

version 1.0



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Education

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## Sport and Physical Education 2006

This specification should be read in conjunction with:  
Specimen and Past Papers and Mark Schemes  
Reports on the Examination  
Teachers' Guide

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AQA ADVANCED SUBSIDIARY GCE 5581  
AQA ADVANCED GCE 6581

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# Background Information

## 1

# Advanced Subsidiary and Advanced Level Specifications

### 1.1 Advanced Subsidiary GCE (AS)

Advanced Subsidiary GCE courses were introduced in September 2000 for the award of the first qualification in August 2001. They may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialisation;
- as the first half (50%) of an Advanced Level GCE qualification, which must be completed before an Advanced Level GCE award can be made.

Advanced Subsidiary GCE is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level GCE qualification. The level of demand of the AS examination is that expected of candidates halfway through a full A Level course of study.

### 1.2 Advanced Level GCE (AS+A2)

The Advanced Level GCE examination is in two parts:

- Advanced Subsidiary (AS) – 50% of the total award;
- a second examination called A2 - 50% of the total award.

Most Advanced Subsidiary GCE and Advanced Level GCE courses will be modular. The AS will comprise three teaching and learning modules and the A2 will comprise a further three teaching and learning modules. Each teaching and learning module will normally be assessed through an associated unit of assessment. The specification gives details of the relationship between the modules of learning and assessment units.

With the two-part design of Advanced Level GCE courses, centres may devise an assessment schedule to meet their own & candidates' needs.

For example:

- units of assessment may be taken at stages throughout the course, at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;

AS and A2 may be completed at the end of the same year.

Details of the availability of the units of assessment for each specification are provided in Section 3.

### 1.3 Rationale

This specification in Sport and Physical Education provides a course of study that expands on many of the ideas and concepts already encountered during Key Stage 4 courses based on the National Curriculum. It also provides a natural progression for candidates who have additionally studied GCSE Physical Education by extending their knowledge of skills, techniques and effective performance. Thus it provides a transition for those intending to study related courses in Higher Education and for others who do not wish to go on to further study, it provides a balanced, broad-based course, worthwhile in its own right. All candidates will gain by furthering their knowledge and understanding of the importance of exercise and activity to their personal, social and mental health and well-being. Furthermore, **all candidates** are required to extend their ability to plan, perform and evaluate an exercise training programme, and in so doing, will demonstrate application of knowledge to improve performance. This specification meets the definition of Physical Education by providing for the development of knowledge, skills and understanding, through the study of physical education and by participation in sport and physical activity. Together these will enable candidates to reflect with confidence and competence on the nature and quality of performance and be able to develop strategies for improvement. Through physical education, it offers candidates the opportunity to benefit from the intellectual, social and personal well-being that should result from the contexts in which the specification requires sport and physical activities to be undertaken. Since sport can be defined as an institutionalised game or activity for pleasure, competition or exercise, both the elements in the title are justly acknowledged, since they are each reflected by the requirements of this specification. Candidates can choose from a range of different activities in which to acquire their physical skills and improve their skilfulness.

In both AS and A Level, candidates will use evaluation and appreciation of their own or others' performance to acquire and apply their knowledge, skills and understanding.

The aims of the course of study offered in this specification are that by learning in, about and through a range of physical activities, candidates should be able to:

- develop knowledge, skills and understanding of the factors which influence the quality of performance;
- apply their knowledge, skills and understanding to a range of activities to improve performance;
- evaluate performance and plan for the improvement of it;
- develop an understanding of the socio-cultural, moral, global and contemporary factors in physical education, which affect participation in and provision for sport and physical activity.

In the AS modules of learning, candidates will be concerned with identifying the factors which affect the establishment and improvement of performance at the foundation level of participation.

Thus, the assessment objectives of *Module 1* of this specification require candidates to develop an understanding of the **physiological** and **psychological processes**, which separately and together affect

the human movements **that underpin performance** in physical activity. Candidates will need to engage in experiential learning so that they are able to apply underlying principles to be able to describe and evaluate movement and then plan strategies for improvement.

In *Module 2*, candidates will gain an understanding of how the **social, cultural, moral and historical factors which influence participation** in and provision for sport and physical activity affect performance.

*Module 3* requires **all** candidates to plan, perform and evaluate an exercise training programme. It also provides, through further coursework, the opportunity for candidates to apply their knowledge and understanding in the **evaluation and improvement** of their own or others' performance. They can do this by demonstration and analysis of skills in structured practice conditions, or a written report.

The A2 modules of learning provide candidates with the opportunity to develop and extend their knowledge, skills and understanding gained at AS to enable them to identify the factors which lead to the optimisation of their own or others' performance.

The assessment objectives of *Module 4* require a deeper understanding of the **physiological and psychological** processes studied at AS and their effects on the ability of performers to optimise their performance. It reinforces the **interaction of the cognitive and the physiological** as a necessary pre-requisite for elite performance.

In *Module 5* candidates should be able to analyse, through physical education, the effects of **Global Trends** on participation. They should also be able to **critically evaluate the socio-cultural and contemporary issues**, which influence trends of participation in sport in the **UK, France** and the **USA**. The unit, which assesses this module, will also include, as a separate section, some of the required **synoptic assessment**.

*Module 6* provides candidates with the opportunity, through coursework, to evaluate their own or others' performance. Candidates will be required, through demonstration in a competition/performance situation or by written report, to extend the application of their knowledge to **identify the factors which promote optimisation of performance**. This module of learning also requires candidates to undertake a written Synoptic Assignment. This piece of externally assessed coursework will enable candidates to demonstrate their **knowledge of the principles and concepts of connections across areas of the subject**.

The specification comprises modules of learning which at AS provide a coherent area of study that considers many of the aspects across a broad range of topics. These can either individually or collectively affect the quality of a performance and are influential in bringing about an improvement of it. The modules of learning at A Level progress from those at AS to develop skills and understanding of the factors that optimise performance in the development of excellence. This should include a comparison of the different ways this can be achieved as exemplified by the UK, France and the USA.

This specification is distinctive by its provision in the following ways:

- a balanced course is offered at AS, worthwhile in its own right, that allows candidates to acquire and apply knowledge, skills and understanding across a broad range of subject topics;
- the Advanced Level offers candidates the opportunity to extend their knowledge, skills and understanding gained at AS, and to develop further breadth from knowledge and understanding of the influences of new topics;
- the Advanced Level provides a complete course covering all the main subject topics - there are no content options;
- all candidates demonstrate application of theory through coursework by providing evidence of planning, performing and evaluating an exercise programme;
- candidates can present their evidence of application of knowledge and understanding through a choice of coursework options at AS and Advanced Level. This allows them the opportunity to demonstrate their knowledge, skills and understanding through the option which best suits their talents, their own needs and the facilities available to them;
- candidates will develop their appreciation of the health and fitness benefits of leading an active lifestyle and the personal and social benefits associated with learning through physical education and participation in sport and physical activity.

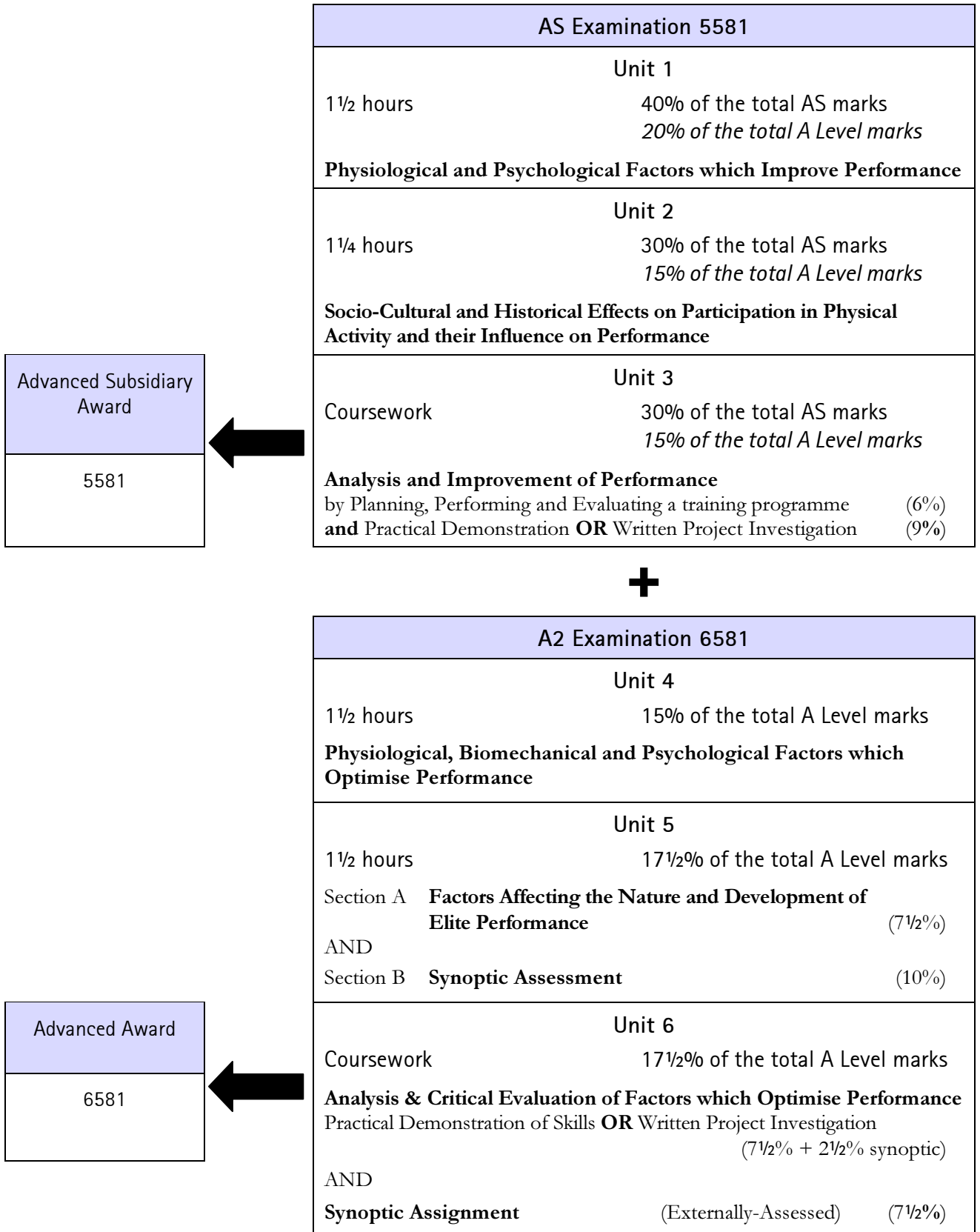
In the context of the specification, learning and physical activity should be seen as consisting of three dimensions.

