bounce serve. The basic serve where the aim is to bounce the ball on opponent's side of the table midway between the net and the base line.</p> <p>High toss serve. Used to use the accelerating, descending ball and convert its speed into spin. Also used as a distracting and psychologically threatening technique and to conceal the contact point.</p> <p>Forehand spin. Brushing the side of the ball to impart spin, causing the ball to curve in the air.</p> <p>Backhand side spin. Used as a variation to confuse opponent.</p> <p>Long serve. Ball struck just above the table height, bounce needs to be nearer to baseline, causes the ball to bounce deep in opponent's half of the table.</p> <p>It needs to be performed fast.</p> |

| | |
|-------------------|---|
| Receiving service | Watch the bat not the ball. Aim should be to cancel out any advantage server might have. Balanced stance, on toes, positioned so that you can cover two thirds of the table with forehand and the rest with the backhand. |
| Producing spin | <p>Caused by brushing the bat along the ball. Top spin causes the ball to dip, forces opponent to produce strokes which either miss the table, are high and which can be killed.</p> <p>Forehand top spin. Source of power is the legs, rotate the waist, use of shoulders and closing of the angle at the elbow. Can be slow or fast.</p> <p>Backhand top spin. Bring bat upward from knees.</p> <p>Chopping and backspin. Bat is brushed down the back of the ball just after peak of the bounce and at about table height. Stance should be square to the line of play.</p> <p>Lobbing. Aim to play ball high with lots of top spin to land on opponent's base line.</p> |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in a singles game.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack in singles: correct positioning, showing awareness of T-position, showing balance and movement around the court, making appropriate shot selection, attacking opponent's weak side, varying the speed of play, varying the shots, changing the direction of attack to keep opponent guessing, showing mobility and improvisation. Attacking shots played at the front of the table, particularly rising balls.

Principles of defence in singles: denying space to opponent and reducing time, varying the speed of play, pressurising the opposition, knowing positions and movement about court, attacking shots, holding position in singles, showing concentration, maintaining control and restraint, balance and mobility.

How to apply different systems/formations of play in different situations; e.g. in serving and receiving serve in singles, to keep the opposition guessing.

How to apply other ploys/tactics. These might include disguising serves and shots, varying speed and switching positions in singles to outwit opponents. Variation of shots to move opponent about the table. When he/she is out of position play attacking shot to win the point.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.23 Tennis

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|-------------------------|--|
| The stance and footwork | Balance and a position of readiness to strike the ball are important. Having played a stroke the player must move in anticipation of playing the next stroke. Feet shoulder width apart, knees bent, crouch forward, square onto the court. |
| Ground strokes | <p>The grips, western, continental, eastern.</p> <p>Forehand, swinging, lifting action, knee height/waist height, arms length, preparation, follow through.</p> <p>Backhand, balanced side onto court position, racket head back, swing racket head through, follow through.</p> <p>Topspin, low and high, brushing action.</p> <p>Backspin, low and high, chopping action.</p> |
| Volleys | Volleys, position of feet, punching/blocking action, little back swing and follow through, contact in front, preparation, throwing action, sideways on. |
| Service | <p>Flat serve. Topspin, slice, grips.</p> <p>Placement of ball for each type of service.</p> <p>Racket preparation, 'backscratcher' position, throwing action, follow through.</p> |
| Receiving service | Watch the racket not the ball. Aim should be to cancel out any advantage server might have. Balanced stance, on toes, positioned so that you can cover 2/3 of the service area with forehand and the rest with the backhand. |
| Producing spin | <p>Caused by brushing the racket along the ball in an upward or downward action. Topspin causes the ball to dip, forces opponent to produce strokes which either miss the target area, are high and which can be volleyed.</p> <p>Forehand top spin. Source of power is the legs, rotate the waist, use of shoulders. Can be slow or fast.</p> <p>Backhand top spin. Bring racket upward from knees.</p> <p>Chopping and backspin. Racket is brushed down the back of the ball just after peak of the bounce and at about chest height. Stance should be square to the line of play.</p> <p>Lobbing. Aim to play ball high with lots of topspin to land on opponent's base line.</p> |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in a singles game.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack in singles: correct positioning, showing awareness of court position, showing balance and movement around the court, making appropriate shot selection, attacking opponent's weak side, varying the speed of play, varying the shots, changing the direction of attack to keep opponent guessing, showing mobility and improvisation. Attacking shots played at the front of the court, particularly rising balls.

Principles of defence in singles: denying space to opponent and reducing time, varying the speed of play, pressurising the opposition, knowing positions and movement about court, attacking shots, holding position in singles, showing concentration, maintaining control and restraint, balance and mobility.

How to apply different systems/formations of play in different situations; e.g. in serving and receiving serve in singles, to keep the opposition guessing.

How to apply other ploys/tactics. These might include disguising serves, strokes and volleys, varying speed and switching positions in singles to outwit opponents. Variation of strokes to move opponent about the court. When he/she is out of position play attacking shot to win the point.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the game and safety regulations

Candidates should understand the role of rules and conventions in the game which can be found in Section 1, part 1.1.

2.1.24 Volleyball

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

| | |
|-------------------------|--|
| The stance and footwork | Balance and a position of readiness to volley or dig the ball are important. Having played a volley or dig the player must be prepared to move in anticipation of playing the next movement. Feet shoulder width apart, knees bent, crouch forward, square onto the court. |
| The volley | Two handed pass played above the forehead. Players must be ready, anticipate the flight of the ball, be balanced and facing the direction he/she wants to play the ball, have his body under the ball with knees bent and arms relaxed and ready to receive the ball. He/she should use 1-2 rhythm to play the ball, finishing by using whole body by extending knees, arms and hands. Practice volleying to partner (straight) and through the angles. |
| Forearm pass | The general term used to describe several similar but slightly different techniques: first pass, defensive dig, free ball pass. Player must observe flight, move quickly to interception point, ball well in front of the body and between waist and knees. Feet should be slightly further than shoulder width apart, knees bent, arms extended in front of the body, hips back. The ball is played on the forearms. The speed of the incoming ball will determine how it is played: if slow, player extend his/her knees and plays the ball with the whole body weight in the direction of the target. If medium paced, the player acts as a wall and allows the ball to bounce off the forearms. If very fast, the player absorbs some of the speed of the ball by moving the whole body backwards as the ball contacts the forearms. |
| The serve | Types of serve: underarm, overarm float, overarm top spin, round house jump. Placement of ball for each type of serve is important. Aim for accuracy and consistency. Progress from simple to more difficult serves. |
| The smash | The principal attack shot. It should be incorporated into the sequence: pass (dig), set, smash. Smashes should be across court or down the line. Also a quick set, hit a controlled off speed smash or tip the ball just over the net. |
| The block | First line of defence against a smash. Players should stand half a metre away from the net, feet apart, knees slightly bent with hands poised in front of shoulders, be balanced and ready to move to either side depending upon where the ball is set. Be prepared to move to where the ball will cross the net, bend knees to ninety degrees and extend arms forcefully to assist jumping. |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack in the game.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack: correct positioning, showing awareness of court position, showing balance and movement around the court, making appropriate shot selection, attacking opponent's weaknesses, varying the speed of play, varying the shots, changing the direction of attack to keep opponent guessing, showing mobility and improvisation. Attacking shots which are badly played at the front of the court. The ability of a setter to disguise the identity of the attacker to whom he/she will set the ball, set accurately and at different heights.

Principles of defence in the game: denying space to opponent and reducing time, varying the speed of play, pressurising the opposition, knowing positions and movement about court, attacking shots, holding position, showing concentration, maintaining control and restraint, balance and mobility. How to defend against a smash.

How to apply different systems/formations of play in different situations; e.g. in serving and receiving serve, to keep the opposition guessing. Understanding the basic positions in volleyball when receiving service.

How to apply other ploys/tactics. These might include disguising serves and volleys, varying speed and switching positions to outwit opponents. Variation of forearm passes to move opponent about the court. When he/she is out of position play, attacking shot to win the point. Understanding the rotational procedure and work as a team, in establishing a three touch routine.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.1.25 Water Polo

The skills identified below will be seen and assessed in the context of a variety of game situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of game situations:

Basic body positions Shooting/Passing from vertical position - slope or tilt position - (for right handed player – egg-beater leg kick with left leg under right shoulder working towards the bottom of the pool, right leg out to right, left hand in front supporting position, right hand free to receive or pass/shoot the ball.

Start/General position – shoulders and hips on the surface allowing the player to move quickly by jumping or swimming to defend or attack.

Ball control Catching the ball with the natural hand*¹ - basic shooting position, reach forward to take the ball early, rotate the shoulders to control the ball. Lifting the ball out of the water - 3 methods*² - hand under the ball, hand on top and start with hand on top and roll hand round the ball to pick up underneath. Keeping the ball away from the opposition by a variety of means and positions – jump half turn, centre forward play, receiving and passing under pressure.

*¹ Though players should be encouraged to use both hands, very few players at schoolboy level will be able to demonstrate this skill in a game situation.

*² Though there are three methods for picking up the ball, players at this level should be encouraged to pick the ball up from underneath – less chance of losing control or committing a ball under foul.

Passing Passing the ball with either hand over short distances accurately, passing the ball over a variety of distances with the natural hand whilst stationary, passing the ball from the water whilst moving and static. Treading water to observe the best passing or shooting options. The importance of ball retention, pass selection, weighting the pass correctly, passing to hand and to the water, getting in a position to receive the ball, movement.

Dribbling Dribbling the ball, controlling the ball with arms and head (hands should not touch the ball, unless to pick up or pass it from the water). Varying the speed of dribble, changing direction, feinting and dribbling, dribbling to beat an opponent by driving in front of them.

Swimming skills Swimming front crawl with head down and head up. Swimming back crawl. Changing from front crawl to back crawl and vice versa at speed. Changing direction to create space. Treading water using eggbeater and other methods. Only passing the ball when eye contact has been established.

| | |
|----------------|---|
| Shooting | <p>Long range shooting with natural hand*¹, feinting and shooting, penalty shooting. Centre forward play including sling shots, backhand shots, turning the defender and shooting. Shots from the water (push, bat and screw), shots from a drive including a rear back shot. Being aware of the 35 seconds rule when in possession.</p> <p>*¹ Long range shooting with either hand is beyond the scope of most schoolboys, close range shooting requires quick hands and players should be encouraged to use either hand.</p> |
| Movement | <p>Jumping – forward, sideways, back, and vertically. Sideways movement both to the left and to the right. Walking with the ball e.g. at the end of a counter attack. Overreach to intercept the ball.</p> |
| Defending | <p>Marking opponents using pressing techniques, stopping the ball-side drive and jumping to steal or intercept. Role of the defender in a zone - blocking, movement in the zone and stealing the ball. Defending the centre forward from behind and in front.</p> |
| Counter Attack | <p>Various attacking options depending on the number of attackers and defenders. Boys/girls at GCSE level should be able to develop the following attacks 1:0, 2:1 and for the better players 3:2. In all attacking situations the player with the ball should be looking to walk in to attack the post – the shooting options should be lob to far post, hard shot near post and if goalkeeper is flat on his/her goal line a hard shot to the far post. If other players are available then a pass is another option.</p> |
| Goalkeeping | <p>Saving in a variety of ways from various distances, heights and variety of shots. Treading water in various different ways depending on the distance the ball is away from goal. Know when to move forward to narrow the angle, jump forward to steal the ball and general movement around the goal. Organising the defence - the goalkeeper is the boss! Distributing the ball - a very important role for the goalkeeper as they initiate the counter attack.</p> <p>*¹ Most saves in water polo are reflex. The goalkeeper seldom has time to catch the ball and generally parries the ball with their arms. The goal keeping skills are different if polo is played in a shallow pool, they then become more akin to a football keeper.</p> |

Select and apply advanced tactics, strategies and team skills

Candidates should perform in the game situation and show an understanding of:

Positions and roles in defence and attack.

How to apply tactics and principles of play in different defensive and attacking situations.

Principles of attack: keep possession, make progression, create and use space, speed up play and support team mates. Attack-width and depth, penetration, mobility, improvisation.

Principles of defence: deny space to opponents and reduce time, slow the play, pressurise the opposition and support team mates. Defence/delay, concentration, control and restraint, balance.

How to apply different systems/formations of play in different situations; e.g. full pool press, half pool press or various types of zone in defence; 4:2 or 3:3 formation in man-extra and (major foul) situations; centre forward and arc, two centre forwards or rotational play in set-play attack. Understand the advantages and disadvantages of the different systems.

How to apply set plays in attack and defence from dead ball situations, e.g. starts, re-starts, from ordinary and major foul situations and time-outs. Positions and responsibilities as they vary in different parts of the pool. Everyone attacks, everyone defends. Free throws and penalty throws.

How to apply other plays/tactics. These might include picks, screens, blocks, diagonal swim to beat a zone and cross-over plays in attack; high-marking, pressing in the lanes and switching in defence.

How to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the game

Candidates should be able to adopt a variety of roles in the game. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the game, which can be found in Section 1, part 1.1.

2.1.26 Example of Applied Conditions in a Game Activity

Candidates are required, as part of their assessment, to perform effectively under applied conditions. The following are examples of tasks which could be used for this purpose in a game activity.

Game Activity (Example) Basketball

Task 1

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills in a game situation

1. To demonstrate in attack the ability to control the ball, pass and move into space, whilst trying to retain possession within the group, in an attacking role.
2. To draw defenders in order to create space for colleagues to exploit.
3. To exploit defenders' weaknesses through individual skills such as feint and drive, dummy passing and team skills such as setting up post play.
4. To demonstrate in defence a particular type of team defence.

Rules

Three v three, (1 referee).

The game can be played as a full court game or as half court game.

In a half court game attackers start in possession and try to make six passes without losing possession after which time they attempt to score. If the defending team wins possession the game stops and is restarted with the attacking team once again in possession at the half way line. After six attempts, the roles of both teams change. The team scoring the most baskets in six attempts is judged to be the winner.

In a full court game the game is played under normal rules in a full size game.

Extensions and variations

Vary the number of passes and/or type of pass.

Score with particular hand or particular way.

Nominate a particular player to score.

Vary the number of players on either team.

Task 2

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills in a game situation

1. To demonstrate successful and effective attacking strategies including selection and application of skills related to keeping possession and scoring.
2. To demonstrate appropriate defensive strategies.

Rules

Three v three, four v four or five v five (1 referee).

The game is played on half a basketball court under normal basketball rules.

The game lasts for three to four minutes, during which time the attacking team must score as many baskets as possible.

The game starts with the attacking team in possession at the half way line.

After each basket, infringement or interception, the ball is handed back to the attacking team at the half way line.

Points:

One point for a basket from outside a marked area.

Two points for scoring in a particular way or from a particular position.

Minus one point for losing possession.

Extensions and variations

Must attempt to score after four passes.

Two nominated players to defend particular area.

Nominate the type of basket to be scored.

Bonus point if a team manages to score inside a particular area in a set time.

Bonus point for scoring within a set number of passes.

2.1.27 Games Activity Area Criteria

| Marks | Description |
|---------|---|
| 0 - 5 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to use a small range of techniques with some accuracy in an uneven sided game where there is more space; the ability to show set responses in games played, varying them only occasionally; the ability to carry out practices and ideas given to them by others in order to help to improve their play; a willingness to co-operate with others and participate in the activity in specific roles in which they are comfortable; some understanding of the role of rules and conventions of the game. |
| 6 - 10 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to use a small range of specific techniques in the game, showing some precision when they have time and space; to play in a supporting role in planned starts and re-starts, and contribute to group planning; warm up and cool down safely by drawing on ideas given to them; the ability to plan with others and support them in organising small tournaments and leading short practices; a basic understanding of the role of rules and conventions of the game. |
| 11 - 15 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to play games selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision; the ability to apply the principles of attack and defence, recognising patterns of play and say how they need to be adapted to increase the chances of success; the ability to plan and lead short sessions with others showing a sound understanding of what is needed in the game to be played; the ability to carry out specific roles in a team effectively and show how to warm up and cool down effectively using own ideas; a sound understanding of the role of rules and conventions of the game. |
| 16 - 20 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to select a wide range of more advanced techniques applying them efficiently and effectively in games played with speed and precision; the ability to plan, implement and adapt tactics, form simple game plans in a range of situations and games, and make a significant contribution to team effectiveness in a variety of roles; the ability to lead others in setting up practices and adjusting tactics to improve the quality of play and show a good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly; the ability to be involved in specific roles within the game, assess performances and take decisions to improve performance; a detailed understanding of the role of rules and conventions of the game. |
| 21 - 25 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to consistently distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality; the ability to make a major contribution to team play in competitive games playing in various positions, demonstrating a range of advanced skills and techniques/tactics and adapt game plans as games develop and situations change; the ability to read the game well and make good decisions to affect it, to evaluate the quality of their own and others' individual and team play and prioritise action which leads to improvement; the ability to take a number of roles in a team and show some sound planning and leadership skills; a thorough understanding of the role of rules and conventions of the game. |

2.2 GYMNASTICS ACTIVITIES

Through the teaching of the practical activities candidates should be taught;

- to develop and apply increasing advanced techniques in specific gymnastic forms with precision and accuracy; to compose sequences to set criteria in specific gymnastic activities, and then to develop the quality of the sequences using more advanced compositional concepts and principles;
- the relationship of fitness to specific forms of gymnastic activity, and then to design and implement fitness and activity programmes understanding the value of gymnastic activity to personal and social fitness, health and well-being;
- to decide on the roles they take in gymnastic activities and how to be involved with them, and then to analyse and evaluate performances within specific forms of gymnastic activity, identify priorities, and take decisions which improve them;
- the role of rules and conventions in the activity.

Candidates should be taught advanced skills and techniques, tactics and teams skills and rules and regulations of their chosen activity.