Learning in physical activity	This experiential learning involves candidates directly acquiring knowledge, understanding and skills of an activity through participation. Activity should form a medium for learning as well as a source of content and data.
Learning about physical activity	This requires studying and participating in physical activity in order to directly acquire knowledge and understanding of all aspects of that activity, applying this knowledge in analysis and evaluation.
Learning through physical activity	This refers to the development of knowledge and understanding that candidates gain indirectly through studying and participating in physical activity.
	These dimensions are not mutually exclusive, they overlap and interrelate, and learning in physical activity should form the focus for candidates' learning about and through physical activity in sport and physical education.
Acquiring knowledge and understanding	As well as the classroom situation, candidates should acquire their knowledge and understanding from a variety of sources. These should include their own participation in physical activities; the observation and analysis of their own and/or others' performance; the role of the coach; research on the qualitative experiences of others; participation statistics; published policies by Government, national and international sport organisations; and video, textual and media resources.

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# Specification at a Glance

## Sport and Physical Education



## 3

## Availability of Assessment Units and Entry Details

### 3.1 Availability of Assessment Units

Examinations based on this specification are available as follows:

	Availability of Units		Availability of Qualification	
	AS	A2	AS	A Level
<b>January Series</b>	1 and 2	4	✓*	✓
<b>June Series</b>	1, 2 and 3	4, 5 and 6	✓*	✓

\*Available only if coursework is carried forward.

### 3.2 Sequencing of Units

These units of assessment may be taken in any order subject to availability. Synoptic assessment is in Units 5 and 6.

### 3.3 Entry Codes

Normal entry requirements apply, but the following information should be noted.

The following entry codes should be used:

AS	A2
Unit 1 - <i>PED1</i>	Unit 4 - <i>PED4</i>
Unit 2 - <i>PED2</i>	Unit 5 - <i>PED5</i>
Unit 3 - <i>PE3P</i> (Practical)	Unit 6 - <i>PE6P</i> (Practical)
Unit 3 - <i>PE3C</i> (Project)	Unit 6 - <i>PE6C</i> (Project)

The **Subject Code** for entry to the AS only award is *5581*.

The **Subject Code** for entry to the Advanced Level GCE award is *6581*.

Entries for Advanced Level GCE will be accepted only if a previous or concurrent entry has been made for AS *5581*.

### 3.4 Prohibited Combinations

Candidates entering for this examination are prohibited from entering for any other GCE Physical Education specification in the same examination series. This does not preclude candidates from taking AS and A2 units with AQA from the same specification, in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 7210.

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### 3.5 Private Candidates

This specification is only available to private candidates where they attend an AQA centre which will supervise and assess the coursework units. Private candidates should write to AQA for a copy of *'Supplementary Guidance for Private Candidates'*.

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### 3.6 Special Consideration

Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. The appropriate form and all relevant information should be forwarded to the AQA office that deals with such matters for the centre concerned. Special arrangements may be provided for candidates with special needs.

Details are available from AQA and centres should ask for a copy of *'Regulations and Guidance relating to Candidates with Particular Requirements'*.

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### 3.7 Language of Examinations

All assessment units in this subject are provided in English only.

# Scheme of Assessment

## 4

## Introduction

This GCE Sport and Physical Education specification complies with:

- the Subject Criteria for Physical Education;
- the GCSE and GCE A/AS Code of Practice;
- the GCE Advanced Subsidiary GCE and Advanced Level GCE Qualification-Specific Criteria;
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

It has been designed to encourage candidates to take a broad view of sport and physical education, to develop their capacity for critical thinking and to appreciate the relationship between different aspects of the subject. Candidates should have knowledge and understanding of the factors that influence performance and participation in physical activity, and be able to apply them to a range of different activities.

Prior level of attainment and recommended prior learning

This specification is suitable for the diverse range of candidates who wish to develop their interest in sport and physical education, fostering its value in lifelong learning.

It is not necessary for candidates to have studied GCSE Physical Education, although it is desirable for candidates to have achieved Grades A-C in GCSE, or the equivalent, in English and Science. However, this specification does build on the knowledge, understanding and skills set out in the National Curriculum at Key Stage 4, by continuing the processes of enabling candidates to be able to reflect on their own or other's performance. Knowledge and understanding of the body in action is developed to a higher level and candidates are required to evaluate and plan for future improvements in performance.

In this specification, candidates also extend their ability to apply and combine skills in increasingly demanding situations. They are required to take their knowledge and understanding of health and fitness to a greater depth. The coursework requirements provide opportunities for candidates to demonstrate higher levels of autonomy and independence.

AS and A Level Sport and Physical Education are Level 3 qualifications within the National Framework and as such, form the basis for related Level 4 and higher qualifications. They are widely accepted entry qualifications for higher education. In addition, they provide a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

Externally Assessed Units

The externally assessed units reinforce the rationale that underpins the specification. They will require candidates to apply their acquired knowledge and understanding to specific performance situations and to make evaluative judgements upon which to build plans for improvement.

Synoptic Assessment	This is assessed in Units 5 and 6. It requires candidates to bring together their knowledge of principles and concepts across areas of the subject through an evaluation of the variety of different factors that influence and affect the quality of performance.
Coursework	Through the different coursework options, candidates may demonstrate the application of knowledge and understanding to allow an informed evaluative appreciation of performance. This may derive either from the demonstration of their own skills/techniques and the critical analysis and evaluation of performance, or through an extended research project requiring the application of knowledge to an in-depth evaluation of a performance-related hypothesis.
Synoptic Coursework	This provides candidates with the opportunity to study either in a macroscopic way, through the evaluation of their own or other's performance and development in the context of different topics selected from across the subject areas, or in a microscopic way, by examining a topic in an in-depth manner and again, relating it to a selection of topics from the full range of factors affecting performance.

## 5

## Aims

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### *At AS and A Level*

- 5.1 This specification in Sport and Physical Education should encourage candidates to:
- develop an understanding of the factors influencing performance and the ability to apply these to a range of physical activities;
  - develop knowledge and skills of selected physical activities;
  - develop the skills necessary to analyse, evaluate and improve performance;
  - develop an appreciation of social, moral and cultural issues which affect participation and performance in physical activity.

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### *At A Level*

- 5.2 In addition, this specification should encourage candidates to:
- develop the capacity to think critically about the relationships between the different factors influencing performance;
  - develop a capacity to explain current provision for participation in physical activity in the context of social issues and global trends.

- 
- 5.3 This specification is intended to help teachers by:
- providing a transition from GCSE Physical Education;
  - providing an assessment pattern which is flexible and accessible;
  - arranging the subject content in discrete modules of teaching and learning suitable for delivery by a team of teachers if required.

## 6

## Assessment Objectives

Knowledge, understanding and skills are closely linked. This specification requires that candidates demonstrate the following Assessment Objectives in the context of the content and skills prescribed.

The scheme of assessment will assess candidates' ability to:

### *At AS and A Level*

- |     |                                 |   |
|-----|---------------------------------|---|
| 6.1 | A01 Knowledge and Understanding | <ul style="list-style-type: none"> <li>a. evaluate aspects of practical performance in selected activities showing an understanding of the application of physical factors which underpin performance;</li> <li>b. describe and explain the ways in which skills are learned and applied in practice conditions to improve performance;</li> <li>c. interpret the effects of social, moral and cultural influences on participation and performance in physical activity;</li> <li>d. organise and present information, ideas, descriptions and arguments in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.</li> </ul> |
| 6.2 | A02 Skills                      | <ul style="list-style-type: none"> <li>a. analyse and evaluate performance in selected practical activities;</li> <li>b. apply appropriate techniques and principles designed to develop an improvement in performance.</li> </ul>  |

### *At A Level*

- |     |            |   |
|-----|------------|---|
| 6.3 | A03 Skills | <ul style="list-style-type: none"> <li>a. analyse and explain the relationships between the physical and skill determinants of performance with contemporary influences on physical education and sport. This might include, for example, an examination of agencies that provide and fund activity and influence participation, teaching and coaching provision and research funding.</li> <li>b. critically evaluate and justify current provision for participation in physical activity in the context of social and cultural issues in the UK, and the rest of Europe and other comparative cultures. Analyse these trends through a consideration of global events such as the Olympic Games, World Cups and World Championships that provide opportunity for international competition and reflect a country's policies, priorities and prejudices.</li> </ul> |
|-----|------------|---|

6.4	Quality of Written Communication
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The quality of written communication is assessed in all AS and A2 assessment units where candidates are required to produce extended written material. Candidates are assessed according to their ability to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that the meaning is clear.