2.2.1 Educational Gymnastics

The skills identified below will be seen and assessed in the context of a variety of activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of activity situations:

Body movement skills

| | |
|---------------------------------|--|
| Steps | Springs, hops on different equipment, including bars, benches and boxes. |
| Jumps/Leaps | One or two feet take-off or landing, different body and leg shapes e.g. split leap, stag leap, side leap, turning jump. Jumps/leaps off different apparatus. |
| Pivots | Turns on feet, knees, seat, spin turn on toes of one foot with different body/leg shape. |
| Balances | On different body parts with different body shapes, balance on different equipment and apparatus. Balances such as headstand, straddle position. |
| Swinging movements | Using ropes to show shapes and flowing movements, involving other equipment and apparatus. |
| Bending movements | Back or side bend of body whilst on feet, knees or stomach, or on one foot or one knee. |
| Rolls & Splits | Forward, backward, sideways roll, log roll, roll over one shoulder. Diving rolls, tucked and open rolls. Rolls into other movement showing linkage e.g. handstand forward roll, backward roll through handstand. |
| Rotational movements using arms | Forward walk over, cartwheel, handspring, head spring, arab spring, flick flack, fly spring. |
| Apparatus skills | Simple vaults on and off a variety of equipment. Movements might include through vault, astride vault, side vault, neck spring, short arm overswing, long arm overswing. Movements involving linkage with other movements. |

For gymnastics sequence work, any body movement skill may be combined with an apparatus skill (e.g. movements over a vaulting box) thus allowing infinite possibilities and room for creativity both within each skill and within linking movements and sequence construction.

Select and apply advanced skills and compositional ideas

Candidates should perform in the activity situation and show an understanding of:

Two sequences which combine movement skills with apparatus skills.

Movements which they have planned and created themselves. These may be part of an individual or group sequence of movements.

Creating floor movements which require co-ordination and control, and should be performed with confidence, poise and elegance. Movements should show lightness of footwork, extension of ankles and feet, jumps and leaps which show elevation and extension. Alternatively, candidates may choose a sequence of vaulting movements which should be assessed in terms of approach, take-off, flight on, position/control in flight, flight off and landing or a combination of floor and vaulting movements.

The planning process; to make sure that suitable body and apparatus skills are linked together and that the linked movements from one to another are logical and smooth.

Sequences showing a variety in both dynamic and spatial elements, continuity in linking and performance, and if performed to music should interpret the rhythm and quality of the music. The sequence should cover as much floor space as possible, either on a wooden floor or with use of mats if desired. Music, if used, should be non-vocal. Performances should be between two minutes and three minutes long.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.2.2 Figure Skating

The skills identified below will be seen and assessed in the context of a variety of activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of activity situations:

Movement skills

| | |
|-------------------------------|---|
| Getting onto the ice | Walking steps, forward skating, backward skating, forward and backward stops. |
| Curves | Curves using outside and inside edges forward and backward. Forward and backward crossovers. |
| Gliding, sculling and turning | One foot gliding forwards and backwards. Forwards and backwards sculling. Two foot turn. |
| Steps | Step from forwards to backwards and backwards to forwards. |
| Intricate movements | Two foot spin. Spirals. Outside and inside three turns. Mohawks. Open and closed chasses. Forward outside double threes. Forward change of edge. Tea pot. Three jump. |

For figure skating sequence work a wide range of skills should be combined, thus allowing infinite possibilities and room for creativity both within each skill and within linking movements and sequence construction.

Select and apply advanced skills and compositional ideas

Candidates should perform in the activity situation and show an understanding of:

Two sequences which combine a wide range of movement skills.

Movements which they have planned and created themselves.

Creating movements which require co-ordination and control, and should be performed with confidence, poise and elegance. Movements should show a series of at least four inside edges, alternating feet. Skaters should demonstrate knowledge of the correct strike and each curve should last for at least the height of the skater. Mohawks must be performed on the left and right foot with entry and exit edges of approximately the same length. The sequence should include a minimum of three forward crossovers, followed by a three turn or Mohawk and a series of at least three back crossovers. Other movements should show inside edge curves on each foot with the correct strike, with minimal toe-pushing, correct carriage, arm and shoulder positions.

The planning process to make sure that suitable skating skills are linked together and that the linked movements from one to another are logical and smooth.

Sequences showing a variety in both dynamic and spatial elements, continuity in linking and performance, and when performed to music should interpret the rhythm and quality of the music. The sequence should cover as much ice space as possible. Music should be non-vocal. Performances should be between two minutes and three minutes long.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.2.3 Rhythmic Gymnastics

The skills identified below will be seen and assessed in the context of a variety of activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of activity situations:

Body movement skills

| | |
|----------------|---|
| Steps | Springs, hops, chasse steps, polkas, pas de bas steps, and dance step patterns. |
| Jumps/Leaps | One or two feet take-off or landing, different body and leg shapes e.g. split leap, stag leap, side leap, turning jump. |
| Pivots | Turns on feet, knees, seat, spin turn on toes of one foot with different body/leg shape. |
| Balances | On different body parts with different body shapes, balance on one foot and rise onto toes holding for 2 seconds. |
| Waves | Body wave or ripple movement through body, forward, backward or sideways, on feet, knees or stomach. |
| Bends | Back or side bend of body whilst on feet, knees or stomach, or on one foot or one knee. |
| Rolls & Splits | Forward, backward, sideways roll, log roll, roll over one shoulder. Passing through front or side splits (not held position) - can be linked with roll in or out. |

Apparatus skills

| Hoops | Rope | Ball | Ribbon |
|----------|----------|----------|------------|
| Skipping | Skipping | Bouncing | Snaking |
| Swinging | Swinging | Swinging | Swinging |
| Throwing | Throwing | Throwing | Throwing |
| Trapping | Rolling | Rolling | Spiralling |
| Ball | Rotating | | |

For rhythmic gymnastics sequence work, any Body Movement skill may be combined with an Apparatus skill, thus allowing infinite possibilities and room for creativity both within each skill and within linking movements and sequence construction.

Select and apply advanced skills and compositional ideas

Candidates should perform in the activity situation and show an understanding of:

Two sequences which combine movement skills with apparatus skills.

Movements which they have planned and created themselves.

Creating movements which require co-ordination and control, and should be performed with confidence, poise and elegance. Movements should show lightness of footwork, extension of ankles and feet, jumps and leaps which show elevation and extension.

The planning process to make sure that suitable body and apparatus skills are linked together and that the linked movements from one to another are logical and smooth.

Sequences showing a variety in both dynamic and spatial elements, continuity in linking and performance, and when performed to music should interpret the rhythm and quality of the music. The sequence should cover as much floor space as possible, either on a wooden floor or with use of mats if desired. Music should be non-vocal. Performances should last between two to three minutes.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.2.4 Trampolining

The skills identified below will be seen and assessed in the context of a variety of activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of activity situations:

Movement skills

| | |
|---|---|
| Jumps | Straight jumping and stopping, tuck jump, pike jump, straddle jump, seat drop. |
| Drops and Jumps | Half twist jump, full twist jump, front drop. |
| Drops and Twists | Seat drop half twist to feet, half twist to feet, half twist to seat drop, swivel hips, front drop to seat drop, back drop. |
| Turn overs and more complicated movements | Hands and knees forward turn over to back drop, back drop half twist to feet, half twist to back drop, front drop half twist to feet, half twist to front drop, seat drop to front drop, half twist to back drop half twist to feet, half twist to front drop half twist to feet, back drop to front drop, front drop piked, front drop to back drop. |
| Rotational movements | Font somersault (tucked), back somersault (tucked), front somersault (piked), barani (straight legs), back somersault (straight). |

For trampolining sequence work, any Movement skill should be selected from the above list and combined into a well rehearsed sequence of movements. By combining the skill movements this allows infinite possibilities and room for creativity both within each skill and within linking movements and sequence construction.

The following list of sequences are suggested for the more able candidates:

Routine 1

1. Full twist jump
2. Straddle jump
3. Seat drop
4. Half twist to seat drop
5. Half twist to feet
6. Pike jump
7. Back drop
8. Half twist to feet
9. Tuck jump
10. Front somersault (tucked)

Routine 2 (for very able candidates)

1. Back somersault (tucked or straight)
2. Straddle jump
3. Seat drop
4. Half twist to seat drop
5. Half twist to feet
6. Pike jump
7. Back drop
8. Half twist to feet
9. Tuck jump
10. Front somersault (tucked)

Candidates of a lesser ability will plan and perform sequences with easier movements.

Select and apply advanced skills and compositional ideas

Candidates should perform in the activity situation and show an understanding of:

Two sequences which combine a range of movement skills.

Sequences of movements which they have planned and created themselves.

Creating movements which require co-ordination and control, and should be performed with confidence, poise and elegance. Movements should show clear phasing: namely a clearly defined period of; take off, flight showing shape, acceleration and deceleration or somersault or twist, preparation for control of landing – control, no travel or gain on the bed away from the centre cross. Body positioning should show definite extension of ankles and knee joints, and clear tucked positions.

The planning process to make sure that suitable body movements skills are linked together and that the linked movements from one to another are logical and smooth.

Sequences showing a variety of linked movements, including higher order movements, with good height and very good control. The sequences should show at least ten bounce routines. Routines should be written down and rehearsed.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.2.5 Example of Applied Conditions in a Gymnastic Activity

Candidates are required, as part of their assessment, to perform effectively under applied conditions. The following are examples of tasks which could be used for this purpose in a gymnastic activity.

Gymnastic Activity (Example) Educational Gymnastics

Task 1

Purpose

Selecting and applying advanced skills and compositional ideas

1. To demonstrate the ability to perform a combination of movement skills and apparatus skill.
2. To plan and create movements which are part of an individual or group sequence of movements.
3. To create floor movements which require co-ordination and control.
4. To plan a sequence of movements which show a variety in both dynamic and spatial elements, continuity in linking and performance.

Rules

The sequence of gymnastics movements can be performed using any of the traditional gymnastics apparatus.

Each sequence of movements should be planned to last normally between 2 minutes 30 seconds and 3 minutes. However, this can be extended if the candidate so wishes.

Planning should include the provision of any support for candidates. This should be put in place before the sequence of movements begins.

Extensions and variations

Candidates can be asked to limit their sequence to only part of the routine.

Candidates can be asked to demonstrate specific movements which they are familiar with.

Candidates can incorporate other candidates in the movement sequence.

Task 2

Purpose

Selecting and applying advanced skills and compositional ideas

1. To demonstrate with a partner the ability to perform a combination of movement skills and apparatus skill on and over a wide range of gymnastic apparatus.
2. To plan, with a partner, a sequence of movements which show co-ordination, balance and control.
3. To demonstrate good use of the range of equipment available.

Rules

The gymnastic equipment should be set out to maximise candidates' gymnastic ability.

The sequence of movements should last between two and a half to three minutes. However, candidates may choose to demonstrate their sequences of movements over longer periods of time if they so wish.

Planning should include the provision of any support for candidates. This should be put in place before the sequence of movements begins.

Extensions and variations

Candidates can be asked to limit their sequence to only part of the routine.

Candidates can be asked to demonstrate specific movements which they are familiar with.

Candidates can incorporate other candidates in the movement sequence.

2.2.6 Gymnastic Activity Area Criteria

| Marks | Description |
|---------|--|
| 0 - 5 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform a number of skills, actions and agilities on the floor and use apparatus with reasonable control; the ability to compose and remember whole sequences performing them in separate parts, and move into and out of individual actions with control putting these into order within a sequence; the ability to carry out practices and ideas given to them by others in order to help them to improve their performance; the ability to work with others on exercises to help their strength and suppleness with guidance identifying the main focus of most; some understanding of the role of rules and conventions of the activity. |
| 6 - 10 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform a small range of easier actions and agilities from a specific gymnastic style and work with others to perform them safely and with some control; the ability to combine a number of actions into a sequence with some help and guidance and they will make use of a small number of compositional ideas to produce some variation in level and direction in their work; a clear understanding of how to develop, progress and improve their own and others' work, taking the initiative to put ideas into practice; the ability to carry out warm up and cool down activities with support and direction performing exercises safely; a basic understanding of the role of rules and conventions of the activity. |
| 11 - 15 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform a range of skills, actions and agilities in specific gymnastic style and perform them individually, in pairs or in groups (where appropriate) with body tension, extension and control; actions which are linked smoothly and cohesively and are incorporated into sequences that flow and are based on the selection and use of compositional ideas that meet given criteria; a clear understanding about how to develop, progress and improve their own and others' work taking the initiative to put ideas into practice; the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes; a sound understanding of the role of rules and conventions of the activity. |
| 16 - 20 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform a wide range of higher order actions and agilities separately and in combination. They will show flair in their performance and will link series of actions fluently into cohesive and carefully designed sequences; the ability to plan, implement and adapt their work to meet new demands, criteria and themes, showing a good awareness of performance to an audience; the ability to work effectively with others adapting ideas and actions to incorporate the level of skill that others have, and make clear and accurate judgements of the quality of their own and others' work, prioritising and taking action to develop, refine and improve it; the ability to prepare thoroughly for activity and to take into account the needs of conditioning and skills work including the need for warm up and cool down routines; a detailed understanding of the role of rules and conventions of the activity. |
| 21 - 25 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to distinguish compose and apply advanced skills, techniques and ideas consistently, showing high standards of precision, control, fluency and originality; the ability to take the initiative and lead with groups to devise, implement and adapt a preparation programme for themselves and others leading to performance in a display or competition; the ability to develop and refine more advanced agilities, skills and actions through a carefully planned programme incorporating body conditioning and compositional development. They will perform a wide range of advanced skills, selecting from them well to suit the needs of the event and the audience. Performances will have a high level of control and flair; the ability to take a number of roles in a group and show some planning and leadership skills; a thorough understanding of the role of rules and conventions of the activity. |

2.3 DANCE ACTIVITIES

Through the teaching of the practical activities candidates should be taught;

- to develop and apply more advanced techniques in performance accurately and expressively in increasingly complex dances;
- to compose dances from different social and cultural contexts that successfully communicate artistic intention, and then develop their compositions using more advanced choreographic concepts and principles;
- to understand the relationship of fitness to choreography and performance in specific forms of dance, and then to design and implement technical and activity programmes understanding the value of different forms of dance activity to personal and social fitness, health and well-being;
- to decide on the roles they take in dance and how to be involved in it, and then to analyse and interpret dances recognising aspects of production, style and cultural and historical contexts, identify priorities and take decisions which improve them;
- the role of rules and conventions of the dance.

2.3.1 Educational Dance

The skills identified below will be seen and assessed in the context of a variety of dance situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of dance situations:

| | |
|--------------------|---|
| Principles | Posture/placement, alignment, co-ordination, balance, control and mobility. |
| The body | The use of different parts of the body in isolation and combination. |
| Dynamics | Speed, energy, continuity, rhythm. |
| Spatial | Shaping and projecting the body. |
| Dance combination | Exploring a range of dance ideas, styles and accompaniments. |
| Dance appreciation | Appreciating the meaning and significance of different types of dance. |

Select and apply advanced skills and compositional ideas

Candidates should perform in dance and show an understanding of:

The technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between two and a half to three minutes.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps), ideational (stories, poetry).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.3.2 Folk Dance

The skills identified below will be seen and assessed in the context of a variety of dance situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of dance situations:

| | |
|--------------------|---|
| The principles | Posture/placement, alignment, co-ordination, balance, control and mobility. |
| The body | The use of different parts of the body in isolation and combination. |
| Dynamics | Speed, energy, continuity, rhythm. |
| Spatial | Shaping and projecting the body. |
| Dance combination | Exploring a range of dance ideas, styles and accompaniments. |
| Dance appreciation | Appreciating the meaning and significance of different types of dance. |

Select and apply advanced skills and compositional ideas

Candidates should perform in Folk Dance and show an understanding of:

Types of folk dances, including English, Irish and Scottish folk dancing. These might include the English Maypole Dance, the Morris Dance, the Irish and Scottish reel and sword dances which may be performed individually or as a member of a group. Other ethnic dances may also be used.

The types of music to which a candidate is dancing should be commensurate with the type of dance.

The technical and expressive nature of folk dance skills through the performance of short and complete dances. The length of the dances should be between two and a half to three minutes.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps), ideational (stories, poetry).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

How to evaluate the quality of their own and others' individual and group performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.3.3 Historical Dance

The skills identified below will be seen and assessed in the context of a variety of dance situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of dance situations:

| | |
|--------------------|---|
| The principles | Posture/placement, alignment, co-ordination, balance, control and mobility. |
| The body | The use of different parts of the body in isolation and combination. |
| Dynamics | Speed, energy, continuity, rhythm. |
| Spatial | Shaping and projecting the body. |
| Dance combination | Exploring a range of dance ideas, styles and accompaniments. |
| Dance appreciation | Appreciating the meaning and significance of different types of dance. |

Select and apply advanced skills and compositional ideas

Candidates should perform in Dance and show an understanding of:

Types of Historical dances, including English, Irish and Scottish Country dancing. These might include the Irish jig, the Scottish reel and sword dances which may be performed individually or as a member of a group. Other ethnic dances, such as Indian or Greek, for example, may also be used.

The types of music to which a candidate is dancing should be commensurate with the type of dance.

The technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between two and a half to three minutes, but will largely be determined by the length of the music.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps), ideational (stories, poetry).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, dancers, set, costume, accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

How to evaluate the quality of their own and others' individual and group performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.3.4 Theatrical Dance

The skills identified below will be seen and assessed in the context of a variety of dance situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of dance situations:

| | |
|--------------------|---|
| The principles | Posture/placement, alignment, co-ordination, balance, control and mobility. |
| The body | The use of different parts of the body in isolation and combination. |
| Dynamics | Speed, energy, continuity, rhythm. |
| Spatial | Shaping and projecting the body. |
| Dance combination | Exploring a range of dance ideas, styles and accompaniments. |
| Dance appreciation | Appreciating the meaning and significance of different types of dance. |

Select and apply advanced skills and compositional ideas

Candidates should perform in Dance and show an understanding of:

Types of theatrical dances, including tap dancing, ballet, sequence dancing and other dances used on the stage. These might include Irish dancing, Scottish dancing which may be performed individually or as a member of a group.