The assessment of the quality of written communication is included in Assessment Objective 1 (AO1).

7

## Scheme of Assessment – Advanced Subsidiary GCE (AS)

The Scheme of Assessment has a modular structure. The Advanced Subsidiary (AS) award comprises three compulsory assessment units. Unit 3 has alternative centre-assessed coursework options - project or practical.

### 7.1 Assessment Units

<b>Unit 1</b>	<b>Written Unit</b>	<b>1½ hours</b>
<i>40% of the total AS marks</i>	<b>75 marks</b>	

Physiological and Psychological Factors which Improve Performance

4 from 5 × 18 mark questions  
+ 3 marks QWC

<b>Unit 2</b>	<b>Written Unit</b>	<b>1¼ hours</b>
<i>30% of the total AS marks</i>	<b>57 marks</b>	

Socio-Cultural and Historical Effects on Participation in Physical Activity and their Influence on Performance

3 from 4 × 18 mark questions  
+ 3 marks QWC

<b>Unit 3</b>	<b>Coursework</b>
<i>30% of the total AS marks</i>	

Analysis and Improvement of Performance

Part 1 - Application of theory through planning, performing and evaluating an exercise training programme

AND

Part 2 - Identifying strengths and/or weaknesses through either practical demonstrations of skills or a written investigation

### 7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
Knowledge and Understanding (AO1)	32	30	8	70
Skills (AO2)	8	0	22	30
<b>Overall Weighting of Units (%)</b>	40	30	30	100

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

## 8

## Scheme of Assessment – Advanced Level GCE (AS+A2)

The Scheme of Assessment has a modular structure. The A Level award comprises three compulsory assessment units from the AS Scheme of Assessment and three compulsory assessment units from the A2 Scheme of Assessment. The details of the AS assessment units are given in Section 7 and comprise the following three units.

8.1 AS Assessment Units	Unit 1 20% of the total A Level marks	Written Unit 75 marks	1½ hours
	Unit 2 15% of the total A Level marks	Written Unit 57 marks	1¼ hours
	Unit 3 15% of the total A Level marks	Coursework	
8.2 A2 Assessment Units	Unit 4 15% of the total A Level marks	Written Unit 64 marks	1½ hours
	Physiological, Biomechanical and Psychological Factors which Optimise Performance  4 from 5 × 15 mark questions + 4 marks QWC		
	Unit 5 17½% of the total A Level marks	Written Unit 70 marks	1½ hours
Section A Factors Affecting the Nature and Development of Elite Performance  2 from 3 × 15 mark questions			(7½%)
AND Section B Synoptic Assessment  3 from 4 × 12 mark questions + 4 marks QWC			(10%)
Unit 6 17½% of the total A Level marks	Coursework	Analysis & Critical Evaluation of Factors which Optimise Performance Application of knowledge through practical demonstration of skills. OR a written project investigation (7½% + 2½% synoptic)	
		AND Synoptic Assignment (Externally-Assessed) (7½%)	

**8.3 Synoptic Assessment**

The Advanced Subsidiary GCE and Advanced Level GCE Criteria state that Advanced Level GCE specifications must include synoptic assessment representing at least 20% of the total A Level marks. Synoptic assessment in physical education requires candidates to bring together their knowledge of principles and concepts of connections across areas of the subject. For example, applying knowledge and understanding of a number of areas to a particular situation using specialist vocabulary where appropriate. The synoptic assessment in this sport and physical education specification will be found in the following units of assessment:

- Unit 5 – 10% externally-assessed written unit
- Unit 6 – 7½% externally-assessed coursework element
- Unit 6 – 2½% internally-assessed coursework element.

**8.4 Weighting of Assessment Objectives for A Level**

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

**A Level Assessment Units (AS + A2)**

Assessment Objectives	Unit Weightings (%)						Overall Weighting of AOs (%)
	1	2	3	4	5	6	
Knowledge and Understanding (AO1)	16	15	4	11	7.5	2.5	56
Skills (AO2)	4	0	11	4	0	5	24
Skills (AO3)	0	0	0	0	10	10	20
<b>Overall Weighting of Units (%)</b>	20	15	15	15	17.5	17.5	100

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

# Subject Content

## 9

## Summary of Subject Content

### Introduction

This specification in Sport and Physical Education is designed to develop candidates' knowledge and understanding of how:

- different factors combine together in varying ways, to influence the quality of performance in a variety of physical activities;
- performance can be improved through practice and by analysis and evaluation.

The candidates' learning from the subject content in the specification is underpinned by its application in the coursework through the practical performance assessments or the project investigations.

### 9.1 AS Modules of Learning

#### MODULE 1 – Physiological and Psychological Factors which Improve Performance

*In this module, candidates come to a clear understanding of how the quality and effectiveness of performance are influenced and affected by physical and mental well-being and preparation.*

- Physiological factors which affect participation, performance and improvement in performance.
- Psychological factors which affect participation, performance and improvement in performance.
- Linking and inter-relating physiological and psychological factors to explain how they affect participation, preparation, performance and improvement in performance.

#### MODULE 2 – Socio-Cultural & Historical Effects on Participation in Physical Activity and their Influence on Performance

*In this module, candidates need to be able to learn about the socio-cultural and historical factors that relate to physical education and the provision for leisure and recreation, and sport.*

- What are physical education, leisure and recreation, and sport, how are they related to each other and why do we need them?
- How has the nature, rationale and priority for them changed over time? How has this affected programmes in school and provision in the community? What have been the socio-cultural influences that have caused these variations?
- What effects have these developments over time had on programmes, facilities and resources provided in schools and the community today?
- How has community provision for sport and leisure in the past affected the choices we make about what to participate in now, and the quality and standards of performance?
- How does the inter-relationship between PE, leisure and recreation, and sport affect the quality of performance in specific activities?

### MODULE 3 – Analysis and Evaluation of the Factors which Improve Performance

*In this module, candidates undertake a range of physical activities. These will focus on both the general principles of training designed to develop and improve the physical efficiency and functioning of the body and on the development of skills in specific activities.*

**Part 1** - Application of theory through planning, performing and evaluating an exercise training schedule AND

**Part 2** - **Practical demonstration** OR **written investigation** into the factors which improve performance in physical activities.

## 9.2 A2 Modules of Learning

### MODULE 4 – Physiological, Biomechanical and Psychological Factors which Optimise Performance

*In this module, candidates move from looking at the general principles behind the development of efficient, effective and quality performance in selected activities, to applying them more specifically to ensure the highest quality performance possible.*

- The development of physical and mental preparation for performance or competition.
- Physical and mental preparation specifically for the elite level performer or for an individual's own performance.
- The ways that physical, biomechanical and psychological priorities relate to and impact on each other.

### MODULE 5 – Factors Affecting the Nature and Development of Elite Performance and Synoptic Assessment

*In this module, candidates need to analyse and evaluate the effectiveness of the development of elite performers in the UK, France and the USA.*

- What is the nature of elite sport?
- Under what conditions does the elite performer flourish and develop? What roles and expectations does our society have for elite performers, and how might this affect elite performance?
- How do policies, provision and investment at national level impact upon elite performance?
- How might an analysis and evaluation of how other countries develop and support elite performers influence our approach?
- How can policy & strategies for provision for elite performers be based on principles of training & preparation in the different aspects of performance?

### MODULE 6 – Analysis and Critical Evaluation of the Factors which Optimise Performance and the Synoptic Assignment

*In this module, candidates will use the knowledge and understanding developed in Module 4 to optimise performance. They will need to understand the difference between general improvement and the optimisation of performance.*

**Practical Demonstration** OR **Written Project Investigation** into the factors which optimise performance in physical activity; and application of the module content in the analysis and evaluation of performance.

**Synoptic Assignment** - externally-assessed written coursework, demonstrating knowledge and understanding of how principles and concepts of connections across areas of the subject improve performance by analysing how a range of different factors influence the quality of a chosen performance.

# AS Module 1

## *Physiological and Psychological Factors which Improve Performance*

### Introduction

In this module, candidates need to come to a clear understanding of how the quality and effectiveness of a performance are influenced and affected by physical and mental wellbeing and preparation. As they engage in a variety of types of physical activity, they need to consider whether the mental or physical preparedness is the more important factor in producing effective performance. They will need to consider this within the nature of the activity as a whole and in terms of specific moments and situations within a competitive or performance situation. This will include an analysis of their own and others' performances.