The types of music to which a candidate is dancing. This might vary from a slow waltz, through a quickstep and foxtrot to a jazz or jive type music or an ethnic type music.

The technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between two and a half to three minutes. The length of the dance may be determined by the length of the piece of music.

Elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax logical sequence).

A range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps), ideational (stories, poetry).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dances and those of other choreographers.

Features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

How to evaluate the quality of their own and others' individual and group performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.3.5 Social Dance

The skills identified below will be seen and assessed in the context of a variety of dance situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of dance situations:

| | |
|--------------------|---|
| The principles | Posture/placement, alignment, co-ordination, balance, control and mobility. |
| The body | The use of different parts of the body in isolation and combination. |
| Dynamics | Speed, energy, continuity, rhythm. |
| Spatial | Shaping and projecting the body. |
| Dance combination | Exploring a range of dance ideas, styles and accompaniments. |
| Dance appreciation | Appreciating the meaning and significance of different types of dance. |

Select and apply advanced skills and compositional ideas

Candidates should perform in dance and show an understanding of:

Types of social dances, including modern ballroom dancing and sequence dancing.

The types of music to which a candidate is dancing. This might vary from a slow waltz, through a quickstep and foxtrot to a jazz or jive type dance.

The technical and expressive nature of dance skills through the performance of short and complete dances. The length of the dances should be between 2 minutes 30 seconds and 3 minutes or the duration of a piece of music.

Elements of dance composition; the hold, the forward and backward walk, contrary body movements (forward and backward turns to the left and right) and selection of movement content; alignment (the relationship of the feet to the body, the relationship of the body to the ballroom, the pattern of a series of steps, or a movement to the ballroom).

A range of stimuli (normally music but this could be taped, gramophone or band).

Ways in which dance can be described, interpreted and evaluated. This would include both the candidate's own dance step variations and those of other choreographers.

Features of movement, dancers, set, costume accompaniment, the ways these inter-relate, structure and form of the dance, the use of choreographic devices (compositional skills).

How to evaluate the quality of their own and others' individual and group performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.3.6 Example of Applied Conditions in a Dance Activity

Candidates are required, as part of their assessment, to perform effectively under applied conditions. The following are examples of tasks which could be used for this purpose in a dance activity.

Dance Activity (Example) Educational Dance

Task 1

Purpose

Selecting and applying advanced skills and compositional ideas

1. To plan and demonstrate a short and complete individual dance showing the expressive nature of the movements. The dance should last between two and half to three minutes long.
2. To show the elements of dance composition; improvisation and selection of movement content; relationship and clarity of constituent parts (unit, proportion, balance); shaping of material into coherent form (motif, development, repetition, variation, contrast, climax logical sequence).
3. To use an appropriate stimulus for the type of dance composition.

Rules

The dance composition should ideally be choreographed by the candidate.

The dance composition may be ethnic in nature and the use of costumes and props is permissible.

Extensions and variations

Candidates may be asked to improvise movements in part of the dance.

Candidates may be asked to describe, interpret or evaluate the dance.

Task 2

Purpose

Selecting and applying advanced skills and compositional ideas

1. To demonstrate a short and complete group dance showing the expressive nature of the movements. The dance should last between two and a half to three minutes long.
2. Use a range of stimuli (music, words, percussion); visual (pictures, sculptures); tactile (fabric); kinaesthetic (based on movement itself, e.g. flight, jumps), ideational (stories, poetry).

Rules

The dance composition should be choreographed by the candidate.

The dance composition may be ethnic in nature and the use of costumes and props is permissible.

Extensions and variations

Candidates may be asked to dance to a composition which has been composed by another candidate.

Candidates may be asked to improvise movements in part of the dance.

Candidates may be asked to describe, interpret or evaluate the dance.

2.3.7 Dance Activity Area Criteria

| Marks | Description |
|---------|---|
| 0 - 5 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to use simple compositional principles with help and they also need support in devising and presenting dances. They find dance styles challenging to perform; the ability to attempt to use appropriate terminology to comment on their own and professional dance works and attempt to support their views; the ability to identify some strengths and weaknesses in their own compositions and performances, (and they need support when researching community dance opportunities); the ability to have some sense of what they need to do to warm up and cool down; some understanding of the role of rules and conventions of the dance. |
| 6 - 10 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> sound performance skills in a range of styles; the ability to use a variety of compositional principles to convey a range of dance ideas and work on their own and with others to devise, rehearse and present dances; the ability to describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention and reflect upon their own work and that of their peers to improve the quality of performance and compositions; the ability to plan and implement appropriate warming up and cooling down activities with support and direction, and perform exercises safely; a basic understanding of the role of rules and conventions of the dance. |
| 11 - 15 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform with technical competence and show sensitivity to the accompaniment and communicate the choreographic intention; the ability to employ a range of choreographic devices, structure dances into logical form and select material that has rhythmic, dynamic and spatial interest, demonstrate a sound knowledge of safe practice in dance and of movement principles underpinning specific dance techniques; the ability to critically analyse performance, choreography and aspects of production with some knowledge of social, historical and cultural contexts; the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes; a sound understanding of the role of rules and conventions of the dance. |
| 16 - 20 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to compose and perform a wide range of technical and expressive skill separately and in combination; the ability to compose dances that effectively combine physical, formal and expressive elements to communicate the ideas; the ability to work effectively with others in adapting ideas and actions to incorporate the level of skill that others have and make clear, accurate judgements of the quality of their own and others' work, prioritising and taking action to develop, define and improve it; the ability to plan and implement warming up and cooling down activity dance exercises that effectively take in the needs of conditioning; a detailed understanding of the role of rules and conventions of the dance. |
| 21 - 25 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to distinguish, compose and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality; the ability to show initiative and originality in composing dances and employ advanced choreographic principles and demonstrate a good understanding of choreographic form; the ability to develop and refine more advanced abilities, skills and actions through a carefully planned programme incorporating body conditioning and compositional development. They will perform a wide range of advanced skills, selecting from them well to suit the needs of the event and the audience. Performances will have a high level of control and flair; the ability to take a number of roles in a group and show some planning and leadership skills. a detailed understanding of the role of rules and conventions of dance. |

2.4 ATHLETICS ACTIVITIES

Through the teaching of the practical activities candidates should be taught:

- to develop and use increasingly advanced skills and techniques in specific events with increasing control and technical proficiency;
- to know the rules and requirements of competition for specific events and use appropriate tactics and strategies for them, and then to develop and adapt competitive strategies to meet the needs of specific situations;
- to understand the relationship of fitness to technique and strategy in athletic activities, and then to design and implement fitness and activity programmes understanding the value of specific events to personal and social fitness, health and well-being;
- to decide on the roles they take in athletic activities and how to be involved with them, and then to analyse and evaluate performances in specific events, identifying priorities, and take decisions to improve them;
- the role of rules and conventions of the activity.

Candidates should be taught the advanced skills and techniques, tactics and teams skills and rules and regulations of their chosen activity.

2.4.1 Cross Country Running

The skills identified below will be seen and assessed in the context of a variety of cross country running situations.

Developing and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of cross country running situations. Candidates should demonstrate the ability to follow the following routine and participate in cross-country races over three different distances.

Running Events and Procedures

| | |
|--------------------|--|
| Warm up | Stretching and mobility exercises for all the major muscle groups and tendons. Reasons for stretching before training and competition. |
| Mental preparation | Considering how the race is to be run and the tactics involved. Being in a positive frame of mind. Consideration of weather/ground conditions and the type and gradients on the course. |
| Running phases | <p>The start: the importance of a good start in order to establish a comfortable position in the leading group. Where to stand in order to gain an advantage from the start. Sprinting into the best position, taking into account the type of start, whether uphill, down hill or on the straight.</p> <p>Start: including stride pattern, cadence and conservation of energy.</p> <p>Establishing a running pattern in the race: length and cadence of stride, pace judgement, conserving energy, running from the front, racing tactics and finish.</p> <p>The finish: conserving energy for the finish, when to strike for the finishing line, judging the other competitors, the conditions and the other runners, 'packing' to achieve a good team position.</p> |
| Running style | <p>Including knee pick up, arm swing, rhythmic breathing, cadence. Stride length for different gradients (uphill – short strides, ball of foot contact, pumping action with arms, work rate, down hill – relax, lengthen stride, heel of foot contact, economy of movement).</p> <p>Trying to conserve energy at particular times in a race by relaxing without reducing effort. Pace judgement; knowing when to run fast and when to run not so fast.</p> <p>Training runs/methods to include interval training, fartlek training, resistance training, over distance training, range and variety of runs.</p> <p>Obstacles: how to negotiate steep slopes, turns, water courses, barriers. Use of appropriate footwear and clothing.</p> |
| Warm down | The process of enabling the body to return gradually to a more restful state. Avoidance of stiffness after a race by keeping limbs moving slowly. |

Select and apply advanced skills, tactics, strategies and team skills

Candidates should perform in three different events over different distances and show an understanding of:

How to prepare thoroughly, both mentally and physically, before each of the races and work at an optimal level. Girls should run distances of between 2 000m and 3 000m and boys should run distances of 3 500m to 4 500m over an undulating course.

How to prepare thoroughly for a race including; try to arrive before the race in order to warm up, learning/walking the course, last minute checks of numbers clothing and footwear, considering the best position to be in at the start.

Running a race according to a plan bearing in mind other team member's plans, and considering adjustments to the plan as the race continues.

The finishing procedure including; knowing where the finishing funnel and finishing straight are, effort over the last 200-400 metres, collecting finishing disc, reporting to team manager, scoring procedure.

How to employ any tactics (if appropriate) during the race. Tactics might include running at group speed in competition and races, team support in the race, running behind key runners, running behind others to avoid running into the wind, overtaking on steep gradients, packing at the finish.

The correct technique throughout each of the events. Times according to distances will show a high level of performance.

How to evaluate the quality of their own and others' performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.4.2 Track and Field Athletics

The skills identified below will be seen and assessed in the context of a variety of athletics situations.

Developing and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of athletics situations. Candidates should demonstrate three of the following. No more than two events from any group of running, jumping and throwing events.

Running Events

| | |
|----------|---|
| Sprints | 100 metres, 200 metres, 300 metres (Girls), 400 metres. Start, length and cadence of stride, pacing, running from the front, racing tactics and finish. |
| Distance | 800 metres, 1 500 metres, 3 000 metres. Start, length and cadence of stride, pacing, running from the front, racing tactics, maintaining form and finish. |
| Hurdles | 80 metres (girls), 100 metres, 110 metres, 400 metres, steeplechase (boys). Start, stride pattern for different distances, hurdles clearance – lead and trail leg, arm position, movement between and off hurdles, steeplechase clearance, foot on barrier, push off, one step into the water. |
| Relays | 4 x 100 metres. Start, methods of changing baton (upsweep/down-sweep), the change over box, acceleration zone, signals/check points, running order, non-visual (100m) versus visual (400m) change, position to stand in the lane. |

Jumping Events

| | |
|-------------|--|
| Long Jump | Approach run (accurate marking), speed onto the board, reach and drive off take-off foot, lift of free leg, flight (hang, hitch kick, stride), landing, use of the arms throughout. |
| Triple Jump | Approach run (accurate marking) speed onto the board, hop, thigh parallel to the ground, ratio of the hop to other phases, active free leg, trunk upright throughout, landing. |
| High Jump | Style: Fosbury or Straddle: approach, take-off position, vertical lift, form in the air, landing. |
| Pole Vault | Length and weight of the pole, grip, approach run (accurate marking), position of the foot at take-off relative to the grip of the pole, drive and lift of free leg, rock back pull and push action on the pole, bar clearance, landing. |

Throwing Events

| | |
|---------|---|
| Shot | Grip, stance, movement across the circle, execution of the put, hip thrust, release, reverse, details regarding correct weights. |
| Discus | Grip, stance, preliminary swings, the 'run' across the circle, balance at the centre, active right hip (for right-hand throwers) release and recovery, details regarding correct weights. |
| Javelin | Grip, carry, run-up and withdrawal, position at release including wide stance and hip thrust, javelin alignment throughout the angle of release, flight and recovery, details regarding correct weights. |
| Hammer | Grip and stance, preliminary swings, high/low point, sit throughout the turns, accelerate the hammer, long arm, heel/toe action at turns release and recovery, flight, details regarding correct weights. |

Select and apply advanced skills, tactics, strategies and team skills

Candidates should perform in three different events and show an understanding of:

How to prepare thoroughly, both mentally and physically, before each of the events and work at an optimal level.

How to employ any tactics (if appropriate) during the event. Tactics might include those used in a middle distance race or opting to enter a competition at a particular height (high jump or pole vault).

The correct technique throughout each of the events. Times, distances and heights will show a high level of performance.

How to evaluate the quality of their own and others' performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

2.4.3 Example of Applied Conditions in an Athletic Activity

Candidates are required, as part of their assessment, to perform effectively under applied conditions. The following are examples of tasks which could be used for this purpose in an athletic activity.

Athletic Activity (Example) Track and Field Athletics

Task 1

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills

1. To demonstrate how to prepare thoroughly, both mentally and physically, before each of the events and work at an optimal level.
2. To demonstrate the correct technique in each of their chosen events.
3. To compete against other candidates in one or two of the candidate's chosen events.

Rules

Candidates should warm up as though they were about to take part in a major competition.

Candidates should observe all the correct safety rules before and during a demonstration of the correct technique for each of their chosen events.

Extensions and variations

When demonstrating their chosen events candidates may well be asked to run shorter distances than the event expects. Equally, jumps may be demonstrated with agreed shorter run ups.

Task 2

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills

1. To demonstrate a thorough warm up for a specific athletic event(s).
2. To demonstrate a specific technique in two different events. One example might be in the 100 metres sprint where the candidate demonstrates the sprint start, the knee pick up and arm action as the candidate gets into his/her sprinting position, relaxed sprinting, and the finish.

Rules

Candidates should observe all the rules and regulations as they apply to safety in track and field athletics.

Extensions and variations

Candidates may be asked to show how an event may be broken down into different parts in order to improve technique.

Candidates may be asked to explain how weather conditions may hinder or help a candidate in specific event(s).

Candidates may be asked to compete against other candidates in order to demonstrate their ability in their chosen events.

2.4.4 Athletic Activity Area Criteria

| Marks | Description |
|---------|--|
| 0 - 5 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform the basic requirements of various events; the ability to attempt to master technical aspects of events; the ability to carry out practices and ideas given to them by others and use simple tactics in order to help to improve their performance; the ability to plan a training programme with assistance and understand the benefits of effective warm up and cool down and attempt to improve their ability by observing and copying other pupils' performance; some understanding of the role of rules and conventions of the activity. |
| 6 - 10 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform with good sound technique in a limited number of athletics events; the ability to appreciate the different fitness demands in a variety of events/exercises and use basic tactics; the ability to design and implement a basic training programme for their chosen events/activities and work with others in supporting them in organising small competitions/events; the ability to draw on ideas given to them in order to warm up and cool down safely; a basic understanding of the role of rules and conventions of the activity. |
| 11 - 15 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform fluently and with confidence in at least three events (in athletics) and three different distances (in cross country running) showing the relationship between fitness, technique and strategy; the ability to adapt and modify their technique as a result of analysis of both their own and others' performance, and use tactics effectively; the ability to work independently on their training programme and monitor improvements in performance; the ability to carry out specific roles in a team effectively and show how to warm up and cool down effectively using own ideas; a sound understanding of the role of rules and conventions of the activity. |
| 16 - 20 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to select and combine advanced techniques, adapt these to the demands of the athletic activity and modify their technique in the light of changing circumstances, and were appropriate showing speed, power and stamina; the ability to analyse and judge the effectiveness of their own and others' performance showing an understanding of the relationship between technique, fitness, tactics and quality performance; the ability to plan the ways in which their own and others' performance or training programmes may be adjusted to achieve specified performance and health outcomes; the ability to show good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly; a detailed understanding of the role of rules and conventions of the activity. |
| 21 - 25 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality; the ability to perform in three events (in athletics) and different distances (in cross country running) showing very good technique and consistently high standards of control and fluency, and were appropriate power, speed and stamina; the ability to draw from their understanding of tactics to outwit the opposition in competitions and adopt a leading role within a group or team; the ability to evaluate their own work and independently make adjustment to technique in response to changing circumstances, show sound leadership skills; a thorough understanding of the role of rules and conventions of the activity. |

2.5 OUTDOOR ADVENTUROUS ACTIVITIES

Through the teaching of the practical activities candidates should be taught:

- to develop and use an increasingly wide range of skills and use more complex techniques safely and accurately in large scale physical challenges or demanding journeys in different environments;
- to plan and use an increasingly wide range of ideas and strategies to solve problems and meet challenges in different environments with others;
- to understand the relationship between physical preparation and safety, and then design and implement preparation and activity programme understanding the value of these activities to personal and social fitness health and well-being;
- to decide on the role they take and the type of activity they prefer and how to get involved with them, and then to analyse and evaluate progress and outcomes in challenges undertaken, identify priorities and take decisions to improve efficiency and safety;
- the role of rules and conventions in the activity.

Candidates should be taught the following advance skills and techniques, group skills and rules and regulations of their chosen activity.

2.5.1 Canoeing/Kayaking

The skills identified below will be seen and assessed in the context of a variety of canoeing/kayaking activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of canoeing/kayaking activity situations.

| | |
|--|---|
| Capsize drill | Candidates should be able to capsize a canoe/kayak, release the spray cover (in a kayak), extract themselves from the canoe/kayak and swim a distance of 25 metres. |
| Lifting and carrying a canoe/kayak | Candidates should be able to lift and carry a canoe/kayak using a safe technique. |
| Launching a canoe/kayak | Candidates should be able to launch a canoe/kayak in shallow (beach) and deep (jetty) water. |
| Getting into and out of a canoe/kayak | This should be practised in shallow and deep water. |
| Forward and backward paddling – kayak | Candidates should be taught the correct grip on the paddle, seating position in order to perform an effective forward and backward paddling action and ensure good trunk rotation. |
| Forward and backward paddling – canoe | Candidates should be taught a forward paddling J stroke and reverse J stroke for backward paddling. |
| Emergency stop | Performed both forward and backwards. |
| Turning left and right, first in a stationary position – kayak | Using alternative forward and backward sweeps, candidates should be able to perform an effective turn to the left and then to the right in the canoe's own length using a sweep turn paddling action. |
| Turning left and right, first in a stationary position – canoe | A bow cut followed by C-stroke (bow draw followed by a J-stroke). |
| Turning to left and right | Using a variety of turning strokes to effect a turn whilst moving forward. |
| Low brace turn | Leaning on the paddle the candidates should be able to effect a turn to the left and right whilst on the move. |
| Sculling for support – kayak | Performed to the right and left with weight on the sculling side paddle. |
| Sculling for support – canoe | Candidate should be able to recover from a sudden tilt to either side. |

| | |
|---------------------------|--|
| Draw stroke | This should be done on both sides whilst stationary and moving. |
| Bow rudder turn | This turn should be initiated with a sweep stroke, efficient bow rudder action with the canoe slightly away from the paddle blade and the turn is completed with a forward paddling action. |
| Sculling draw | With the paddle held near to the vertical position using a sculling action, draw the canoe/kayak sideways. To be performed to the left and right. |
| Bow rescue – kayak | From a capsized kayak, a canoeist grips the bow of a colleague’s kayak in order to pull up and re-right his/her own kayak. |
| Deep water rescue – canoe | Be rescued and carry out an efficient deep water rescue of another canoeist. |
| Deep water re-entry | Having extracted him/herself from the kayak, the canoeist, with the kayak supporting alongside another kayak, climbs up between the kayaks and re-gains the seat or appropriate rescue for canoe with assistance if necessary. |

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

Planning and carrying out a closely supervised one-day canoeing/kayaking expedition in water conditions which match the candidates’ capabilities. This will involve paddling on rivers, canals or inland lakes. The expedition will take place after an initial familiarisation (practice) expedition in a similar area and under similar water conditions.

Planning route sheets, menus and equipment lists in preparation for the expedition.

Checking all equipment; canoes/kayaks to ensure that there are no cracks, no leaks, adequate buoyancy, toggles in place, fail-safe foot rests. Spray-decks, paddles and helmets should be checked for wear and tear.

Navigating as a member of a group of between four and six, demonstrating the recognition of features and hazards along the route and on the map, observing the Country Code and Water Code and safe practices at all times.

Carrying equipment and belongings for an unsupported one-day expedition, including all necessary safety equipment, buoyancy aids and life jackets, spare paddles, spare clothing, waterproof clothing, food, maps and first aid kit. Candidates must be familiar with the use of all items.

Paddling as a member of a supervised group and observing all of the essential rules and regulations for safety as part of a group.

Preparation of meals as a member of a group.

How to evaluate the quality of their own and others' individual and team performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

The importance of appropriate behaviour whilst out in the countryside and on rivers, canals and inland waterways. Candidates should be familiar with both the Country Code and the Water Code.

How to apply simple first aid treatment including resuscitation in the event of an accident.

The expedition should be carried out over a one day period, after an initial familiarisation (practice) expedition in an area unfamiliar to the candidates but not too remote from towns or habitation. The type of water conditions and type of waterway should present no major hazards to the candidates.

2.5.2 Hill Walking and Campcraft or Hostelling

The skills identified below will be seen and assessed in the context of a variety of outdoor adventurous activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of outdoor adventurous activity situations.

| | |
|--|---|
| Map reading | Candidates should become familiar with the scales of different maps, especially 1:25 000 and 1:50 000 scale OS maps, signs and symbols on different maps, relief symbols and six figure grid references. |
| Using a compass | Types and features of the walking compass. Differences between True North, Grid North and Magnetic North. Taking a bearing from a map (Grid Bearing) and converting to a field bearing (Magnetic Bearing). |
| Planning a route | Candidates will prepare route cards for a two day expedition. Divide the day's walk into 'legs'. Use Naismith's Rule to calculate the time for each 'leg'. Calculate field (Magnetic) bearings. Escape routes. |
| Navigating | Candidates should be able to identify features in the field and on the map and set the map visually. Also be able to set the map with a compass. In groups of 4-7 candidates should plan and carry out a supervised two day expedition in an unfamiliar area. The group should plan to keep to the times on their route sheet. The planned route should be between 14 and 20 miles / 24 and 32 kilometres long. |
| Packing and carrying a rucksack | Candidates should be aware of the benefits/designs of different rucksacks, how to pack and carry one for maximum comfort. |
| Planning a menu | Candidates should plan a menu for a two day expedition and know how to prepare the food for different meals. |
| Using a camping stove | Candidates should be familiar with the safe use of a camping stove. |
| Erecting a tent or using hostel facilities | Candidates should be familiar with the siting and erection of a tent bearing in mind the lie of the land and the prevailing wind and weather conditions. Candidates hostelling should be familiar with hostel rules, regulations and procedures. |
| Safety and survival | Candidates should have a knowledge of basic first aid and the procedure to be used in the event of an accident. How to cope if the weather turns bad. |

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

Planning and carrying out a supervised two day expedition of between 14 and 20 miles - 24 and 32 kilometres - in unfamiliar country, spending one night at a camp site or at a hostel. The expedition will take place after an initial familiarisation (practice) expedition in a similar area.

Planning route sheets, menus and equipment lists in preparation for the expedition.

Navigating as a member of a group of between four and seven, demonstrating the recognition of features in the field and on the map, observing the Country Code and safe practices at all times.

Carrying equipment and belongings for an unsupported two day expedition, including camping equipment, spare clothing, waterproof clothing, food, stove and first aid kit. Candidates must be familiar with the use of all items.

Tent erection as a member of a group or hostel routine.

Preparation of meals as a member of a group.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

The importance of appropriate behaviour whilst out in the countryside, at campsites and hostels. Candidates should be familiar with the Country Code.

How to apply simple first aid treatment in the event of an accident.

The expedition should be carried out over a two day period, with one night spent at camping or at a hostel, after an initial familiarisation (practice) expedition in an area unfamiliar to the candidates but not too remote from towns or habitation. The type of terrain should present no major hazards to the candidates. Wild country areas such as high ground in the Peak District or Snowdonia are considered unsuitable for this level of expedition.

2.5.3 Horse Riding

The skills identified below will be seen and assessed in the context of a variety of horse riding activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of horse riding activity situations.

| | |
|--|--|
| Preparation of horse and rider | Horse must be clean, well groomed and correctly shod. Tack should be clean, secure and safe. Rider should be correctly attired; wear hat, scull cap, jodhpurs, riding/hacking jacket, hair neat and tidy. |
| Leading the horse | Lead horse from the left-hand side. Stand at the shoulder of the pony/horse, whip in left hand. |
| Mounting and dismounting | Mounting: reins short enough to restrain horse/pony. Hands on wither and saddle, place foot in stirrup with right side facing tail. Make sure foot does not dig in horse/pony's side. Dismounting: remove both feet from the stirrups, lean forward, leg over backwards without touching the horse. |
| Riding with stirrup in walk and trot | Rider to be in control. Correct positioning of legs and hands. Rider to understand the different diagonals and how to adapt this knowledge. |
| Trot on named diagonal | |
| Ride in canter, turns and circles | Rider to have a balanced seat, with legs back and can turn the horse/pony without use of reins. Rider to have a balanced seat and can ask horse/pony to drop head into contact. |
| Ride with reins in one hand in walk and trot | Rider to maintain continual even contact with the mouth. Rider to move pony/horse from inner track to outer track without bend in horse's/pony's body (leg yielding) |
| Canter on correct leg | |
| Ride with contact on the bit | The horse/pony to extend or shorten its trot stride at rider's request. |
| Ride figures in walk, trot and canter | |
| Jump a variety of low fences | Rider should be in contact up to and over the jump, maintain a light contact and have a forward seat. |

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

Prepare the horse/pony for a day's ride with the minimum amount of assistance.

Plan a route for a day's ride, avoiding any hazards which might be present.

Checking all equipment and the horse to ensure that it is safe to ride.

Ride and show good contact and control of the horse/pony and perform the following movements well; walk, trot on named diagonal, canter on correct leg, ride school figures in walk, trot and canter, turn on the forehead and jump a variety of easy jumps.

Ride as a member of a small group, demonstrating full control of the horse in a variety of situations, using bridle ways and roads, observing the Highway Code and the Country Code. Showing the ability to open and close farm/field gates whilst riding.

Carrying any essential equipment and belongings for a one-day ride. Candidates must be familiar with the use of all items.

Ride as a member of a supervised group and observing all the essential rules and regulations for safety as part of a group.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

The importance of appropriate behaviour whilst out in the countryside. Candidates should be familiar with the Country Code, the Highway Code and the rules and regulations which apply to horse riding.

How to apply simple first aid treatment in the event of an accident.

2.5.4 Orienteering

The skills identified below will be seen and assessed in the context of a variety of outdoor adventurous activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of outdoor adventurous activity situations.

| | |
|-------------------------------|---|
| Maps and how to use them | Candidates should be introduced to plans of rooms, table-tops, gymnasiums and location of apparatus/equipment/items within that space. Progress to school grounds with a plan of the buildings/playing fields. |
| Scale | Candidates should be introduced to a variety of scales from room sizes to playing fields and more difficult areas. |
| Measuring | From scale drawing of the school site allow pupils to pace thereby measure various buildings on the site. Convert map measurements to real distances. |
| Features | Candidates must be able to recognise all the following features from the map; paths, tracks, roads, streams, ditches, fences, walls, buildings, open and wooded areas (types), knolls, hollows, steep slopes. |
| Setting a map | Candidates should be able to identify where they are, identify features around them and then locate them on the map/plan and change the grip to keep the map set. |
| Moving with a map and compass | With the compass fixed to North and the needle running parallel with the Magnetic North lines on the map, set the map. With the map still candidates should be able to identify some of the features around them. |
| Control points | Candidates should recognise control points both on the map and what to find in the field. Also how routes are shown. |
| Choice of routes | Introduced as a simple thumbing walking exercise around building on a school site candidate should progress to more difficult areas where after the selection of route they proceed at a jogging pace. They should learn movement speed between control points from walking to jogging. |
| Decision points | Candidates should recognise features along the route at which they might have to make a decision in order to reach a control point. |

| | |
|-----------------------------------|---|
| Attack points | This is an identifiable point along a route at which a candidate alters course to reach control point by a shorter route. |
| Identifying features from the map | Candidates should be continuously observing features along the route and identifying them on the map. |
| The compass and how to use it | Candidates should recognise the salient features of a compass including the compass needle, the compass housing and markings. |
| Taking a bearing | Can be introduced as simple direction cards in a gymnasium or on a tennis court. Initially taught as a mechanical exercise. |

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

Different types of orienteering competitions, how to score, penalties involved for late return, rules of competitions and safety clothing.

Event procedure; buying a map and registering (get a start time).

Pre-start; allow sufficient time to attach control card to wrist or clothing and get to the start a few minutes before the start time. Warm up as for any physical activity. Call up for start may be 1 – 2 minutes before actual start time. Hand in stub of control card when called.

The start: copy course carefully from master map. Set map at start control (triangle on course).

On the course: use ‘hand rails’ wherever possible. Check control code is correct before punching in the correct box. Candidates should be informed that they do not double punch. Instead they should use the spare box. Know what to do in the event of an accident or if lost. Know how and when to use a whistle.

At the finish, hand in control card. Discuss the route with others and consider results. Analyse strengths and weaknesses.

How to evaluate the quality of their own and others’ individual and team performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

Candidates should be familiar with the Country Code.

How to apply simple first aid treatment in the event of an accident.

The orienteering event should be carried out under the rules and regulations of the British Orienteering Federation after a course of instruction and several familiarisation (practice) events in an area unfamiliar to the candidates. The type of terrain should present no major hazards to the candidates.

2.5.5 Rock Climbing

The skills identified below will be seen and assessed in the context of a variety of rock climbing activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of rock climbing activity situations.

| | |
|-------------------------|--|
| Equipment | Candidates should be familiar with the correct clothing, footwear and safety equipment. They should know what to take with them for a day's climbing, know where they are going and what they might need in the event of bad weather or an injury. They should be familiar with the care and maintenance of equipment and how to tie essential knots. |
| Rock climbing feature | <p>Candidates should be familiar with different types of rock. Sedimentary rocks, such as sandstone and limestone are softer and present different problems than volcanic rocks. Hazards on different types of rock may present problems which climbers should be aware of.</p> <p>Candidates should be familiar with the different features of rocks. Handholds and footholds are what the climber uses. These may be small or large (jugs, handles). Easy climbs are found on rock faces with large holds. Slabs are usually strata of rock set at an angle and can be easy or difficult to climb depending on the acuteness and smoothness of the surface. Other features include a variety of ridges, buttresses, cracks and corners and all will vary in their level of difficulty depending upon their size, smoothness, steepness and exposure.</p> |
| Rock climbing technique | Climbing is about balance, taking most weight on the feet, moving on only one point of contact at a time, looking for the best footholds, not reaching or stepping too high, conserving energy, and ensuring safety at all times. Communication between climbers is essential and all must know the recognised calls. Candidates must know how to belay from a spike or rock or using a thread belay. They should be able to support a colleague in the event of a fall from below using a waist belay. Candidates should know how far to climb in one pitch and when to use runners for security. |

| | |
|-----------------------|---|
| Methods of climbing | Obstacles require different climbing methods. These include: Bridging – straddling two rocks over a crack. Jamming – clinching fist in a crack to gain grip. Laybacking – climbing up a crack using arms to take much of the strain in a laid back position. Mantelshelving – climbing onto a small ledge, similar to a mantelshelf, using downward pressure on the arms. Traversing – the action of moving across a rock face. Candidates should be familiar with a variety of essential knots including bowline, double stop knot, figure of eight knot, double fisherman’s knot and when to use them. |
| Methods of descending | Climbing down requires climbers to face the rock, stand upright and ensure that hands are in the lower holds before searching for and stepping into footholds. Abseiling, like climbing, should be done with a safety rope in place. Emphasis should be placed on the wide stance, standing out from the rock, and taking even, gentle steps as the rope is paid out. |
| Safety procedures | Candidates should always check equipment before use, e.g. check ropes for wear, that karabiner gate locks work, that everyone is using a helmet, and that ropes are coiled after use. First aid should be carried by each climbing group and that all candidates should know how to treat rope burns, blisters, cuts and sprains. All candidates should know how/where to call the nearest mountain rescuer team. |

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

The planning for a day’s rock climbing, including a consideration of the weather on the day and a forecast, the type of rock to be climbed, the wetness and dryness of the rock face, selection of routes, equipment to take, food and first aid.

The correct clothing and footwear to use for rock climbing. The correct clothing to use when the climber is confronted by adverse weather conditions.

All the correct equipment, including ropes, slings, karabiners, first aid kit and food, to take for a day’s rock climbing.

Climb several routes which are within the capabilities of the climber showing good technique, using the correct calls and never without the safety of a top rope. Climber should show the correct use of belays, using the correct belay point, use slings at appropriate points in order to protect themselves when climbing, and use the correct calls.

Climbers may use indoor climbing walls for training/practice purposes. Assessment should be undertaken on a outdoor rock face where there is at least 10 metres of vertical height and where they are able to show a wide range of climbing techniques. All climbers should be supported from above by a competent climber holding a safety top rope.

Consider difficulties on the route and use appropriate methods to overcome them. Be familiar with the Country Code.

Discuss the route with others and consider the actions taken. Analyse strengths and weaknesses.

How to evaluate the quality of their own and others' individual and team performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

Candidates should be familiar with the Country Code.

How to apply simple first aid treatment in the event of an accident.

Rock climbing should only be carried out under the strictest rules and regulations of the local education authority. Candidates should only be assessed after a course of instruction and after several familiarisation (practice) sessions. Rock climbing should not be seen as a competitive activity. The application of the correct technique and an understanding of strict safety procedures are more important. The type of rock face and conditions should present no major hazards to the candidates.

2.5.6 Sailing

The skills identified below will be seen and assessed in the context of a variety of sailing activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of sailing activity situations.

| | |
|------------------|--|
| Equipment | Candidates should be familiar with the correct clothing, waterproofs, wet suits, footwear and safety equipment, including personal buoyancy and helmet. They should know what to take with them for a day's sailing, know where they are going and what they might need in the event of bad weather or an injury. They should know about wind speed, weather forecast and whether to sail or not. They should be familiar with the care and maintenance of equipment and how to tie essential knots. |
| Boat equipment | <p>Candidates should be familiar with the type of boat they are sailing and be able to identify different parts of the boat by name, including buoyancy bags/tanks, flares, anchor and first aid kit.</p> <p>Candidates should know how to carry out the five safety checks: personal buoyancy, boat buoyancy, bungs, bailer and paddle.</p> |
| Rigging the boat | <p>At the jetty:</p> <p>Position boat always into wind, secure boat with round turn and two half hitches, centre board down, rudder on, hoist smallest sail first, hoist mainsail (or reef if necessary), fasten cleats, coil halyards and secure, all sheets should have figure of eight knots on ends, check paddle and bailer are secure.</p> <p>On the beach:</p> <p>Position boat into wind, hoist the small sail first, hoist the mainsail, cleat off halyards, make figure of eight knots on sheets, for more advanced sailors - know how to use a spinnaker and a trapeze.</p> |
| Sailing a boat | <p>Know the aerodynamics of sails and foils. Know the following:</p> <p>Correct sailing position.</p> <p>Safe to leave the jetty.</p> <p>Determine the direction heading to.</p> <p>Sail on a beam reach.</p> |

Go about into wind.