As candidates study this module, in the context of the development of skills and fitness in specific physical activities in Module 3, they will be able to describe and explain how physical preparedness and wellbeing influence mental readiness and sharpness. Likewise, they will also see how mental preparedness and the stresses and strains of competition and performance affect the physiology of the body. Candidates need to be able to recognise and make the links between the wellbeing of the mind and body and the effectiveness of performance.

In reaching an understanding of how physiological and psychological factors influence performance, they will need to look at how mental and physical conditioning and development can improve performance. To achieve this, candidates will need continually to address the following statements.

- **Physiological factors which affect participation, performance and improvement in performance.**
- **Psychological factors which affect participation, performance and improvement in performance.**
- **Linking and inter-relating physiological and psychological factors to explain how they affect participation, preparation, performance and improvement in performance.**

### Assessment

The subject content in this module of learning is assessed by Unit 1.

10.1 Physiological factors which affect participation, performance and improvement in performance.

How does the body move during specific exercises? What muscles and bones are involved in these common movements?

Leg action in sprinting/running; arm/shoulder action in over-arm throwing and racket strokes; leg action in squats; arm action in push-ups; leg action in kicking and jumping, in relation to planes and axes.  
The importance of joints working as levers. Three classes of levers; examples of each in man. Relationship of levers to effective performance – mechanical disadvantage, and range and speed of movement.

What role do muscles play in the joint system to enable effective movement?

Antagonistic muscle action. Types of muscle contraction: isotonic (concentric and eccentric), and isometric.

I'm healthy but am I fit?

Fitness, exercise and health. Consideration of the problems of defining health and fitness. Dimensions of fitness. Cardio-respiratory endurance (stamina), muscular endurance, strength, speed, power, flexibility, agility, balance and body composition.

Can we measure performance?

Understanding of concepts and problems of reliability, validity, subjectivity and objectivity of skill testing and measuring. Considerations in fitness testing - reliability and validity of fitness tests, limitations of testing, ethical considerations, principles of maximal and sub-maximal tests.

How do we cope with the increased demand caused by a raised intensity of exercise?

Effects of exercise on gaseous exchange in the alveoli. Principles of diffusion and the concept of partial pressure of gases, differences between inspired and expired air, difference in oxygen and carbon dioxide content between alveolar air and pulmonary blood.

Effects of exercise on lung volumes and capacities. Tidal volume and inspiratory and expiratory reserve volumes, residual volume, vital capacity and total lung capacity; interpretations from spirometer traces. Minute volume/ventilation.

Transport of oxygen. The roles of haemoglobin and myoglobin. Effects of exercise. The importance of plasma  $\text{CO}_2$  in the control of breathing and heart rate.

Gaseous exchange at the tissues. The physiological effects of exercise on the dissociation of haemoglobin at the tissues; arterio-venous difference in oxygen and carbon dioxide.

How does the cardio-vascular system function to ensure the blood supply to the muscles is maintained during exercise?

The cardiac cycle, the action of the heart valves, cardiac output as a function of stroke volume and heart rate; range in response to the demands of exercise. Pulmonary and systemic circulation; arteries, arteriole, capillaries, venules and veins, their main features in relation to their respective functions

The pulse, generation of blood pressures, blood velocities, re-distribution of blood in relation to the demands of exercise, mechanism of venous return.

Why does training improve performance?

Effects of training on lung volumes and capacities, and gaseous exchange in the alveoli.

Effects of training on cardiac function. Nervous and hormonal influences on the heart rate; different responses to power and endurance training, including bradycardia and 'athlete's heart'; concept of functional and structural adaptations.

## 10.2 Psychological factors which affect participation, performance and improvement in performance.

I want to learn, how should I do it to maximise success?

Use of continua to classify skills. Open/Closed; Gross/Fine; Discrete/Serial/Continuous; Self-paced/Externally-paced.

Understanding the characteristics of skill such as learned movement, economy of movement, efficiency and aesthetic qualities, goal-directed behaviour. Differences between skill and ability.

Information processing; the processes of input, vision; audition; proprioception and perception, selective attention and memory. Factors affecting retention in memory characteristics and function of short-term sensory store, long-term memory and short-term memory. Decision making reaction time - types and factors affecting reaction time. Hick's Law. Psychological refractory period.

Output and feedback. Types of feedback and value related to learning stages.

The relationship between learning and performance. Understanding the interpretation of learning/performance curves. The learning plateau. Causes of the plateau and strategies to overcome the plateau effect. Stages of learning – cognitive, associative, autonomous.

Conditioning theories. Reinforcement as a necessary requirement for conditioning. Definitions and practical examples of positive and negative reinforcement.

Cognitive theory. Insight learning. Understanding of the whole and the relationship between stimuli, process and end result. Effect on motivation. Observational learning. Modelling – attention, retention, motor reproduction.

What is the best way to practice/learn a skill?

Ways of presenting practices. The organisation of training sessions. Whole type and its uses; part type and its uses; whole-part-whole type and its uses. Types of practice. Massed, distributed; variable – their uses for particular skill levels and tasks.

Forms of guidance. Visual – types and uses. Verbal – types and uses. Manual/mechanical – types and uses. Mosston’s teaching styles – advantages and disadvantages of command, reciprocal, group, problem solving, discovery.

*How does the way I think, feel and behave affect my participation and performance?*

Why do I take part in physical activities and/or sport?

Overview of motivation; definitions, uses and limitations of intrinsic and extrinsic motivation.

*How can I understand my ‘behaviour’ and so control it to improve the quality and effectiveness of participation and performance?*

Will doing this make me a better performer?

Motor programmes and subroutines. Fundamental movement patterns. Schema theory. Schmidt’s Theory. Understanding of four sources of information which is stored to modify motor programmes.

The function of recall and recognition schema. Relevance to training and practice. Transfer of learning – understanding of the concept of transfer of learning/training/skills. Positive and negative transfer, bilateral transfer, proactive/retroactive transfer.

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**10.3 Linking and inter-relating physiological and psychological factors to explain how they affect participation, preparation, performance and improvement in performance.**

*How does the way one thinks, feels and behaves affect the way the body works?*

*How does this affect participation in activities and sports and the quality and effectiveness of performance?*

*How does physiological preparedness, training and conditioning affect the mental state, confidence, readiness to learn, and the quality and effectiveness of preparation, participation and performance?*

*How does an understanding of the links and inter-relationship of these two influences on performance enable improvement in quality and effectiveness of performance?*

*How can I use my knowledge and understanding of these to prepare for, engage in and improve in specific physical activities or sports intelligently, efficiently and effectively? How would/could this be different for someone else?*

## AS Module 2

### *Socio-Cultural and Historical Effects on Participation in Physical Activity and their Influence on Performance*

#### Introduction

In this module, candidates will need to be able to learn about socio-cultural and historical factors that relate to physical education and the provision for leisure, recreation and sport. They will need to recognise how these have influenced policy and provision in the past, and how that has affected policy and provision today. They will need to analyse the policies and provision and evaluate the depth of their effect on participation and performance at the time, and their influence on the range of provision and level of performance today. In Module 5 the influence of the socio-cultural factors on participation and performance is developed further, by analysing and evaluating their effects on performance at elite level.

The specification guides the candidates by posing a number of questions that assist the candidates in relating their own participative experiences to those in the wider context. Candidates are also expected to adopt a critical and evaluative approach to provision and opportunities and their effect on their own performance and the performance of others.

- **What are physical education, leisure and recreation and sport, how are they related to each other and why are they important to us?**
- **How has the nature, rationale and priority of these activities varied over time. How has this affected programmes in school and provision in the community. What have been the socio-cultural influences that have caused these variations?**
- **What effects have these developments over time had on the programmes, facilities and resources provided in schools and the community today?**
- **How has community provision for sport and leisure in the past affected the choices we make about what we participate in now and the quality and standards of performance?**
- **How does the inter-relationship between PE, leisure and recreation and sport affect the quality of performance in specific activities?**

#### Assessment

The subject content in this module of learning is assessed by Unit 2.

11.1 What are physical education, leisure and recreation, and sport?

*How are they related to each other and why are they important to us?*

What role has physical education played in my development? How have I progressed from KS1-4?

Physical education – its objectives in terms of the educational process and for the individual – physically, socially and intellectually. A consideration of the values invested in PE – cultural, educational and social.

Is leisure a luxury or a necessity?

Leisure and recreation – characteristics and function of leisure for the individual and for society. Relationships between leisure and recreation. Objectives of play and its role in recreation. Adult play/child play.

Recreation and physical recreation – characteristics and function including concepts of active and purposeful leisure. Objectives such as recreative, educative and escapist functions relating to socialisation.

The characteristics and values associated with outdoor education, recreation and adventure. Educational and recreational values in the natural environment, risk and safety, challenge and adventure. Outdoor adventure as competitive sport.

Sport – is it only about winning?

Sport – its objectives, values and characteristics. Classification of sports based on the National Curriculum classifications. The three sub-categories of competitive sport – athletic, game and gymnastic – classified by reference to the nature of the sport problem, i.e. how the winner(s) are decided. Analysis of performance from the basis of the structural, strategic, technical, physiological and psychological requirements of different sport activities. These aspects are also developed in Modules 1 and 4.

Why is the diverse nature of sport a benefit to me and other individuals?

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11.2 How has the nature, rationale and priority of these activities varied over time?

*How has this affected programmes in school and provision in the community?*

*What have been the socio-cultural influences that have caused these variations?*

How did the notions of social control reflect wider concerns over social upheaval?

The development of organised, rational games in the public schools and their role in terms of social control. The rise of the cult of athleticism and Muscular Christianity, concepts of character building, loyalty and leadership – the role of the Sixth Form. The era of technical developments and the desire for excellence.

What effects did the public schools and universities have on the early developments of rational recreation?

The effects on the development and rationalisation of sport of ‘old boys’ from public schools and universities entering industry, the church, armed services, colonies and teaching. Development of sport governing bodies. Increasing respectability of rational sport based upon middle-class defined moral codes and the perceived benefits to the nation. Influence of developments in communications, transport technology. The effects of the increasing dominance of the middle classes and the rigid class orientations of society reflected in sport and leisure. Growth of leisure time for the masses, the early influences of the church, including recruitment.

Why was the provision in elementary schools different from that in public schools?

Later development of physical activity within the early state schools. The philosophy and methodology of the changing syllabuses from 1890 - 1919. The reasons for change – the effects of the Boer War and concerns about fitness and the lack of military preparation; the debate over drill and therapeutic objectives; the need for a disciplined and healthy workforce.

How did the changing role of women and our view of children affect the development of syllabuses in schools?

The social consequences of the First World War – role of women, fitness concerns, anti-militarism, changing view of children, demand for a more equal and open society.

Why did the level of control of the syllabus by the government diminish?

Physical education – 1933 syllabus – less didactic teaching, more focus on development of skills, elements of play group work, use of imagination. Less government control over what was taught.

How did seeing children as interacting with and modifying their environment influence the nature of PE?

Post 1950 - in PE the publication of *Moving and Growing*. Influence of child-centred learning in primary schools and more recreative physical training in secondary schools, the Movement debate. Changing role of the teacher.

What effects did the evolution in PE curricula have on an individual's opportunities to develop performance?

Curriculum breadth; educational gym/games; outdoor education and recreational physical education. Lack of central control, increase in leisure time and affluence.

### 11.3 What effects have these developments over time had on the programmes, facilities and resources provided in schools and the community today?

Are my current PE experiences determined by my school or the government?

PE National Curriculum – structure and objectives, nature of assessment, reasons for its introduction, effects on individuals and schools, factors influencing provision in schools, factors affecting pupils' experiences and performance and the choices they make within school programmes. Role of government and degree of central control. Concept of the current school curriculum reflecting diverse strands of therapeutic functions, development of creativity, recreational breadth, etc., linked to concepts such as the critical performer.

Has what happened in the past prompted the government to regain control of the syllabus?

Considering experiences from the past and modern society, which is the best way to provide sport and leisure facilities?

The effects of the public school tradition on the provision within schools and role of school sport. Influence of national bodies such as Sport England and British Sports Trust (BST) and current national policies for PE and Sport participation. Tradition of local authority provision as public service. Provision within the community – continuing philosophy of local and voluntary provision. Effects of joint funding and management of local facilities. Impact of central government through compulsory, competitive tendering and 'Best Value'. Impact of the private sector.

11.4 How has community provision for sport and leisure in the past affected the choices we make about what we participate in now and the quality and standards of performance?

Why might different activities attract more participation today than in the past?

The effects of the development from an industrial to a knowledge/service based economy with less security/stability for employment and more flexible working patterns. Their influence on the modern day leisure scene and the resultant effects upon provision by both public and private sector leisure providers.

Is class still a determining factor in the activities in which I participate and in my likelihood of developing my performance?

The effect of social class and class discrimination on the opportunities for participation and the development of performance. A knowledge of the effects of social class variations in income, social status, leisure, education and unemployment. Control of sport and class. Effectiveness of government and national governing body policies in achieving equity in sport opportunities. The relationship between class, physical education and the activities that individuals participate in and standards of performance.

Given the number of UK African-Caribbean athletes surely sport has shown itself to be free of racism?

Ethnic preferences and physical activity selection, the effect of role models, the effect of diverse cultures in a multi-cultural society on physical activity availability and participation. The effects within school physical education programmes. The effectiveness of policies to overcome racism. The effects of racial, cultural and religious stereotypes in physical education and levels of participation in sport.

Have women managed to come out of the kitchen and onto the playing fields?

The effect of gender and sexism on participation in sport and physical activity. The role of the Womens' Sports Foundation, the feminist movement, effects of role stereotyping, concepts of 'femininity'. Policies to counteract gender effects, feminist movement, Women's Sports Foundation.

What caused the move from handicapped performers to differently-abled, from non-participant to elite athletes?

The effect of disability on opportunities for participation in sport. Role of the national bodies such as Disability Sport England, Sport England – the debate between inclusive sport and segregated sport. Effect of stereotypes and myths. Adaptive sports, profiling. Accessibility of sporting opportunities.

11.5 How does the inter-relationship between PE, leisure and recreation, and sport affect the quality of performance in specific activities?

Would a decline in international sports prowess indicate an ineffective PE programme in schools?

Did I lay the foundations for the future development of my performance through my PE experiences, or from my leisure experiences?

Is the provision of a local opportunity in my chosen activity enough to achieve development of my performance?

Contrasts between school sport and club sport in terms of objectives and outcomes. Effects of developing school-club linkages. The function of competitive sport in schools in an educational 'market'. School sport as a nursery for developing talent.

Links between PE, leisure and recreation, and sport and the effects on individuals in terms of participation choice and opportunities to progress. How does an individual make that progression? What personal factors determine the activities in which an individual participates, or whether they decide to try to compete at a higher level?

General overview of the relationship between participation and performance. The specific requirements of individuals to enable development of performance in terms of resources, social status, the effects of peers, family, socio-cultural and religious influences. An understanding of why a restriction on participation may have a detrimental effect on the development of an individual's performance.

## AS Module 3 – Coursework

### *Analysis and Improvement of Performance*

#### Introduction

In this module, candidates will undertake a range of physical activities. These will focus on the general principles of training designed to develop and improve the physical efficiency and functioning of the body, and on the development of skills in specific activities. Throughout the module candidates need to identify changes that take place in their general fitness and specific skilfulness. They need to explain what the changes are and how they have been achieved, and then analyse and evaluate whether they have led to improvement in performance. Candidates may also wish to examine how their exercise programme affects the quality of their performance and the level of their skill in a selected activity.

As they develop their knowledge and understanding of physiological and psychological factors which affect performance, candidates should increasingly be able to plan and implement action/programmes which lead to improvement, using principles of preparation, training and effective performance to inform their decisions. They also need to conduct an analysis of the effectiveness of their actions/decisions, and to explain the outcomes. Through this analysis and evaluation to improve performance, the coursework in Module 3 is designed to give candidates the context for the application of their acquired knowledge and understanding from all the AS modules. There will be **one** piece of coursework, which will be carried out in **two** parts.

#### 12.1 Part 1

#### **Planning, Performing and Evaluating an Exercise Programme.**

*In this part of the coursework, candidates are introduced to the general principles of training and the use of training, in preparation for the study of more specific and advanced techniques in Module 4. The study of fitness should be made through the identification of the general fitness requirements of a physical activity and the measurement of these components. Candidates will need to consider whether the programme that they plan and perform affects the quality of their skills in the activity that they choose to focus on. Candidates should also be aware of the link between an active life style and long term health.*

What is the purpose of being fit, and will it make me healthier?

Considerations of fitness.

How is a warm-up different for different activities?

Planning an exercise/fitness programme.

General principles, types of activity, grading programmes according to age, sex and fitness level. Differences in fitness measures with age.

General training principles. Specificity, progressive overload, adequate recovery, reversibility and continuous training regimes. General principles of effective intensity and duration for optimum gains, heart rate zones.

The value of a warm-up/cool-down.

Which principles of intermittent training are appropriate for specific activities?

General principles of intermittent training, e.g. interval training, circuit training and continuous training.

General principles involved in active and passive mobility training.

How do physical measurements inform us about our readiness to take part in physical activity?

Physiological tests – measuring heart rate using the pulse; breath volume bags for measuring vital capacity; predictive tests and direct methods of measuring maximum oxygen consumption.

Physical measures – body fat (skinfold callipers), flexibility, static strength (dynamometer) and peak flow meter. Simple fitness tests.

A critical appraisal of step tests, multistage shuttle run test, cycle ergometer tests (PWC<sub>170</sub>, Wingate anaerobic power), Sargeant vertical jump, standing long jump, 1 rep. max. as a strength test.

## 12.2 Part 2

### Identifying strengths and/or weaknesses of performance.

In Part 2, candidates go on to evaluate factors from **all** the AS modules of learning, which can improve performance. To do this, candidates must select **one** activity from categories 2 - 7. They can choose to present their work either by practical demonstrations or in the form of a written investigation.

#### Either Practical Coursework

The Practical Coursework offers candidates the opportunity to be assessed in the demonstration in isolation of 5 core skills/techniques of the activity.

Candidates are also assessed on their ability to show understanding of specific skills/techniques through personal demonstration in structured practice conditions.

During their practical demonstrations candidates should be able to discuss how to improve their performance through identifying their strengths and/or weaknesses in relation to a recognised technical model.