Return on a beam reach.

Slow boat down, in order to stop.

Know the five essentials: sail setting, centre board adjusted, balance, trim (fore and aft), course made good.

Beam reach.

Going about.

Close haul – 45 degrees away from the wind.

Broad reach – 135 degrees away from the wind.

Training run – 170 degrees away from the wind.

Straight run – 180 degrees away from the wind.

Gybing.

| | |
|----------------------|--|
| Capsize drill | Candidates should know what to do in event of a capsize. Stay at the back of the boat and stay in contact with the boat. Move round the boat holding the main sheet. Climb on the centre board. Stand near the hull. Lean back and get the boat right. Hold the gib sheet figure of eight and climb in; crew brought in by scoop method. |
| Getting out of irons | In two-person boat, pull gib to one side, boat will turn to the opposite side. In a single hander push out the boom and as the boat turns onto a beam reach let go of the boom and the tiller towards you. |
| Hove to position | Basic hove to. Being close with sails flagging. Limited stop position. Hove to position. Gib pulled on the wrong side i.e. windward. Mainsail right out, tiller pointed towards main sail. Very stable position. |
| Distress signal | Invert the gib, whistle, hands and arms flagging up and down by one's side. |
| First aid | Treatment for minor ailments, cardiopulmonary resuscitation, hypothermia. |

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

The planning for a day's sailing, including a consideration of the weather on the day and a forecast, changes in the weather, on or off shore winds, selection of sailing routes, safety cover, equipment to take, food and first aid.

The correct clothing and footwear to use for sailing. The correct clothing to use when the sailor is confronted by adverse weather conditions.

All the correct equipment, including safety checks on the boat and personal safety checks, flares, first aid kit and food to take for a day's sailing.

Rig and check a boat thoroughly for a day's sailing having considered the prevailing wind, tide, water conditions and weather conditions.

Launch, sail and recover from a shore with on-shore and off shore winds, helm in most sailing positions, gybe and lead a capsize drill, get under way and sail the boat dry using self bailers and/or transom flaps.

Sail a triangular course and show a range of appropriate sailing positions.

Consider difficulties when sailing and offer solutions. Be familiar with the Water Safety Code.

Discuss the route with others and consider the actions taken. Analyse strengths and weaknesses.

How to evaluate the quality of their own and others' individual and team performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

Candidates should be familiar with the Water Safety Code.

How to apply simple first aid treatment in the event of an accident.

Sailing should only be carried out under the strictest rules and regulations of the local education authority. Candidates should only be assessed after a course of instruction and after several familiarisation (practice) sessions. Sailing should not be seen as a competitive activity. The application of the correct technique and an understanding of strict safety procedures are more important. The type of sailing conditions should present no major hazards to the candidates.

2.5.7 Skiing

The skills identified below will be seen and assessed in the context of a variety of skiing activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of skiing activity situations.

| | |
|-------------------------------------|---|
| Warm up | Candidates should practise stretching exercises on skis in readiness for skiing. |
| Walking | Candidates should practise easy sliding walking action, progressing to side stepping up and down a slope with skis parallel to the fall-line. |
| Turning and getting up after a fall | Simple snowplough step-turn to the left and right on an area of flat snow. Kick turn. Getting up from a seated position with skis parallel to the fall-line with and without sticks. |
| Schussing and stopping | Parallel ski schuss, progressing to do simple exercises e.g. lifting alternate skis, touching boots. Snowplough stop at a given spot. Action should show candidate's weight forward. |
| Traversing | Parallel run across the fall-line to the left and right. Edging skis to initiate side-slip. |
| Climbing | Sidestepping and herring bone methods. |
| Methods of turning (whilst moving) | Snowplough left and right across and down the fall-line. Stem turn left and right across the fall-line. Swing to the hill from a parallel ski descent and emergency stop. Parallel swing left and right. |
| Use of lifts and tows | They should be aware of the rules which apply to lift and tows. On T-bars they should hold sticks in one hand, stand up (not sit down), knees slightly bent, keep skis apart for balance and take care when getting off. On chair lifts they should never jump off the swing chair. |
| Safety when skiing | <p>Candidates should be aware of the inherent dangers when involved in skiing; such as the risks involved when skiing off-piste, not knowing the weather signs/conditions, skiing too fast and not under control.</p> <p>Basic first aid knowledge should include the ability to treat minor injuries and knowing where to seek help.</p> <p>Candidates should understand the reasons for adequate protective clothing and also protection against the wind, cold and the sun.</p> <p>Candidates should know where to ski and where not to ski and the reasons. Candidates should know the ski signs.</p> |

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

The planning for a day's skiing, including a consideration of the weather on the day and a forecast, changes in the weather, the snow conditions, selection of skiing routes, clothing/weather protection, safety arrangements, equipment to take, food and first aid.

The correct clothing to take for a day's skiing. The correct clothing to use when the skier is confronted by adverse weather conditions. The action to be taken.

All the correct equipment, including safety checks on boots, skis and bindings and sticks, and personal safety checks, first aid kit and food to take for a day's skiing.

Ski under control over a route to show different methods of controlling the speed of descent, recognising the undulations in the fall-line and negotiating them correctly.

Ski an undulating slalom course using a variety of turns in a balanced and controlled manner. Turns should show good technique with the correct edging of skis and should include some parallel turns.

Consider difficulties when skiing and offer solutions. Be familiar with the Mountain Safety Code.

Discuss the route/course taken with others and consider the actions taken. Analyse strengths and weaknesses.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

Candidates should be familiar with the Mountain and Ski Safety Code.

How to apply simple first aid treatment in the event of an accident.

Skiing should only be carried out under the strictest rules and regulations of the local education authority. Candidates should only be assessed after a course of instruction and after several familiarisation (practice) sessions. Skiing should not be seen as a competitive activity. The application of the correct technique and an understanding of strict safety procedures are more important. The type of skiing conditions should present no major hazards to the candidates.

2.5.8 Windsurfing

The skills identified below will be seen and assessed in the context of a variety of windsurfing activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of windsurfing activity situations.

| | |
|---|--|
| Equipment, weather and sailing conditions | Candidates should be familiar with the correct clothing, wetsuits, wetsuit boots, steamers, drysuits and safety equipment, including personal buoyancy and harnesses. They should know what to take with them for a day's sailing, know where they are going and what they might need in the event of bad weather or an injury. They should know about wind speed, weather forecast and whether to sail or not. They should be familiar with the care and maintenance of equipment and how to tie essential knots. |
| Boat equipment | <p>Candidates should be familiar with the type of board they are sailing, its uses and limitations and be able to identify different parts of the board by name, including dagger board, mast foot, mast, boom, up haul, sail type, safety leash, foot straps if fitted, mast tack and uses, fins, flares and day-glo flag.</p> <p>Candidates should know the seven common senses: Is the equipment seaworthy and sensible? Inform someone of your sailing plan and expected time of return. Ideally sail with others. Obtain weather forecast for your local sailing area. Are you capable of sailing in the prevailing conditions? Avoid strong tides, offshore winds and poor visibility. Consider other water users.</p> |
| Rigging the board and sailing theory | <p>Position board always into wind; insert mast into sail; attach boom at right point for user; attach mast to mast foot applying tension as necessary; attach the out-haul; make sure the up-haul is attached; insert and tension battens as applicable; attach to board; attach safety leash; put dagger board in place.</p> <p>Know how the sail works. Centre of effort, centre of lateral resistance including turning. Know how to sail: close haul, beam reach, broad reach, run, tacking, gybing.</p> <p>Know the equipment used for the above manoeuvres, types of board and types of sail, different types of competition.</p> |
| Sailing a board | <p>Movement to establish the secure position – select goal. Establish the sailing position on a beam reach.</p> <p>Tacking – to return to secure position, position feet very close to mast foot, incline the rig towards the back of the board, shuffle feet around the front of the board until in the opposite secure position, set new goal, back into sailing position.</p> |

More advanced tack – incline the rig to the back of the board, front hand on the mast, front foot touching the mast foot, back foot up to the mast foot and both hands on the mast. Continue the turn using rig as before and once in this safe position return to the sailing position.

Gybing: from sailing to safe position, feet close to mast foot, incline the rig to front of the board, shuffle feet round until desired position reached, choose the goal and adopt sailing position.

Coming ashore – lower rig before grounding and kneel on the board and get off.

Self rescue

Butterfly method – place rig on back of board, sailor lies face down with body on the sail, keeping the end of the boom out of the water.

Flagging downwind – from secure position lean the sail towards the front of the board until the board and sail are facing downwind.

Full self rescue – de-rig the sail whilst sitting across the board with dagger board down. Roll the sail round the mast, tie the boom ends to the mast and lie in line with the board.

First aid

Treatment for minor ailments, cardiopulmonary resuscitation, hypothermia.

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

The planning for a day's sailing, including a consideration of the weather on the day and a forecast, changes in the weather, on or off shore winds, selection of sailing routes, safety cover, equipment to take, food and first aid.

The correct clothing and footwear to use for windsurfing. The correct clothing to use when the sailor is confronted by adverse weather conditions.

All the correct equipment, including safety checks on the board and personal safety checks, flares, first aid kit and food to take for a day's windsurfing.

Rig and check a board thoroughly for a day's windsurfing, having considered the prevailing wind, tide, water conditions and weather conditions.

Launch, sail and recover from a shore with on-shore and off shore winds, helm in most sailing positions, gybe and show a self rescue drill, up haul the sail and sail way.

Sail a triangular course and show a range of appropriate sailing positions.

Consider difficulties when sailing and offer solutions. Be familiar with the Water Safety Code.

Discuss the route with others and consider the actions taken. Analyse strengths and weaknesses.

How to evaluate the quality of their own and others' individual performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

Candidates should be familiar with the Water Safety Code.

How to apply simple first aid treatment in the event of an accident.

Windsurfing should only be carried out under the strictest rules and regulations of the local education authority. Candidates should only be assessed after a course of instruction and after several familiarisation (practice) sessions. Windsurfing should not be seen as a competitive activity. The application of the correct technique and an understanding of strict safety procedures are more important. The type of windsurfing conditions should present no major hazards to the candidates.

2.5.9 Example of Applied Conditions in an Outdoor Adventurous Activity

Candidates are required, as part of their assessment, to perform effectively under applied conditions. The following are examples of tasks which could be used for this purpose in an outdoor adventurous activity.

Outdoor Adventurous Activity (Example) Hill Walking and Camping/Hostelling

Task 1

Purpose

Selecting and applying advanced individual and team skills

1. To show the planning which has gone into the preparation for a two-day hill walking and camping/hostelling expedition. This will include the presentation of route sheets, equipment list and menu.
2. To carry out a planned, supervised two day, one night expedition in an unfamiliar (but not wild country) area as a member of a group of between four and seven candidates.
3. To show how to set a map with or without a compass and explain the route to be followed from the information on the map. At a moderation, this could include navigating round the school site using a map of the school.
4. Explain the use of any of the equipment being used on an expedition.

Rules

The expedition should be carried out under close supervision at a time of the year when the group will not be challenged by the weather.

The group should observe all the safety regulations and the Country Code.

Extensions and variations

The candidates may be asked to explain what course of action they would take in the event of an accident to a member of the group.

Candidates may be asked to explain what they would expect to see over part of their route from the information on the map.

Task 2

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills

1. To demonstrate (at a moderation) how to erect a tent bearing in mind the prevailing winds and weather conditions.
2. To demonstrate how to pack a rucksack.
3. Explain the contents of a first aid kit and how the items might be used for different accidents.

Rules

Candidates (at a moderation) would be expected to observe all the safety rules and regulations that apply on an actual expedition.

Candidates should understand and observe the Country Code.

Candidates should at all times work as part of a team and help those members of the group who may be struggling at times.

Candidates should have a good working knowledge of route planning, map reading, navigating, tent erection and cooking.

Extensions and variations

Candidates can be asked to explain their course of action in the event of a problem (e.g. an accident) occurring on the expedition.

Candidates can be asked to carry out a risk assessment of a proposed expedition.

2.5.10 Outdoor Adventurous Activity Area Criteria

| Marks | Description |
|---------|---|
| 0 - 5 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to plan and offer solutions to simple tasks and follow others in more demanding ones and use a small range of techniques with some accuracy; the ability to read a map/guide book/respond to changing weather conditions with some accuracy in familiar conditions, but needs to secure information before moving off; the ability to carry out practices and ideas given to them by others in order to help to improve their performance; the ability to co-operate with others and participate in the activity in specific roles in which they are comfortable; some understanding of the role of rules and conventions of the activity. |
| 6 - 10 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to use a small range of specific skills with some accuracy in a familiar environment showing some precision and find their way around a short route/course; the ability to take part in a group journey and play a supporting role, contributing to the group planning; the ability to behave appropriately, describe hazards, prepare for weather conditions, follow instructions recognising strengths and weaknesses in what they are doing in order to improve efficiency; the ability to use some skills needed in outdoor and problem solving challenges, warm up and cool down safely by drawing on ideas given to them; a basic understanding of the role of rules and conventions of the activity. |
| 11 - 15 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to plan effectively for a challenging journey in order to show good navigational and other skills in an unfamiliar environment and lead a group safely; the ability to use a range of technical skills with confidence and accuracy, and adopt specific roles within a group; the ability to analyse and evaluate the efficiency and safety of action taken and respond quickly and independently to improve performance; the ability to identify hazards and avoid them by making good use of knowledge of safe procedures, identify appropriate clothing and emergency equipment for the conditions, and warm up and cool down (if appropriate); a sound understanding of the role of rules and conventions of the activity. |
| 16 - 20 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to undertake a journey, outdoor activity or challenge, efficiently and accurately; the ability to use a range of skills and techniques to overcome the challenge, to work closely with others taking different roles and responsibilities including leading; the ability to prepare themselves physically with a short conditioning schedule and to take sensible and safe action to improve efficiency, and adopt a leading role within a group; the ability to prepare effectively for the challenge showing understanding for the environment and potential hazards; a detailed understanding of the role of rules and conventions of the activity. |
| 21 - 25 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> ability to consistently distinguish and apply advanced skills, techniques and ideas consistently showing high standards of precision, control, fluency and originality, and varying them as the need arises; the ability to plan for, lead and complete successfully a demanding journey; the ability to plan thoroughly for the challenge taking into account potential hazards, their own and others' strengths and weaknesses and the way the conditions might change, and devise a full and effective preparation plan; the ability to take a number of roles in a group and show some sound planning and leadership skills; a thorough understanding of the role of rules and conventions of the activity. |

2.6 SWIMMING ACTIVITIES

Through the teaching of the practical activities candidates should be taught:

- to develop and use increasingly advanced skills and techniques in specific events and water based activities with increasing control and technical proficiency;
- to know the rules and requirements of specific events and use appropriate strategies for them, and then to develop and adapt strategies to meet the needs of specific situations;
- to understand the relationship of fitness to technique and strategy in swimming activities, and then to design and implement fitness and activity programmes understanding the value of specific events to personal and social fitness, health and well-being;
- to decide on the roles they take in swimming activities and how to be involved with them, and then to analyse and evaluate performances in specific events, identifying priorities, and take decisions to improve them;
- the role of rules and conventions of the activity.

Candidates should be taught the advance skills and techniques, tactics and teams skills and rules and regulations of their chosen activity.