#### Or Written Investigation

The Written Investigation is intended to give candidates, the opportunity to investigate the factors which could lead to an improvement in their own, or another athlete's sporting performance. Through the observation and analysis of the 5 core skills/techniques they go on to evaluate the strengths and/or weaknesses of the performance in relation to a competent performer/recognised technical model. The project investigation should be **not more than** 1500 words in length.

#### Assessment

This module is assessed by Unit 3.

#### Additional Information

Further details of the nature of the AS centre-assessed component, assessment patterns and assessment criteria, can be found in Sections 18, 19, 20, and 21.

## A2 Module 4

# *Physiological, Biomechanical and Psychological Factors which Optimise Performance*

### Introduction

In this module, candidates will move from looking at the general principles behind the development of efficient, effective and quality performance in selected activities, to applying them more specifically to ensure the highest quality performance possible. This will involve a completed performance in a game, dance or other activity context. This work is carried out in conjunction with Module 6. Candidates will be required to analyse and evaluate their own performance or that of others in the group, and that of top class performers. They will investigate the action that can be taken to improve the physiological, biomechanical and psychological efficiency and effectiveness of performance through preparation and practice.

Candidates will need to evaluate performances in the context of competition or performance conditions. They will need to make judgements about the priorities that will need to be met to reach optimum performance. They will need to plan and implement a programme of preparation and training that will lead to optimum performance. They will need to identify and explain changes in the quality and effectiveness of training, preparation and performance, focusing on the physiological, biomechanical and psychological aspects, and their close inter-relationship.

To achieve this, candidates will need continually to address the following statements.

- **The development of physical and mental preparation for performance or competition.**
- **Physical and mental preparation specifically for the elite level performer or for an individual's performance.**
- **The ways that physical, biomechanical and psychological priorities relate to and impact on each other.**

### Assessment

The subject content in this module is assessed by Unit 4.

<p>13.1 The development of physical and mental preparation for performance or competition.</p>	<p><i>In selected activities, how critical are physical conditioning, technical accuracy and mental preparedness to high quality performance? How do these vary for different types of activity? How does the focus on each of these areas change at various stages of preparation for competition or performance? Examine the focus for training out of season, in season and to peak fitness for a specific event.</i></p>
<p>Is this performance at an appropriate standard for the physiological and psychological capabilities of the performer?</p>	<p>Structural and physiological differences between males and females. Differences in fitness measures between males and females. Differences in fitness measures between a normal person and a trained athlete. Short and long-term effects of exercise.</p>
<p>How can we manage stress?</p>	<p>Planning training regimes for elite individuals. Specialisation of general training theory. Periodisation. Altitude training. PNF. Arousal theory – arousal and its relationship to performance including types of activity, level of expertise and the personality of the performer. Arousal and attentional narrowing. Catastrophe Theory. The positive and negative implications of stress for sports performance. Causes of stress. Anxiety – state and trait, SCAT test, somatic and cognitive anxiety. Stress management – improving self-confidence. Imagery and mental rehearsal, relaxation techniques, biofeedback.</p>
<p>How do we know if we are improving?</p>	<p>Goal setting. Types of goals. Factors affecting goal setting. Methods/principles of goal setting. Self-efficacy. Determinants and changes in self-efficacy. Learned helplessness – characteristics and causes. Strategies to combat the adoption of learned helplessness.</p>
<p>13.2 Physical and mental preparation specifically for the elite level performer or for an individual's own performance.</p>	<p><i>How does training and specific preparation change for the elite performer? How is this different from what is required for a non-elite performer trying to optimise their performance?</i></p>
<p>Are these muscles applying force effectively so as to optimise performance?</p>	<p>Understanding of the concepts of velocity and acceleration; Newton's Laws of Motion applied in sporting contexts, to include the idea of force, inertia and momentum. Application of forces in sporting activities, e.g. sprinting to demonstrate concept of impulse, high jump to demonstrate concept of net forces and shot putting to demonstrate concept of projectile motion. Concept of angular momentum and its conservation during flight. Moment of inertia, and its relationship with angular velocity as shown during somersaulting and spinning.</p>
<p>Is the correct energy system being trained in the correct way to optimise performance?</p>	<p>The effectiveness of the phosphocreatine system. The effectiveness of the lactic anaerobic pathway. The regeneration of ATP by energy released from the anaerobic breakdown of glycogen and glucose; inefficiency of this system and the accumulation of lactic acid as a consequence.</p>

	<p>The effectiveness of the aerobic pathways. The regeneration of ATP by energy released from the aerobic breakdown of glycogen, glucose fatty acids and glycerol, location of mitochondria, their central role in aerobic pathways.</p> <p>Oxygen deficit during exercise; EPOC (oxygen debt) including the fast (alactic recovering) and slow (lactic recovery) components.</p> <p>Significance of maximum oxygen consumption in sporting performance through practical examples; response to aerobic training; relation to OBLA and lactate threshold, and the significance of these relationships to sporting performance.</p> <p>Energy sources – fats and carbohydrates and their location within the body. Effects of intensity and duration of exercise on the use of sources of energy, glycogen depletion and loading. Reference to muscle fatigue. Temperature and water regulation during exercise.</p>
<p>What type of person am I? Am I playing the right game?</p>	<p>Personality and its relationship to performance in sport. An understanding of the limitations of trait theory in relation to participation and performance. An understanding of the interactionist theory of personality in relation to personal performance and development.</p>
<p>Why do some individuals have different ways of approaching and managing performance?</p>	<p>Use of personality tests. Mood states and the iceberg profile. Achievement motivation. Motives to achieve or avoid failure. Characteristics of each. Factors affecting the adoption of motives.</p> <p>Attitudes and their importance in sport. Cognitive, affective and behavioural components of attitudes. Influences on the formation of attitudes – socialisation, peer and family influences, conditioning. Influences of prime socialising agents. Attitudes as predictors of behaviour. Changing attitudes – cognitive dissonance, persuasive communication; ways of measuring attitudes.</p> <p>Aggression and its relationship with all aspects of sport and theories of aggression. Instinct Theory. Frustration aggression; Social Learning Theory. Sport as catharsis; channelled/instrumental aggression and strategies to control reactive aggression; differences between aggressive and assertive behaviour.</p>
<p>Do some performers appear to be more naturally gifted than others?</p>	<p>Motor units and Muscle Fibre Types, range of types in differing sports performers and as predictors of performance. Motor unit types, innervation, variations in the strength of the muscle response, spatial summation (multiple unit summation) and wave summation.</p> <p>Muscle spindle apparatus function, the stretch reflex, role in control of muscle contraction, anticipation of muscle loading. Adaptive responses to resistance training.</p>
<p>What makes a good team, and what makes a good leader of a team?</p>	<p>Groups and their dynamics related to sport performance. The team as a group. Group formation and dynamics. Cohesiveness of a group and Carron's antecedents. Co-operation and competition. Motivational and co-ordination factors affecting the productivity/effectiveness of a group. Potential/actual productivity. The Ringlemann effect, social loafing and its relationship to sport. Strategies to overcome social loafing.</p>

Leadership – Definitions and the importance of leadership in sporting situations. Qualities associated with leaders. Types of leader – authoritarian, democratic and laissez-faire. Nature versus nurture? Great Man Theory and Social Learning Theory.

Leadership – Other factors affecting it, e.g. situation and group members. Fiedler's Contingency model. Chelladurai's multi-dimensional model. The effectiveness of different types of leader.

Social facilitation – effects of an audience and co-actors. Relationship with arousal levels. Effects of different levels of performance and for different types of task. Cottrell and evaluation apprehension.

Attribution Theory – use of Weiner's Model. The link between attribution and task persistence and level of performance. Characteristics of model and its application to sporting situations. Attributional retraining. Link with learned helplessness.

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13.3 The ways in which physical, biomechanical and psychological priorities relate to and impact on each other.

*How do the physiological, biomechanical and psychological priorities relate to and impact on each other?*

*How does the performer and coach make use of this knowledge and understanding to get the best out of the performer?*

## A2 Module 5

### *Section A – Factors Affecting the Nature and Development of Elite Performance*

#### Introduction

In this module, candidates need to analyse and evaluate the effectiveness of the development of elite performers in the UK, France and the USA. They will need to compare the structures and provision, within named countries, and examine their success over time in producing top class/world class performers. Specifically, candidates will need to consider how culture, tradition and history have led to excellence in specific areas of activity or sport. They need to consider the influences these have had on policy and provision for the elite performer. They need to evaluate how the implementation of policy locally, regionally and nationally promotes and develops elite performance.

In so doing, candidates will look at the provision made for training and preparation, including facilities, resources, coaching and teaching, that impact on the development of the elite performer. They will need to evaluate how elite performers become involved in specific activities in the first place, how they access coaching and resources to train and develop to a sufficiently high degree. They will need to look at the structures and infra structures for coaching and competition and examine their impact on the production of elite performers. They will be able to do this by their understanding from Module 4 of the specific nature and impact of physiological, biomechanical and psychological preparation, and training for the development of the elite performer. They will also show a clear understanding of how national and local policies and priorities influence the nature and degree of elite performance. This module develops from Module 2, where candidates were required to consider the socio-cultural and historical influences on the progression of a performer from their first participative experiences. In Module 5, a similar approach is used to gain an understanding of how a performer may go on to develop their performance to elite level. In this module, elite performance is considered to be performing at an international or world wide level such as in the Olympics or World Cups, etc. This module requires candidates to consider the answers to the following questions.