2.6.1 Life Saving

The skills identified below will be seen and assessed in the context of a variety of life saving activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of life saving situations:

| | |
|-----------------|--|
| Swimming | <p>Entries and exits: candidates should be able to demonstrate a slide in entry for unknown conditions, step in entry, a compact entry, a straddle entry and a shallow dive. Candidates should be able to demonstrate a deep and shallow exit.</p> <p>Swimming strokes: candidates should be able to demonstrate the following swimming strokes:</p> <p>Front crawl – used to swim at speed to a person in difficulties.</p> <p>Breast Stroke – used to swim towards a person in difficulties and be able to observe the conditions around them and look for the person.</p> <p>Life Saving Backstroke – is a useful endurance stroke, also head held up so swimmer can see around them. Useful as a rescue tow when either one arm or both arms are used to support the casualty.</p> <p>Sidestroke – used as a strong towing action where both legs and one arm are used to swim. Legs are used as a scissor kick action and one arm is used to pull.</p> <p>Treading water – used as a method of lifting the body out of the water. Used for deep water resuscitation. Various methods can be used but the egg beater method is very popular.</p> <p>Sculling – used in many conditions.</p> <p>Surface dives – can be performed as a feet first dive, head first dive, extended dive when the swimmer wants to submerge quickly and a controlled dive when the swimmer wants to control his descent.</p> <p>Swimming underwater – used in search for an underwater object or casualty.</p> |
| Steps in rescue | <p>Emergency action: alertness, recognition of a problem, acceptance of a problem, assessment of the situation, plan of action, action, re-assessment of situation, provision of aftercare, evaluation of rescue.</p> <p>Categories of drowning casualties: recognition of how a life-saver would find the following in a drowning situation; non-swimmer, weak swimmer, injured swimmer.</p> |
| Plan of action | <p>Safety of the rescuer is paramount. Awareness of personal capabilities. Available assistance. Are there any bystanders that can help? What problems does the rescue present? How many casualties are there? What are the rescuers' priorities?</p> <p>Rescue aids: candidates should be familiar with the use of the following aids; rigid (stick, bottle etc) and non-rigid (rope, scarf etc) aids, buoyant (life belt) or non-buoyant (shirt) aid.</p> <p>Rescue sequence: consider which method will present the least risk to the rescuer (degree of safety) from the following methods; reach, throw, wade, row, swim with an aid, tow.</p> |

| | |
|---------------------------------|---|
| Land based rescues | <p>Candidates should be able to demonstrate the following:</p> <p>Talk rescue, where the rescuer offers advice for the subject to save themselves.</p> <p>Reach rescue, where the rescuer lies and holds a pole or similar object out to the subject.</p> <p>Throw rescue, where the rescuer throws a float or rope to the subject.</p> <p>Wade rescue, where the rescuer wades to the subject to offer assistance.</p> |
| Swimming rescues | <p>Non-contact rescues: these can be an accompanied rescue or a non-contact tow, where the distance between the rescuer and the casualty is achieved using a float, a stick or an item of clothing etc.</p> <p>Contact rescues: these include the following; extended tow, wrist tow, cross chest tow, support tow, clothing tow, chin tow, double shoulder tow, head tow.</p> <p>Multiple rescues: towing two casualties by their clothing or using the chin tow method.</p> |
| Defensive techniques | Defensive position (stand off), the reverse, blocking techniques using arms, legs or an aid. |
| Escape techniques | Escape from a wrist grip, escape from a front grasp, escape from a rear grasp. |
| Recovery and landing a casualty | Recovery of a submerged casualty using a surface dive. Recovery of a conscious and an unconscious casualty (with the help of an assistant). |
| Supporting a casualty | In deep and shallow water. Resuscitation in deep and shallow water. |
| Emergency after care | Priorities: Airway, Breathing, Circulation. Awareness of own safety. Check responsiveness of casualty. Be able to demonstrate cardiopulmonary resuscitation on a manikin, action for vomiting, diagnosis and treatment of choking, bleeding and shock, management of hypothermia, management of drowning, emergency after care. |

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

Water safety and the risk involved in swimming, water based leisure pursuits and water hazards in the home and garden.

Efficient methods of carrying out a land based rescue and ensuring the safety of the casualty.

How to enter shallow water, demonstrate a water-based rescue over a distance of 20 metres and assist the casualty to land.

How to enter deep water, swim 50 metres to a casualty, demonstrate a non-contact tow over 50 metres, assist the casualty to land from deep water and treat the casualty for shock.

How to swim 50 metres to a casualty, demonstrate a contact tow over 50 metres, escape and defensive action when necessary, assist the casualty to land from deep water and provide after care.

How to enter the water, swim 15 metres, recover an object from a depth of 1.5 metres, substitute the object for an unconscious casualty, tow the casualty a distance of 15 metres to a point of support, assess the condition of the casualty, simulate expired air resuscitation (EAR), land the casualty, continue with EAR and then place in the recovery position.

The application of swimming, life saving and training knowledge to improve power and efficiency in the water.

How to evaluate the quality of their own and others' individual skills and techniques and prioritise actions which lead to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity which can be found in Section 1, part 1.1.

How to seek help in the event of an accident and be aware of safety requirements.

2.6.2 Personal Survival

The skills identified below will be seen and assessed in the context of a variety of personal survival activity situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of personal survival situations:

| | |
|--------------------------|---|
| Survival strategies | <p>Pre-entry: candidates should check before entering water that that are safe to do so, that they have life jackets and they are correctly fastened, they remove any hazardous items of clothing, they know the environmental conditions, the availability of assistance.</p> <p>Entry: plan carefully the method of entry so that there is no risk to the person. Swim in a competent manner for at least 100 metres using front crawl, breast stroke, life saving back stroke, scull head-first on back for 10 metres, move into a tucked position and turn through 360 degrees, scull and tread water for at least 5 minutes using arms and legs to keep afloat. Be able to perform a range of water competence practices e.g. rotational movements, surface dive head and feet first to retrieve an object from a depth of at least 1.5 metres and to show their familiarity with the water conditions.</p> |
| Survival skills in water | <p>Swim in a competent manner for at least 100 metres using front crawl, breast stroke, life saving back stroke, scull and tread water for at least 5 minutes using arms and legs to keep afloat. Be able to perform a range of water competence practices e.g. rotational movements, surface dive head and feet first to show their familiarity with the water conditions.</p> <p>Survival floating: how to adopt a horizontal, angled or vertical position with face clear of the water. How to hold a buoyant aid to the chest.</p> <p>Removal of clothing: how to remove garments which are too heavy or are restricting breathing; for example heavy boots and heavy coats. Remove items from the feet upwards whilst treading water. Be able to remove the following items of clothing: shoes, trousers/skirt, overhead garments, coat and shirt.</p> <p>Signalling for help from a treading water position.</p> <p>Survive using the HELP (heat escape lessening posture) particularly in cold water conditions; candidates should draw the knees up to the chin, keep the legs together, press both arms against the sides and keep the head out of the water. Also use the HUDDLE method where there is a group involved and all are using life jackets.</p> <p>How to use items of clothing as an improvised float. How to inflate the clothing to make a float.</p> <p>Swim slowly to conserve energy and body heat.</p> <p>Dive and swim underwater a distance of at least 5 metres, resurface and continue swimming.</p> <p>Use a range of buoyancy aids to assist in personal survival.</p> |

Survival actions in special cases Candidates should be aware of the special conditions and dangers involved in the following situation (candidates will not be expected to demonstrate these techniques):
Quicksand and deep mud. Spread weight by lying on the surface and move by slow arm and leg movements;
Underwater weeds: weeds will float apart if you move slowly. Sculling is probably the best technique as it makes breathing easy and reduces the amount of unnecessary movement.
Survival in cold water: keep calm, retain clothing, float quietly, tread water. When a swimmer cannot swim to safety adopt the HELP position. In a group situation where the group are all wearing life jackets adopt the HUDDLE position to avoid heat loss. For this the group should press the sides of their chests together, press their groins and lower bodies together, and put their arms around each other's backs at waist level.

Each of the swimming strokes and personal survival skills will emphasise:

- Body position;
- Propulsion (Leg action and arm action);
- Breathing;
- Correct application of techniques in personal survival situation.

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

Efficient methods of entering water in a known situation, swim 100 metres in a reasonably quick time using one or two strokes, swim 800 metres displaying the ability to carry out a surface dive and swim underwater a distance for at least 5 metres during every 50 metres changing to a different stroke after a minimum distance of 200 metres if necessary. The 800 metres swim should be completed within 25 minutes. At the conclusion of the swim candidates should climb out of deep water unaided.

The application of knowledge of personal survival techniques in order to ensure survival. This is likely to involve swimming a considerable distance using a variety of forward facing strokes, demonstrating a range of skills, including treading water, swimming underwater, removing certain items of clothing whilst treading water, making a float out of the clothing.

Efficient methods of retaining body heat in order to enable the swimmer to survive in a variety of water condition including the application of the HELP and HUDDLE positions.

The application of swimming and training knowledge to improve power and efficiency in the water.

How to evaluate the quality of their own and others' individual skills and techniques and prioritise actions which lead to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

How to seek help in the event of an accident and be aware of safety requirements.

2.6.3 Swimming

The skills identified below will be seen and assessed in the context of a variety of swimming activity situations.

Develop and apply advanced skills and techniques.

Candidates should demonstrate the following advanced skills in a variety of swimming situations:

| | |
|----------------------------|--|
| Front crawl | Body position - flat, streamlined, head low. Leg action -should show feet and ankles relaxed, toes pointed, slight flexion at the knee in the kick, with heels just breaking the surface. Arm action - enter, catch position, pull and push phases, high elbow in the recovery. S-pull. Timing - regular arm to leg cycle, usually six beats of the legs to one arm cycle. Breathing - low breathing technique clearly showing forceful expiration into (below) water and fast inspiration without any lifting of the head. Some may prefer to use bilateral breathing techniques. |
| Breast stroke | Body position – flat as possible to minimise drag factor. Leg action – legs flexed to bring heels close to bottom, feet everted to produce whip-like kick outwards and then together with feet/toes extended/pointed, leg kick must be symmetrical. Arm action – reach, wrist flexed, pointed fingers down, press outward and backwards to point level with shoulders, recover hands to under chin with elbows tucked in at this stage, reach out to glide phase. Propulsion should come from palms of hands pulling outwards and backwards. Timing – alternate arm pull then leg kick, glide. Breathing – breathe in on the pull, out into the water on the leg kick/glide. |
| Back crawl | Body position - flat, head in natural position, ears in the water, hips not too low (this causes drag). Leg action -swing from the hips, flexion at the knee in the upwards movement, ankles relaxed, toes pointed. Thighs should not come out of the water. Alternate leg movement. Arm action - alternate arm action, reach to extended position above head, enter water, cock wrist, pull by bending elbow and continue until the push phase, recover arm at the hip close to the body. High arm recovery. Timing - normally six leg beats to one arm cycle. Breathing - normally regular pattern of breathing, in one arm pull and out on the other. |
| Butterfly | Body position - prone position, back slightly arched, arms extended, wrists flexed, legs extended, toes pointed. Leg action - undulating leg kick with legs together (dolphin kick), ankle joint relaxed, slight flexion at the knee. Arm action -reach 'over the barrel' arm action to enter water, pull backwards and downwards. Recover arms beyond the point where one can't push any more. Timing - can be one or two leg beats per arm cycle. Usually in the two leg beat movement the four counts for legs and arms are as follows: legs - pull, recovery, enter (3), glide; arms - pull, recovery, enter (3), glide. Breathing - breathe in on the arm pull and out when the face is in the water. |
| Starts, turns and finishes | Starts for Front Crawl, Breast Stroke and Butterfly. Starting instructions. Crouch, knees bent, toes over the edge of the starting box, on the start signal swing arms forward and stretch body to enter the water in a streamlined position with head in line with the body. Dive should not be too deep in order to surface and moving into swimming action. Starts for Back Stroke. Grip the starting box bar or side or scum channel, place feet together and pull up on the command. On the signal swing arms over head, throw head back and project the body by pushing with legs over the water in an arched movement. Delay swimming stroke until glide phase is over and then move into swimming stroke on surfacing. Breast Stroke and Butterfly turns and finishes. Touch, turn and finish with two hands simultaneously on the side. Front Crawl and Backstroke turns. Turns may be made with the hand and by rotating and touching with the feet. Various turning methods. Finish with one or two hands on the side. |

Select and apply advanced individual and team skills

Candidates should perform in an activity situation and show an understanding of:

Swimming efficiently using 1, 2 or 3 different strokes (depending on ability) over distances of between 20m and 100m.

Efficient methods of starting in a swimming event in order to move into the swimming style smoothly.

The application of knowledge of swimming techniques in order to achieve maximum propulsion with minimum drag, and efficient breathing.

Efficient methods of turning to enable swimmer to move into swimming stroke quicker and smoother.

The application of swimming and training knowledge to improve power and efficiency in the water.

How to evaluate the quality of their own and others' individual skills and techniques and priorities actions which lead to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

How to seek help in the event of an accident and be aware of safety requirements.

2.6.4 Example of Applied Conditions in a Swimming Activity

Candidates are required, as part of their assessment, to perform effectively under applied conditions. The following are examples of tasks which could be used for this purpose in a swimming activity.

Swimming Activity (Example) Swimming

Task 1

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills

1. To demonstrate a detailed warm up session in preparation for taking part in a swimming competition.
2. To demonstrate an efficient method of starting in a swimming event in order to move into the swimming style smoothly.
3. To demonstrate the correct swimming technique in their chosen strokes in order to achieve maximum propulsion with minimum drag and efficient breathing.
4. To demonstrate an efficient, smooth method of turning and finishing in each of their chosen swimming strokes.

Rules

The demonstration of swimming events will take place under normal swimming (ASA) rules and regulations.

Candidates may be asked to swim shorter distances than they would normally swim but will be expected to demonstrate the correct swimming technique throughout.

Extensions and variations

Candidates may be asked to swim in a competitive race against other candidates.

Candidates may be asked to show various training/practice methods used in training in order to improve ability.

Candidates may be asked to act as an official during the swimming assessment.

Task 2

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills

1. To demonstrate successful and effective use of swimming techniques over a distance of at least 50 metres.
2. To demonstrate the correct start, take over and finish in a relay team race. The race should be swam as a competitive event.

Rules

The demonstration of swimming events will take place under normal swimming (ASA) rules and regulations.

Candidates may be asked to swim shorter distances than they would normally swim but will be expected to demonstrate the correct swimming technique throughout.

Extensions and variations

Candidates may be asked to swim in a competitive race against other candidates.

Candidates may be asked to show various training/practice methods used in training in order to improve ability.

Candidates may be asked to act as an official during the swimming assessment.

2.6.5 Swimming Activity Area Criteria

| Marks | Description |
|---------|---|
| 0 - 5 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • The ability to swim one strokes sustaining form and effort over more than two lengths of a 20 m swimming pool; • The ability to show basic technique in a second stroke and show a small range of personal survival skills including surface diving, sculling for short periods of time and simple land based rescue techniques; • The ability to recognise the need for swimming and identify some of the exercises and activities used; with guidance pick out aspects of someone else’s technique; with help identify things they need to practice to improve control and power; • The ability to co-operate with others and participate in the activity in specific roles in which they are comfortable; • Some understanding of the role of rules and conventions of the activity. |
| 6 - 10 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • The ability to swim two strokes with control of legs and arms and breathing and sustain the effort and form over 50m. • The ability to perform a small range of personal survival and non-contact rescues using a small range of techniques, and recognise the need for different approaches to challenges and events; • The ability to recognise different areas of fitness required in swimming; describe, with help, aspects of techniques in their own and others’ technique and suggest ways of improving performance; • The ability to plan with others and support them in various roles in assisting in small supervised competitions and small supervised practices; • a basic understanding of the role of rules and conventions of the activity. |
| 11 - 15 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • the ability to swim two strokes with fluency and control using the correct arm and leg actions; breathe with control, start and turn efficiently for each stroke and sustain their form over a distance of 50m to 100m; • the ability to apply the principles of swimming and water skills to improve performance in swimming or personal survival or life saving; • the ability to identify fitness requirements in swimming; describe, with help, aspects of techniques in their own and others’ techniques selecting aspects which need improving and take the initiative to improve their own performance; • the ability to carry out specific roles in a group or team effectively and show how to warm up and cool down effectively using own ideas; • a sound understanding of the role of rules and conventions of the activity. |
| 16 - 20 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • the ability to swim with speed, power and control; co-ordinate legs, arm and breathing; show good body position in two strokes, sustaining form over longer races and events of between 50m to 100m; • the ability in swimming or personal survival or life saving to effectively use a wide range of techniques and strategies, and show a high degree of confidence and competence; • the ability to identify key aspects of fitness and devise preparation programmes which they monitor and adapt over time; take the initiative to analyse their own performance and put into place activities and exercises to improve their own performance; • the ability to show a good understanding of the need to warm up and cool down using a good range of ideas and carry them out thoroughly; • a detailed understanding of the role of rules and conventions of the activity. |
| 21 - 25 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> • the ability consistently to distinguish, select and apply advanced skills and techniques in three strokes to suit the event or activity showing a high level of power, fluency and control throughout the event over distances of 50m to 100m; • the ability to apply principles with proficiency and flair and to select and use a range of tactics and strategies to improve their own performance and to help a group or team to succeed in swimming or personal survival or life saving; • the ability to devise preparation programmes including technical, compositional and physical conditioning elements; identify the critical areas of fitness for themselves and the events; analyse their own and others’ performance and decide on action to improve it, and monitor progress; • the ability to take a number of roles in a group or team and show some sound planning and leadership skills; • a thorough understanding of the role of rules and conventions of the activity. |

2.7 EXERCISE ACTIVITIES

Through the teaching of the practical activities candidates should be taught:

- to develop and use increasingly advanced skills and techniques in specific exercises/activities with increasing control and technical proficiency;
- to know the rules and requirements of competition for specific events and use appropriate strategies for them, and then to develop and adapt competitive strategies to meet the needs of specific situations;
- to understand the relationship of fitness to technique and strategy in the exercises/activities, and then to design and implement fitness and activity programmes understanding the value of specific activities/exercises to personal and social fitness, health and well-being;
- to decide on the roles they take in the activities and how to be involved with them, and then to analyse and evaluate performances in specific activities, identifying priorities, and take decisions to improve them;
- the role of rules and conventions of the activity.

Candidates should be taught the advance skills and techniques, tactics and teams skills and rules and regulations of their chosen activity. Candidates must keep a diary to record their exercise/activity/training programme.

2.7.1 Cycling

Apparatus/Exercises

Candidates can choose to use either to cycle as a member of a cycling group on major roads, as a member of a speed cycling group using a velodrome or cycle as a mountain bike activity. The activity may be competitive or non-competitive.

Close supervision is essential at all times.

The type of exercise and training programme adopted will vary according to the type of cycling activity. Candidates should choose one type of cycling activity and devise a training programme for that activity. Candidates will be required to keep a detailed record of the training and activity sessions. The record should include a detailed outline of what the candidate hopes to achieve during the period of the activity, the dates, distances, venues/locations of the races/rides/events, the times and positions (if applicable), and a brief statement of what was achieved/successes.

The skills identified below will be seen and assessed in the context of a variety of Cycling situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of cycling situations.