- **What is the nature of elite sport?**
- **Under what conditions does the elite performer flourish and develop? What roles and expectations does our society have for elite performers and how might this affect elite performers?**
- **How do policies, provision and investment at national level impact upon elite performance?**

- **How might an analysis and evaluation of how other countries develop and support elite performers influence our own approach?**
- **How can policy and the strategies for provision for elite performers be based on the principles of training and preparation in the different aspects of performance?**

Assessment

The subject content in this module is assessed by Section A of Unit 5.

14.1 What is the nature of elite sport?

*How does being an elite performer influence me as an individual?*

Does an Olympic competitor represent themselves, their country or the youth of the world?

World games – nature and characteristics and their relationship to the state and the individual. Modern Olympic Games. Conflict between Olympic ideal and modern day financial and political pressures. How the format and characteristics of professional and amateur World Championships may vary.

International sport – war without weapons, a revitalisation of national pride or gladiatorial contests for the masses?

Who controls world games – the performer, national governments, elected representatives? Who are they for – the performer, the spectator, commercial interests?

Fair play or win at all costs?

What cultural, traditional or historical influences motivate elite performers to be involved in specific activities? What effect does performing at an elite level have upon individual sport ethics? Concepts of fair play; mutual agreement; contract to compete; sportsmanship versus gamesmanship.

When does a hard tackle constitute grievous bodily harm?

Rule enforcement and codes of conduct. Sport and the law. Olympism. Developments or retreat from Athleticism. Violence in sport, conflict theory – aggression, cheating in sport – win at all costs. How elite sport may play a functional or dysfunctional role in society, and how it may be either socially desirable or undesirable.

Why should a drug be considered different from any other training aid?

Specific focus on the use of performance enhancing drugs as an example of dysfunctional behaviour by individuals. Definition. Types, effects, prevention, consequences, solutions, ethics.

Do historical traditions of different games reflect the social mix of the crowd and spectator behaviour?

Focus on hooliganism at elite football matches, as an example of dysfunctional behaviour by groups. Spectators and hooliganism. Incidences; causes; consequences; changes in sociological views of tribalism, ritualised aggression, reaction to middle class colonisation of football – or reaction to weakening of links with football's working class roots, expression of masculinity.

14.2 Under what conditions does the elite performer flourish and develop?

*What roles and expectations does our society have for elite performers, and how might this affect elite performance?*

Do I have the personal qualities to enable me to develop to an elite level?

The general requirements for the individual to enable progression towards elite performance. Considerations of general qualities and external support.

The professional footballer – local hero, a prized asset on the balance sheet, or a highly paid entertainer?

The nature of commercial sport. Commercial elite sport and the professional performer. The development of amateurism and professionalism from the late 19<sup>th</sup> century to the modern day. Changing social status of amateurs and professionals. Links to development of excellence. The ‘gentleman amateur’ and the development and variation in amateur codes. Shamateurism, professionalism and business, the performer as a commercial object and role model pressures of professional sport.

As an elite performer, do I need to consider the product before accepting the sponsorship?

Finance and sport. The effects of advertising, sponsorship, endorsements and merchandising on the nature and organisation of professional and amateur sport. Links to the role of the media.

Media – the effects of improved communication and literacy on the growth, organisation, structure, management and nature of sport.

Links with financial effects and consequences on the individual performer, and with role, nature and ethics of sponsorship.

As a spectator, have I benefited from the increased interest of the media in elite sport?

An understanding of the relationship between spectators, the media, sponsorship and commercial sport – who controls, who wins, who loses?

*A comparative perspective on the issues of class, gender and ethnicity as barriers to an individual’s optimal development of potential in the UK, France, and the USA.*

As a performer from a working class background, which state would offer the most opportunity to reach the top?

Class – effects of economic disparity, social class and class discrimination on opportunities to develop optimal performance. Policies to provide support and encouragement for all socio-economic groups. Considerations of the effect of class barriers, particularly in relation to amateur and professional elite performers.

From French-African footballers to African American sprinters – is sport a haven of opportunity for social mobility?

Ethnicity – the effect of stereotypical views of an ethnic group’s perceived abilities and preferences. Success in sport and self-fulfilling prophecies. Opportunities in managerial and administrative roles. Policies to overcome overt racism and to encourage participation and progression. Critiques of the view that elite performance is only partly due to ethnic genetic advantage.

The development of power by women performers – a feminist issue?

Gender – cultural views of women who train for elite performance, threat to male hegemony, equal opportunity within professional sport and sport management, the influence of feminist socio-political groups. Media stereotyping of female elite performers and body culture, resultant effect on development of elite performers.

14.3 How do policies, provision and investment at national level impact upon elite performance?	In relation to the development of elite performance, how the elite performer progresses from local to regional and then to national level. The use of talent identification programmes.
Do we have a "joined up" policy for funding, nurturing and sustaining elite performance?	
Is policy on elite performance development determined centrally or locally?	The function and policies of national organisations including Central Government, National and UK Sports Councils, UK Institute of Sport, Sports Coach UK, BOA, national governing bodies. This should include considerations of facility provision for elite performers, and coaching, medical and technical support. Financial support and provision including the role of the National Lottery, charitable financial aid, Sport Aid.
As a performer could I map a clear pathway in my development to elite performance?	An evaluation of the effectiveness of national policies. How these policies and strategies are made available and affect individual performers. What social or personal factors may affect an individual's desire or willingness to utilise the opportunities available to them?
14.4 How might an analysis and evaluation of how other countries develop and support elite performers influence our own approach?	How do policies and strategies for elite performer development in the UK contrast with those of France and the USA? What routes to the top would potential elite performers take in these countries?
As a child in France, how would my experiences of sport differ from those in the UK?	The nature of sport within France and the USA. <b>France</b> – general consideration of cultural, political and economic environments and their effect upon elite sport, school sport and links to sport associations. Factors of centralisation and nationalism. Multi-sport federations.
Have the French gained an adequate return for the money spent on sport since the 1970s?	Elite and recreative sport: sports schools, talent identification programmes. Role of National Sports Institute (INSEP). Government policies and support for development of elite performers. Which sports have been targeted and why?
Would a more centralised approach benefit UK performers?	<b>USA</b> – general consideration of cultural, political and economic environments and their effect upon elite sport. School and college sport: objectives, structure, decentralised nationally, but centralised at local level; inter-scholastics and inter-collegiate programmes, links and role with elite sport. Title IX.
As a performer in America, does coming second mean coming nowhere?	Lombardian ethic, counter-culture, radical ethic, Wellness Movement. Elite professional sport, media and commercialism.
Is American sporting success merely a function of superior resources?	Government and state policies and support for development of elite performers. Which sports have been targeted and why? Why the USA are not world-beaters in a wider range of sports.

What elements of other countries' policies and structures could we introduce to improve our own systems?

*(Information only – not examined) Candidates should be able to reflect upon the structures, policies and objectives of the elite performer programmes in the UK, France and the USA and to make judgements as to how we may improve our development of elite performers. Candidates should consider what may be appropriate in terms of our own cultural, political and economic environment.*

14.5 How can policies and the strategies for the provision for elite performers be based on the principles of training and preparation in the different aspects of performance?

*With my specific physiological and psychological make up, how do I best utilise the support strategies available to me?*

*How does a performer link their own physiological and psychological training and performance needs to the strategies and policies of national governing bodies, Sport England, coaching provision and other support available?*

*How have my early experiences affected my choices within the elite system, and my ability to use the support systems?*

## Section B – Synoptic Assessment

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14.6 Individual development in physical education and sport – a holistic view

*The possibilities for individual development within physical education and sport arise as a function of our psychological and physiological strengths and weaknesses within a socio-cultural framework that will often extend beyond our immediate environment.*

This final synoptic section of the module requires candidates to reflect holistically upon their own progress and the possibilities available to others. They should be able to take a balanced view of an individual's strengths, weaknesses and opportunities and to suggest a coherent strategy for individual development in both the quality of performance and the variety and level of participation. To do this, candidates will need to bring together their knowledge and understanding of the principles and concepts of connections across some of the different topics of the subject content in each of the modules of learning in the specification. In their answers to the questions in Section B of Unit 5 – which assesses this part of Module 5, candidates will be expected to be able to discuss any of the different factors that affect performance. This can include reference to the learning in all of the modules. Questions will focus on the application of knowledge and understanding of the factors which influence performance. There will be a choice of three from four questions and candidates will be required to write their answers in structured continuous prose. The answers given should select information from different parts of the specification. Credit will be given for appropriate and correct content, and marks will also be available for the quality of the written communication.

The synoptic assessment is assessed by the questions in Section B of Unit 5.

## A2 Module 6 – Coursework

### *Analysis and Critical Evaluation of the Factors which Optimise Performance and Synoptic Assignment*

#### Introduction

In this module, candidates will use the knowledge and understanding developed from the course to improve their own or someone else's performance of an activity chosen from categories 2 – 7 in the specification. They will need to understand the difference between general improvement and the optimisation of performance. In optimising performance in authentic competitive or performance conditions, candidates will need to evaluate the quality and level of a performer. They then prioritise action, implement a programme for improvement, monitor and explain changes, and assess whether the performer has reached their optimum level of performance. There will need to be clear reference to the priorities required to improve physiological, biomechanical and psychological aspects of performance, and explanation of how these inter-relate and impact on one another. Through this analysis and evaluation to optimise performance, the coursework in Module 6 is designed to give candidates the context for the application of their acquired knowledge and understanding from all the modules of the Advanced Level GCE course.