Skills and techniques will vary from one method of training and activity to another.

| | |
|---|---|
| Safety equipment and preparation of the bicycle | The correct safety equipment to wear and a knowledge of how to cycle in order to minimise the risk of injury. How to prepare and check that the cycle is safe to ride. |
| Preparing to ride | A general warm up routine to precede cycling and training exercises. |
| Adjustment for correct riding position | The correct cycling position to ensure that forces are applied correctly, without putting undue strain on muscles, tendons and joints. Adjustment to seat and handlebars for height/rake, adjustment to brakes, gears and tyre pressures. |
| Cycling technique | <p>The correct cycling technique in order to maximise the candidate's cycling efficiency, including the use of gears, when to use different parts of the handle bars, when to stand up to peddle, when to free wheel, when to slipstream other riders.</p> <p>The correct cycling method to maintain efficient breathing and periods of relaxation.</p> <p>The different procedures to apply under different weather, road and off-road conditions.</p> |
| Training exercises | Exercises to improve leg, arm and body strength in order to improve cycling efficiency. |

Knowledge of cycling conditions

Knowledge of cycling rules, including the Highway Code.

Safety considerations when cycling and first aid in the event of an accident

A thorough check of all essential items of equipment before starting a day's journey or activity session/event. Know how to use maps and plan a route (if applicable), check all safety clothing and equipment on the rider and bicycle (including pump, repair kit, lights, maps, food and drinks).

Select and apply advanced skills, tactics, strategies and team skills

Candidates should perform in a range of exercises and show an understanding of:

How to prepare thoroughly, both mentally and physically, before each of the cycling events/activities/journeys.

How to plan the activity/journey in order to minimise the risk of injury to self or others, and damage to the bicycle.

How to prepare the bicycle thoroughly for the type of event/competition/activity/journey involved.

How to make adjustment to the bicycle, taking into account the weather conditions, the terrain/road conditions, the distance to ride, the risks involved, other people involved.

How to employ any tactics (if appropriate) during the exercises/competition/journey.

The correct technique throughout each of the cycling activities: high levels of performance can be judged against the distance cycled or in the event of a competitive event, against the candidate's finishing position.

How to keep a record of training methods, competition results or cycle rides/distances undertaken.

How to evaluate the quality of their own and others' performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

The importance of appropriate behaviour whilst taking part in the activity particularly if riding as a member of a group on the highway.

The importance of safety conditions, both in terms of what the cyclist should wear (e.g. helmet, gloves, correct cycling shoes and clothing) and the safety requirements as far as the bicycle is concerned (ref: the Highway Code) should be stressed from the start.

The skills should be taught gradually, applying the principles of training, also taught in Unit 2 (2d) and the risks involved which are also taught in Unit 3 (3a).

2.7.2 Exercises to Music

Exercises

Candidates can choose to take part in exercises to music as an individual activity or as a member of a group. Exercises to music can be used as preparation for another activity but this should not be any dance activity. Exercises to music should be performed to a variety of styles of music, which will encourage the candidate to move at different speeds and rhythms.

The type of exercise and training programme adopted may vary according to the type of music used. Candidates should choose several types of movements and devise a training programme with these movements in mind. Candidates will be required to keep a detailed record of the training and the exercise to movement sessions. The record should include a detailed outline of what the candidate hopes to achieve during the period of the activity, the dates, the movements, the music used, the times spent performing the movements to music and a brief statement of what was achieved/successes.

The skills identified below will be seen and assessed in the context of a variety of exercise to music situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of exercise to music situations:

| | |
|--|---|
| Safety equipment and preparation for exercising to music | The correct equipment to use and the type of surface on which to perform the movements must be considered in order to minimise the risk of injury. How to prepare for exercising to music and consider the type of footwear and clothing to use should be considered. |
|--|---|

| | |
|-----------------|---|
| Warm up routine | A general warm up routine to precede exercising to music and training exercises. The warm up may be done as part of the exercise to movement routine. |
|-----------------|---|

| | |
|---------------------------------|--|
| The exercise to music technique | Correct, sustained movements to ensure that forces are applied correctly, without putting undue strain on muscles, tendons and joints. The movements should be rhythmical, in time with the music and should show gradual progression. |
|---------------------------------|--|

The exercise to music technique should allow candidates to maximise their movement efficiency by enabling them to involve a wide range of body movements, involving stretching, turning, twisting, swinging, movements which encouraging deeper breathing, as well as exercises which encourage a measure of relaxation.

The correct movements to music to encourage deportment and to maintain efficient breathing and periods of relaxation.

| | |
|--|--|
| | An ability to sustain the exercises to music for a considerable period of time. |
| Training exercises | Exercises to music to improve leg, arm and body strength in order to improve overall body suppleness and efficiency. |
| Knowledge of exercises to music conditions | Common sense rules which apply to exercises to music; these might include the types of surfaces used, which should be non-slip, the types of steps used, the movement on and off any apparatus (if used). How to use the source of the music to the best effect. |
| Safety considerations when exercising to music and first aid in the event of an accident | Thorough check of all essential items of equipment before starting an exercise to music session. Know how to carry and place any equipment (if used), check the source of the music and the safety of any other participants. |

Select and apply advanced skills, tactics, strategies and team skills

Candidates should perform in a range of exercises and show an understanding of:

How to prepare thoroughly, both mentally and physically, before starting exercising to music (this can be as part of an introductory warm up exercise session).

How to plan the activity in order to minimise the risk of injury to self or others; this will involve the movement and placing of any equipment/apparatus (if used) and ensuring that the floor is non-slip.

How thoroughly to prepare themselves for the type of exercising to music session involved.

How to make adjustment to equipment/apparatus (if used), taking into account the type of room and conditions (e.g. ventilation) and other people involved.

The movement to music must be regular, rhythmical and sustained.

It is suggested that candidates should plan to exercise for periods of time lasting at least 30 minutes for each session, at least three times per week, for a period extending over three months.

The correct technique throughout each of the exercise to movement sessions. Candidates should recognise the importance of short and long stride, variations in movement speeds and maintaining the action over sustained periods of time to ensure the benefit of the aerobic exercise. Each period of exercise to music should last four minutes. High levels of performance can be judged against the aesthetic quality of the movements, including a wide range of body movements (involving swinging, turning, and lunging) and whether the candidate can devise their own imaginative routine.

The selection and application of appropriate music for the exercising to music routine.

How to keep a record of step, the exercises to music movements, the music to which the movements were made, the duration of the movements and how long the session lasted.

How to devise and lead others in an exercise to movement routine.

How to evaluate the quality of their own and others' performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

The importance of safety conditions, both in terms of what the exerciser should wear (e.g. the most suitable footwear) and the conditions under which the exercising to music takes place.

The skills should be taught gradually, applying the principles of training, also taught in Unit 2 (2d) and the risks involved which are also taught in Unit 3 (3a).

2.7.3 Jogging

Exercises

Candidates can choose to take part in jogging as an individual or as a member of a group. Jogging can be used as preparation for another activity but this should not be either a long distance athletics running event or as preparation/training for cross country running. The activity may be competitive or non-competitive.

Close supervision is essential at all times.

The type of exercise and training programme adopted may vary according to the type of jogging activity. Candidates should choose one type of jogging activity and devise a training programme for that activity. Candidates will be required to keep a detailed record of the training and activity sessions. The record should include a detailed outline of what the candidate hopes to achieve during the period of the activity, the dates, distances, venues/locations of the races/events, the times and positions (if applicable), a brief statement of what was achieved/successes.

The skills identified below will be seen and assessed in the context of a variety of jogging situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of jogging situations. Skills and techniques will vary from one method of training and activity to another.

| | |
|--|---|
| Safety equipment and preparation for jogging | The correct safety equipment to wear and a knowledge of how to jog in order to minimise the risk of injury. How to prepare for jogging and consider the type of terrain and route to be followed. |
|--|---|

| | |
|-----------------|--|
| Warm up routine | A general warm up routine to precede jogging and training exercises. |
|-----------------|--|

| | |
|-----------------------|---|
| The jogging technique | Correct, sustained jogging to ensure that forces are applied correctly, without putting undue strain on muscles, tendons and joints. The jogging movement should be rhythmical and should show progression. |
|-----------------------|---|

The jogging technique should allow candidates to maximise their jogging efficiency by enabling them to run over different types of terrain, over different gradients, conserve energy at different times whilst still running whilst enabling them to carry on a conversation with a partner.

The correct method of jogging to maintain efficient breathing and periods of relaxation.

The different procedures to apply under different weather conditions.

| | |
|--|---|
| Training exercises | Exercises to improve leg, arm and body strength in order to improve jogging efficiency. |
| Knowledge of jogging conditions | Common sense rules which apply to jogging; these might include a knowledge of the Country Code and the Highway Code. |
| Safety considerations when jogging and first aid in the event of an accident | Thorough check of all essential items of equipment before starting a jogging session. Know how to use maps and plan a route (if relevant), check all safety clothing and equipment the jogger might wish to take with them. |

Select and apply advanced skills, tactics, strategies and team skills

Candidates should perform in a range of exercises and show an understanding of:

How to prepare thoroughly, both mentally and physically, before starting jogging;

How to plan the activity in order to minimise the risk of injury to self or others;

How to thoroughly prepare themselves for the type of event/competition/activity/session involved.
How to make adjustment to equipment, taking into account the weather conditions, the terrain/road conditions, the distance to run, the risks involved, other people involved.

The jogging must be regular and sustained. It is suggested that candidates should plan to jog at least three times per week, for a period of three months and distances jogged during each session should vary between one thousand metres and three thousand metres.

How to employ any tactics (if appropriate) during the exercises/competition/session.

The correct technique throughout each of the jogging activities. Candidates should recognise the importance of shortening their stride whilst maintaining the same leg speed when running up hill and lengthen their stride when running down hill. High levels of performance can be judged against the distance jogged or in the event of a competitive event, against the candidate's finishing position.

How to keep a record of training methods, competition results or distances jogged.

How to evaluate the quality of their own and others' performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

The importance of appropriate behaviour whilst taking part in the activity particularly if jogging as a member of a group on the highway (pavement).

The importance of safety conditions, both in terms of what the jogger should wear (e.g. gloves in cold weather, a hat in hot weather) and a knowledge of the Country Code (e.g. closing gates) should be stressed from the start.

The skills should be taught gradually, applying the principles of training, also taught in Unit 2 (2d) and the risks involved which are also taught in Unit 3 (3a).

2.7.4 Step Aerobics

Exercises

Candidates can choose to take part in step aerobics as an individual activity or as a member of a group. Step aerobics can be used as preparation for another activity but this should not be any dance activity. Step aerobics should be performed to a variety of styles of music, which will encourage the candidate to step at different speeds and rhythms.

The type of exercise and training programme adopted may vary according to the type of music used. Candidates should choose several types of stepping movements and devise a training programme with these movements in mind. Candidates will be required to keep a detailed record of the training and the step aerobic sessions. The record should include a detailed outline of what the candidate hopes to achieve during the period of the activity, the dates, the stepping movements, the music used, the times spent performing the step aerobics and a brief statement of what was achieved/successes.

The skills identified below will be seen and assessed in the context of a variety of step aerobic situations.

Develop and apply advanced skills and techniques

Candidates should demonstrate the following advanced skills in a variety of step aerobic situations:

| | |
|--|--|
| Safety equipment and preparation for step aerobics | The correct equipment to use and the type of surface on which to perform the stepping must be considered in order to minimise the risk of injury. How to prepare for step aerobics and consider the type of footwear and clothing to use should be considered. |
|--|--|

| | |
|-----------------|--|
| Warm up routine | A general warm up routine to precede step aerobic and training exercises. The warm up may be done as part of step aerobic exercises. |
|-----------------|--|

| | |
|----------------------------|---|
| The step aerobic technique | Correct, sustained stepping movements to ensure that forces are applied correctly, without putting undue strain on muscles, tendons and joints. The stepping movement should be rhythmical, in time with the music and should show progression. |
|----------------------------|---|

The stepping technique should allow candidates to maximise their stepping efficiency by enabling them to involve a wide range of body movements, involving stretching, rotating, lunging, swinging, movements which encouraging deeper breathing, as well as exercises which encourage a measure of relaxation.

The correct stepping method to maintain efficient breathing and periods of relaxation.

An ability to sustain the stepping movements for a considerable period of time.

| | |
|---|--|
| Training exercises | Step aerobic exercises to improve leg, arm and body strength in order to improve overall body suppleness and efficiency. |
| Knowledge of step aerobic conditions | Common sense rules which apply to step aerobic exercises; these might include the types of surfaces used, which should be non-slip, the types of steps used, and the movement on and off the steps. How to use the source of the music to the best effect. |
| Safety considerations when stepping and first aid in the event of an accident | Thorough check of all essential items of equipment before starting a step aerobic session. Know how to carry and place the steps, check the source of the music and the safety of any other participants. |

Select and apply advanced skills, tactics, strategies and team skills

Candidates should perform in a range of exercises and show an understanding of:

How to prepare thoroughly, both mentally and physically, before starting step aerobics. This can be as part of an introductory warm up exercise session.

How to plan the activity in order to minimise the risk of injury to self or others. This will involve the movement and placing of the steps and ensuring that the floor is non-slip.

How to thoroughly prepare themselves for the type of step aerobic session involved. How to make adjustment to equipment, taking into account the type of room and conditions (e.g. ventilation) and other people involved.

The step aerobics must be regular, rhythmical and sustained. It is suggested that candidates should plan to step for periods of time lasting at least 30 minutes for each session, at least three times per week, for a period extending over three months.

The correct technique throughout each of the step aerobic sessions. Candidates should recognise the importance of short and long stride, variations in stepping speeds and maintaining the stepping action over sustained periods of time to ensure the benefit of the aerobic exercise. Each stepping routine should last at least for four minutes. High levels of performance can be judged against the aesthetic quality of the movements, including a wide range of body movements (involving swinging, turning, jumping skipping and lunging) and whether the candidate can devise their own imaginative stepping routine.

The selection and application of appropriate music for the step aerobic routine.

How to keep a record of step aerobic exercise movements, the music to which the movements were made, the duration of the movements and how long the session lasted.

How to devise and lead others in a step aerobic routine.

How to evaluate the quality of their own and others' performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

The importance of appropriate behaviour whilst taking part in the activity particularly if taking part in step aerobics as a member of a group.

The importance of safety conditions, both in terms of what the exerciser should wear (e.g. the most suitable footwear) and the conditions under which the step aerobics take place.

The skills should be taught gradually, applying the principles of training, also taught in Unit 2 (2d) and the risks involved which are also taught in Unit 3 (3a).

2.7.5 Weight Training for Fitness

Apparatus/Exercises

Candidates can choose to use either fixed weight training equipment (e.g. Multigym), free standing weights (e.g. barbells) or alternative weight training machines (e.g. cycle ergometers).

Close supervision is essential at all times.

The type of exercise and training programme adopted will vary according to the type of equipment being used. Multigym type weight training equipment tends to exercise one or two specific groups of muscles (e.g. the use of pulley weights to strengthen the arms, shoulders and back muscles). Freestanding weights can enable the lifter to exercise more major muscle groups (e.g. lifting weights from the floor to above the head). Rowing machines, cycle ergometers, tread mills and step machines also enable candidates to exercise at different intensities. A combination of the above may be used.

Candidates should be taught to:

Develop and apply advanced skills and techniques

Skills and techniques will vary from one method of training to another.

Candidates should demonstrate the following:

A general warm up and mobilising routine to precede weightlifting and training exercises.

The starting position to ensure that weights are lifted correctly without putting undue strain on muscles, tendons and joints.

The exercise movements, including the application of forces on muscles and joints.

Arm and shoulder exercises (e.g. curls, raises, lat. pulls, pec-deck exercises).

Leg exercises (e.g. hamstring curl, quadriceps curl, cycle exercises).

Back exercises (e.g. back aching, lat.pulls, fixed rowing).

Abdominal exercises (e.g. sit ups on inclined bench).

| | |
|-----------------------------|--|
| Free Weight Exercises: | Press behind neck. Back and front squat. Bent forward rowing. Bench press. Curls. Crunches or sit ups, with twist. |
| Exercises to develop speed: | Power Clean. Power Snatch. |
| Specific Lifts: | Clean and/or Power Clean. Jerk Snatch and/or Snatch. |
| Machine Exercises: | Seated or standing press (face away from machine). Leg press or hip-sled (90° bend at knee or more). Knee flexion (hamstring curl). Pull down. Bench press (raise bench if necessary to ensure handles lower to shoulder level). Hyper extension or hip extension. Crunches or sit ups with twist. |

Select and apply advanced skills, tactics, strategies and team skills

Candidates should perform in a range of different lifts and exercises and show an understanding of:

How to prepare thoroughly, both mentally and physically, before each of the exercise/lifts.

How to employ any tactics (if appropriate) during the exercises/competition.

The correct technique throughout each of the exercises/lifts. High levels of performance can be judged against the weight lifted or the number of repetitions.

How to evaluate the quality of their own and others' performance and prioritise action which leads to improvement.

Evaluate and improve performance

Candidates should be taught to evaluate and improve their performance. Details concerning the generic content of evaluating and improving performance can be found in Section 1, part 1.1.

Roles in the activity

Candidates should be able to adopt a variety of roles in the activity. Examples of roles can be found in Section 1, part 1.1.

Rules of the activity and safety regulations

Candidates should understand the role of rules and conventions in the activity, which can be found in Section 1, part 1.1.

The importance of appropriate behaviour whilst taking part in the activity.

The procedures and condition of the apparatus, mats, floor surface, rigs, supports and other equipment should be emphasised from the start.

The skills should be taught gradually, applying the principles of training, also taught in Unit 2 (2d) and the risks involved which are also taught in Unit 3 (3a).

2.7.6 EXAMPLE OF APPLIED CONDITIONS IN AN EXERCISE ACTIVITY

Candidates are required, as part of their assessment, to perform effectively under applied conditions. The following are examples of tasks which could be used for this purpose in an exercise activity.

Exercise Activity (Example) Jogging

Task 1

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills

1. To demonstrate a detailed warm up session in preparation for taking part in a jogging.
2. To demonstrate an efficient method of sustained jogging over a variety of surfaces.
3. To show a detailed record of training runs, clearly recording dates, times, distances, weather conditions, routes followed.

Rules

Candidates may be asked to jog over various distances and demonstrate the correct even jogging technique throughout.

Extensions and variations

Candidates may be asked to jog as part of a group.

Candidates may be asked to show various training/practice methods used in training in order to improve ability.

Candidates may be asked to act as an official during the jogging assessment.

Task 2

Purpose

Selecting and applying advanced skills, tactics, strategies and team skills

1. To demonstrate successful and effective use of jogging technique over a considerable distance, showing sustained effort throughout.
2. To demonstrate the correct method of jogging as part of a jogging group which uses this method of exercise as a method of improving cardiovascular fitness.

Rules

Candidates may be asked to jog over various distances and demonstrate the correct even jogging technique throughout.

Extensions and variations

Candidates may be asked to jog as part of a group and take their turn as leader.

Candidates may be asked to show various training/practice methods used in training in order to improve ability.

Candidates may be asked to act as an official during the jogging assessment.

2.7.7 Exercise Activity Area Criteria

| Marks | Description |
|---------|--|
| 0 – 5 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform a number of simple rhythmical exercises and movements to music or perform lifting techniques with reasonable control or cycle or jog short distances under control; the ability to remember whole sequences performing them in separate parts, and move into and out of individual actions with control putting these into order within a sequence or perform lifting techniques, cycling, jogging safely; the ability to work on exercises to help their strength and suppleness with guidance identifying the main focus of most; the ability to make basic activity judgements about the quality of work applying some of the set criteria and are aware of areas needing improvement and be able to work on them under guidance and supervision; some understanding of the role of rules and conventions of the activity. |
| 6 – 10 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to combine and perform a number of exercises/movements to music or perform a small range of lifting techniques or cycle or jog without distress over a demanding route safely and with control with some help and guidance; the ability to use sound principles in order to improve personal fitness; the ability to carry out warm up and cool down activities with support and direction performing exercises safely; a clear understanding of how to develop, progress and improve their own and others' work, taking the initiative to put ideas into practice; a basic understanding of the role of rules and conventions of the activity. |
| 11 – 15 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to select from and perform a range of rhythmical exercises or movements to music or various lifting exercises/techniques, perform them individually, in pairs or in groups with body tension, extension (if applicable) and control. In cycling and jogging to show good road sense, control and be able to sustain the exercise for a lengthy period of time; the ability to perform linked exercises/movements to music smoothly and cohesively and incorporated them into sequences that flow or perform lifting exercises with sound techniques, showing good use of appropriate muscle groups; the ability to prepare themselves and others effectively for participation in the activities and for improved performance, selecting and implementing safe exercise, warm up and cool down programmes; a clear understanding about how to develop, progress and improve their own and others' work taking the initiative to put ideas into practice; a sound understanding of the role of rules and conventions of the activity. |
| 16 – 20 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability to perform a wide range of rhythmical exercises/movements with good form separately and in combination (if appropriate) or a wide range of lifting movements or cycling or jogging over a challenging route with good, safe technique. In dance exercise they will show flair in their performance and will link series of actions fluently into cohesive and carefully designed sequences; the ability in dance exercise to adapt their work to meet new demands, criteria and themes, showing a good awareness of performance; in weight lifting for fitness to demonstrate an application of sound exercising principles. In cycling and jogging to show very good technique and sustained effort; the ability to prepare thoroughly for activity and to take into account the needs of conditioning and skills work; the ability to work effectively with others adapting ideas and actions to incorporate the level of skill that others have, and make clear and accurate judgements of the quality of their own and others' work, prioritising and taking action to develop, refine and improve it; a detailed understanding of the role of rules and conventions of the activity. |
| 21 – 25 | <p>Candidates should demonstrate under applied conditions:</p> <ul style="list-style-type: none"> the ability consistently to distinguish, select and apply advanced skills and techniques to suit the activity showing a high level of control, precision, fluency and originality, and if appropriate, power; the ability to develop and refine more advanced rhythmical exercises/movements in dance exercise/aerobics through a carefully planned programme incorporating body conditioning and movement development. They will perform a wide range of skills, selecting from them well to suit the needs of the event and performing them with a high level of control and flair; Weight trainers, cyclists and joggers will demonstrate a wide knowledge and ability of both technique, principles and application for the benefit of improved fitness; the ability to take the initiative and lead with groups to devise, implement and adapt a preparation programme for themselves and others leading to performance in a display or competition; the ability to take a number of roles in a group or team and show some sound planning and leadership skills; a thorough understanding of the role of rules and conventions of the activity. |

2.8 ANALYSING PERFORMANCE

2.8.1 Assessment of Analysing Performance

In order to enable candidates to carry out the task of analysing performance, teachers will ensure that candidates are taught the necessary skills. Through the teaching of the practical activities and the programme of study they should identify performances which are skilful and those which are not. They should recognise weaknesses in performance and be able to suggest ways in which they might be improved using appropriate training or practice methods.

Candidates' ability to analyse performance is assessed according to set criteria.

For the purpose of assessment candidates will be required to analyse performance in order:

- to determine strengths and weaknesses in the performance;
- to suggest ways in which the quality and effectiveness of the performance might be improved.

Candidates are required to demonstrate their ability to analyse performance within the content and context of their chosen activity.

Candidates are required to give an oral response to teachers' questions in order to assess their ability to analyse performance in their chosen activity. Examples of the type of question which might be asked are found in Section 6.3 of the specification. In addition candidates will provide written evidence in support of their analysis of performance in the form of an analysing performance task, details of which are found in Section 3 of the specification.

Candidates' ability to analyse performance in terms of oral questioning is assessed against the Analysing Performance Criteria. Teachers are required to assess each pupil individually in terms of their oral responses to questions.

An example of an analysing performance task form can be found in Section 3.

2.8.2 Analysing Performance Criteria

| Marks | Description |
|--------|---|
| 0 - 2 | Candidates should demonstrate: <ul style="list-style-type: none">• the ability to analyse performance and identify major strengths and weaknesses;• the ability to make some modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance. |
| 3 - 4 | Candidates should demonstrate: <ul style="list-style-type: none">• the ability to analyse and briefly comment on performance showing an understanding of some of the factors that affect the quality and effectiveness of performance;• the ability to make modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance. |
| 5 - 6 | Candidates should demonstrate: <ul style="list-style-type: none">• the ability to analyse and comment on performance showing an understanding of the factors that affect the quality and effectiveness of performance;• the ability to plan ways to improve their own and others' performance. |
| 7 - 8 | Candidates should demonstrate: <ul style="list-style-type: none">• the ability to make some evaluations of performance showing an understanding of some of the factors that affect the quality and effectiveness of performance;• the ability to plan ways to improve their own and others' performance;• some understanding of ways of monitoring and evaluating progress. |
| 9 - 10 | Candidates should demonstrate: <ul style="list-style-type: none">• the ability to analyse work demonstrating an understanding of the impact skill, tactics or composition, and fitness have on the quality and effectiveness of performance;• the ability to identify priorities for and identify principles of practice to improve performance;• an understanding of how to monitor and evaluate progress towards targets. |

3 COURSEWORK ADMINISTRATION PACK

This Coursework Administration Pack is designed to accompany the OCR GCSE Physical Education, Physical Education (Games) and Physical Education (Games) (Short Course) specifications for teaching from September 2001.

The forms in this pack are for use with the following specifications:

Physical Education (1970)

Physical Education (Games) (1971)

Physical Education (Games) (Short Course) (1071)

Guidance on the assessment of coursework will be found in Section 7 of the specifications.

A master copy of all OCR GCSE Administration Packs will be sent to Examination Officers during 2001.

Centres are permitted to copy material from this booklet for their own internal use.

Contents:

Compulsory Recording Materials

Coursework Summary Form

Analysing Performance Task Sheet

Optional Recording Materials – Coursework Enquiries

Candidate Mark Sheet

Centre Order of Merit Mark Sheet

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website www.ocr.org.uk.

Compulsory Recording Materials

Coursework Summary Form: This records the marks for each Activity Area and Games Activity Area and the final total mark for each candidate entered by your Centre for the component. Candidates should be listed in candidate number order. This form **must** be completed and despatched to the Moderator. Moderator address labels will be set to Centres shortly before they are needed. Centres must keep a copy of the final marks for each candidate.

Analysing Performance Task Sheet: Candidates are required to give an oral response to teachers' questions in order to assess their ability to analyse performance in their chosen activity. Examples of the type of questions which might be asked are found in Section 6.3 of the specifications. In addition candidates will provide written evidence of their analysis of performance in the form of an analysing performance task. An example of this form is provided.

Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

Visiting Moderation

Moderation is by means of cluster groups based on geographical distribution. A sample of a Centre's candidates will be identified by the Moderator and requested to attend a cluster moderation meeting. Candidates must be accompanied to the cluster moderation meeting by a member of staff responsible for internal standardisation – usually the Head of PE.

General Coursework Regulations and Procedures

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the *OCR Handbook for Centres*.

Optional Recording Materials

Centres must have a system for recording periodic assessment of candidates' coursework which is available for inspection at moderation. These materials are forwarded for the convenience of Centres.

Candidate Mark Sheet: Candidates should be assessed regularly over a period of time. The candidate mark sheet may be copied and used to record assessment marks made for single candidates.

Centre Order of Merit Sheet: The Moderator will need to receive marks in rank order for each activity assessed. This form is an example which Centres can photocopy and use to send to the Moderator, a record of candidates' marks.

Coursework enquiries for Physical Education should be sent to OCR at the following address:

Administrative Officer (Food, Health and Hospitality Team)

OCR

Mill Wharf

Mill Street

BIRMINGHAM

B6 4BU

Correspondence should be marked 'Coursework Enquiry'.

INSTRUCTIONS FOR COMPLETION

- Teachers must be thoroughly familiar with the appropriate sections of the specification, the criteria for awarding marks and the General Coursework Regulations.
- List the candidates in an order that will allow ease of transfer of marks to the computer printed mark sheets (MS1) at a later stage.
- Mark the coursework according to the guidance and criteria given in the Coursework Guidance Booklet.
- Carry out internal moderation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
- The Performance marks for four activities from the required activity areas, according to the requirements of the specification, should be entered in the appropriate columns together with the activity code.
- The total Performance marks for four activities should be added together. The total Performance mark should then be divided by 2 to give a maximum mark out of 50. Round up 0.5 marks.
- The Analysing Performance mark for one activity should be entered in the Analysing Performance column (maximum mark 10) together with activity code.
- Add the total Performance mark (maximum 50) to the Analysing Performance mark (maximum 10) **to give a Final Total mark (maximum 60).**
- Ensure that the addition of marks is independently checked.
- Retain securely the forms pending further instructions from OCR.

EXTERNAL MODERATION

Documents will be sent to you for the purpose of external moderation

ACTIVITY AREAS AND CODES

| Games Activities: | | | Gymnastics Activities: | | | Outdoor/Adventurous Activities: | | |
|----------------------|---|-----|-----------------------------|---|-----|---------------------------------|---|-----|
| Archery | = | Ar | Gymnastics | = | Gy | Canoeing | = | Ca |
| Association Football | = | AF | Figure Skating | = | FS | Hill Walking, Campcraft or | | |
| Badminton | = | Bad | Rhythmic Gymnastics | = | RG | Hostelling | = | Hil |
| Basketball | = | Bas | Trampolineing | = | Tr | Horse Riding | = | Hor |
| Cricket | = | Cr | | | | Orienteering | = | Or |
| Eton Fives | = | EF | | | | Rock Climbing | = | RC |
| Fencing | = | Fe | Dance Activities: | | | Sailing | = | Sa |
| Gaelic Football | = | GF | Educational Dance | = | ED | Skiing | = | Sk |
| Goalball | = | Gb | Folk Dance | = | FD | Windsurfing | = | Wi |
| Golf | = | Go | Historical Dance | = | HD | | | |
| Handball | = | Ha | Theatrical Dance | = | TD | | | |
| Hockey | = | Hoc | Social Dance | = | SD | Swimming Activities: | | |
| Judo | = | Ju | | | | Swimming | = | Sw |
| Lacrosse | = | La | | | | Life Saving | = | LS |
| Netball | = | Ne | Athletic Activities: | | | Personal Survival | = | PS |
| Racketball | = | Ra | Track and Field Athletics | = | Ath | | | |
| Rounders | = | Ro | Cross-Country Running | = | CC | | | |
| Rugby League | = | RL | | | | Exercise Activities: | | |
| Rugby Union | = | RU | | | | Cycling | = | Cy |
| Softball | = | So | | | | Exercises to Music | = | EM |
| Squash | = | Sq | | | | Jogging | = | Jo |
| Table Tennis | = | TT | | | | Step Aerobics | = | SA |
| Tennis | = | Te | | | | Weight Training for Fitness | = | WTF |
| Volleyball | = | Vo | | | | | | |
| Water Polo | = | WP | | | | | | |

INSTRUCTIONS FOR COMPLETION

1. Teachers must be thoroughly familiar with the appropriate sections of the specification, the criteria for awarding marks and the General Coursework Regulations.
2. List the candidates in an order that will allow ease of transfer of marks to the computer printed mark sheets (MS1) at a later stage.
3. Mark the coursework according to the guidance and criteria given in the Coursework Guidance Booklet.
4. Carry out internal moderation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
5. The Performance marks for four games from the required activity areas, according to the requirements of the specification, should be entered in the appropriate columns together with the activity code.
6. The total Performance marks for four games should be added together. The total Performance mark should then be divided by 2 to give a maximum mark out of 50. Round up 0.5 marks.
7. The Analysing Performance mark for one game should be entered in the Analysing Performance column (maximum mark 10) together with activity code.
8. Add the total Performance mark (maximum 50) to the Analysing Performance mark (maximum 10) **to give a Final Total mark (maximum 60).**
9. Ensure that the addition of marks is independently checked.
10. Retain securely the forms pending further instructions from OCR.

EXTERNAL MODERATION

Documents will be sent to you for the purpose of external moderation

GAMES ACTIVITY AREAS AND CODES

Net/Wall Games:

Badminton
Eton Fives
Handball
Racketball
Squash
Table Tennis
Tennis
Volleyball

=
=
=
=
=
=
=
=
=

Bad
EF
Ha
Ra
Sq
TT
Te
Vo

Striking/Fielding/Target Games:

Archery
Cricket
Fencing
Golf
Rounders
Softball

=
=
=
=
=
=

Ar
Cr
Fe
Go
Ro
So

Invasion Games:

Association Football
Basketball
Fencing
Gaelic Football
Goalball
Hockey
Judo
Lacrosse
Netball
Rugby League
Rugby Union
Water Polo

=
=
=
=
=
=
=
=
=
=
=
=
=

AF
Bas
Fe
GF
Gb
Hoc
Ju
La
Ne
RL
RU
WP

**PHYSICAL EDUCATION: GAMES (Short Course) (1071)
 COURSEWORK SUMMARY FORM
 GCSE EXAMINATIONS**



Please read the instructions overleaf before completing this form.

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

| Candidate Number | Candidate Name | Teaching Group/Set | Invasion Games | | Net/Wall Games | | Striking/Fielding/Target Games | | Total for two games (Max 50) | Analysing Performance | | Final Total (Max 60) |
|------------------|----------------|--------------------|----------------|-------|----------------|-------|--------------------------------|-------|------------------------------|-----------------------|-------|----------------------|
| | | | Mark (25) | Code* | Mark (25) | Code* | Mark (25) | Code* | | Mark (10) | Code* | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

*Enter activity code from those listed overleaf (e.g. AF, Bad, Bas, etc.). Centres are required to submit this form to the Moderator.

| | | | |
|---|------------------|-------------|--|
| Name of teacher completing this form | Signature | Date | |
|---|------------------|-------------|--|

INSTRUCTIONS FOR COMPLETION

1. Teachers must be thoroughly familiar with the appropriate sections of the specification, the criteria for awarding marks and the General Coursework Regulations.
2. List the candidates in an order that will allow ease of transfer of marks to the computer printed mark sheets (MS1) at a later stage.
3. Mark the coursework according to the guidance and criteria given in the Coursework Guidance Booklet.
4. Carry out internal moderation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
5. The Performance marks for two games from the required activity areas, according to the requirements of the specification, should be entered in the appropriate columns together with the activity code.
6. The total Performance marks for two games should be added together to give a performance mark out of 50.
7. The Analysing Performance mark for one game should be entered in the Analysing Performance column (maximum mark 10) together with activity code.
8. Add the total Performance mark (maximum 50) to the Analysing Performance mark (maximum 10) **to give a Final Total mark (maximum 60).**
9. Ensure that the addition of marks is independently checked.
10. Retain securely the forms pending further instructions from OCR.

EXTERNAL MODERATION

Documents will be sent to you for the purpose of external moderation

GAMES ACTIVITY AREAS AND CODES

Net/Wall Games:

Badminton
Eton Fives
Handball
Racketball
Squash
Table Tennis
Tennis
Volleyball

=
=
=
=
=
=
=
=

Bad
EF
Ha
Ra
Sq
TT
Te
Vo

Striking/Fielding/Target Games:

Archery
Cricket
Fencing
Golf
Rounders
Softball

=
=
=
=
=
=

Ar
Cr
Fe
Go
Ro
So

Invasion Games:

Association Football
Basketball
Fencing
Gaelic Football
Goalball
Hockey
Judo
Lacrosse
Netball
Rugby League
Rugby Union
Water Polo

=
=
=
=
=
=
=
=
=
=
=
=
=

AF
Bas
Fe
GF
Gb
Hoc
Ju
La
Ne
RL
RU
WP