#### 15.1 Section 1

##### **Analysis and Critical Evaluation of the Factors which Optimise Performance**

##### Either Practical Coursework

The Practical Coursework offers candidates the opportunity to be assessed in the performance of one of the activities listed in the specification. The Practical Assessment is divided into **three Sections – A, B and C**.

**Section A** assesses the candidate's ability to show understanding of specific skills/techniques through personal demonstration in the competitive game/performance situation.

**Section B** assesses the candidate's ability to analyse and critically evaluate their own physical performance in relation to an elite performer.

**Section C** assesses the candidate's ability to critically reflect on how their knowledge and understanding of principles, theories and concepts can be used to optimise their own performance.

##### Or Project Coursework

The project coursework is intended to give candidates the opportunity to investigate the factors which could lead to the optimisation of either their own, or another athlete's sporting performance, in an activity. The project investigation may arise from any aspect of the specification. It should be carried out over an extended period of time. The project investigation should be **not less than 2000** words in length.

15.2 Section 2

**Synoptic Assignment**

And Synoptic Coursework

The externally-assessed Synoptic Assignment, between 1000 and 3000 words in length, is intended to give candidates the opportunity to demonstrate their understanding of principles and concepts of connections across areas of the subject. Within this written assignment, candidates are required through the analysis and evaluation of a live or videoed performance, to accurately apply, in a broad context, their knowledge and understanding of the influence of any **six relevant** aspects, at least one from each of the **four** main modules of learning in the A Level specification, i.e.

- Physiological and psychological factors which improve performance;
- Socio-Cultural and Historical effects on participation in physical activity and their influence on performance;
- Physiological, biomechanical and psychological factors which optimise performance;
- Factors affecting the nature and development of elite performance.

Candidates should carry out a logical analysis and evaluation of the influence or effect of each of their chosen topics on the quality of the live or videoed performance. To demonstrate the desired breadth of coverage, the candidates must select **six relevant** topics from the A Level specification. At **least one topic** being selected from each of the above areas, i.e. at least one from each of Modules 1, 2, 4 and 5, plus any two others.

Assessment

This module is assessed by Unit 6.

Additional Information

Further details of the nature of the A2 centre-assessed coursework, assessment patterns and assessment criteria, can be found in Sections 22, 23, and 24, and in Sections 29, 30, and 31 for the externally-assessed Synoptic Coursework Assignment.

## Key Skills and Other Issues

16

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

#### 16.1 Introduction

The Key Skills qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills qualification.

Copies of the Key Skills Units may be downloaded from the QCA web site (<http://www.qca.org.uk/keyskills>).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for Sport and Physical Education can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Application of Number*, *Communication*, *Information Technology*, *Improving own Learning and Performance*, *Working with Others*, and *Problem Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. More specific guidance on integrating the delivery of Key Skills in courses based upon this specification is given in the AQA Teachers’ guide.

#### 16.2 Key Skills Opportunities in Sport and Physical Education

The broad and multi-disciplinary nature of sport and physical education, that calls upon candidates’ abilities to demonstrate the transferability of their knowledge, skills and understanding, makes it an ideal vehicle to assist candidates to develop their knowledge and understanding of the Key Skills and to produce evidence of their application. The following matrices signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the six Key Skills units at Level 3, in the teaching and learning modules of this specification. The degree of opportunity in any one module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>C3.1a</b> Contribute to discussions	✓	✓	✓	✓	✓	✓
<b>C3.1b</b> Make a presentation	✓	✓	✓	✓	✓	✓
<b>C3.2</b> Read and synthesise information	✓	✓	✓	✓	✓	✓
<b>C3.3</b> Write different types of documents	✓	✓	✓	✓	✓	✓

Application of Number

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>N3.1</b> Plan and interpret information from different sources	✓	✓	✓	✓	✓	✓
<b>N3.2</b> Carry out multi-stage calculations			✓			✓
<b>N3.3</b> Present findings, explain results and justify choice of methods			✓			✓

Information Technology

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>IT3.1</b> Plan and use different sources to search for and select information	✓	✓	✓	✓	✓	✓
<b>IT3.2</b> Explore, develop and exchange information, and derive new information			✓			✓
<b>IT3.3</b> Present information including text, numbers and images			✓			✓

## Working with Others

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>WO3.1 Plan the activity</b>	✓	✓	✓	✓	✓	✓
<b>WO3.2 Work towards agreed objectives</b>			✓			✓
<b>WO3.3 Review the activity</b>			✓			✓

## Improving own Learning and Performance

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>LP3.1 Agree and plan targets</b>	✓	✓	✓	✓	✓	✓
<b>LP3.2 Seek feedback and support</b>	✓	✓	✓	✓	✓	✓
<b>LP3.3 Review progress</b>	✓	✓	✓	✓	✓	✓

## Problem Solving

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>PS3.1 Recognise, explain and describe the problem</b>	✓	✓	✓	✓	✓	✓
<b>PS3.2 Generate and compare different ways of solving problems</b>			✓			✓
<b>PS3.3 Plan and implement options</b>			✓			✓
<b>PS3.4 Agree and review approaches to tackling problems</b>			✓			✓

**N.B.** The signposting in the six tables above represents opportunities to acquire and produce evidence of the Key Skills that are possible through the specification. There may be other opportunities to achieve these and other aspects of Key Skills via this specification, but such opportunities are dependent on the detailed course of study delivered within centres.

## 16.3 Further Guidance

More specific guidance and examples of tasks that can provide evidence of one or more Key Skills are given in the AQA Teachers' Guide for this specification.

## Spiritual, Moral, Ethical, Social, Cultural and Other Issues

### 17.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The study of Sport and Physical Education can contribute to candidates' understanding of spiritual, moral and cultural issues. The specification provides opportunities for candidates to explore a wide range of issues, summarised as follows.

### 17.2 Spiritual

Through the study of sport and physical education activities, candidates are able to explore the human condition and evaluate their own existence and values in relation to society. Sport and physical education activities address a wide range of psychological and sociological human issues, which face individuals or groups, and as a consequence, explore a wide range of human desires, motivation, interaction and behaviour. See Module 2 – 11.3 and 11.4, and Module 5 – 14.3.

### 17.3 Moral

The process of participating in sport promotes candidates' negotiation skills and encourages recognition and sympathetic awareness of their own and others' values and beliefs. By assuming roles within teamwork, candidates are required to accept individual responsibility for contributing to the effectiveness of the group. Sport and physical education activities will provide opportunities in Module 2 – 11.1 and 11.4, and in Module 5 – 14.1 for candidates to understand appropriate behaviour in the competitive situation.

### 17.4 Social and Cultural

An understanding of how Sport and Physical Education contributes to candidates' understanding is evidenced in Modules of learning 2 and 5.

### 17.5 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units. The specification is designed to improve candidates' knowledge and understanding of personal and social development. In particular, aspects of the cross-curricular themes are addressed in the subject content of the following modules of learning.

- Economic and Industrial Understanding (Module 2 – 11.3 and Module 5 – 14.1, 14.3.)
- Careers Education and Guidance (Module 5 – 14.1, 14.4).
- Health Education (Module 3 – 0.5 and Module 4 – 3.3).
- Education for Citizenship (Module 2 – 11.1 and Module 5 – 14.3).
- Environmental Education (Module 2 – 11.2 and Module 5 – 14.4).

### 17.6 Environmental Education

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

### 17.7 Avoidance of Bias

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

# Centre-Assessed Component - AS

18

## Nature of Centre-Assessed Component – AS

### 18.1 Introduction

The coursework component is based upon the principles of acquiring and applying knowledge, skills and understanding from the learning in Module 3, of the analysis of physical activity in order to develop/improve performance. The coursework is also intended to give candidates the opportunity to acquire and apply knowledge and understanding in the evaluation of physical performance. **All** candidates must do Part 1, where they show evidence of their application of the subject content within Module 3, by planning, performing and evaluating an exercise training programme. In Part 2, candidates go on to evaluate factors from **all** the AS modules of learning, which can improve performance. They can choose to present their work either by practical demonstrations and written portfolio evidence or in the form of a written project investigation. For **all** coursework the following guidance must be followed.

#### Safety Procedures

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

#### Implementation

The process of practical assessment is the responsibility of the Head of Physical Education in each centre. The Head of Physical Education is also responsible for ensuring that each teacher who is assessing candidates for this specification takes part in internal standardisation within the centre, and will be required to sign a declaration to this effect.

At the **start of the course**, centres **must advise** AQA of their intention to enter candidates so that a moderator can be allocated to the centre.

#### Assessment Process

Formative assessments of candidates will be carried out by centre staff in order to support the summative assessments of the relative level candidates achieve.

Final marks will be submitted to AQA supported, where appropriate, by video evidence.

Moderation will be carried out by a centre visit and/or moderation of video/portfolio and written evidence.

#### Candidates with Special Needs

Provision exists for candidates with special needs to be assessed. Centres with candidates with special needs should contact AQA as early as possible. Whilst **all candidates must fulfil the rubric of the specification**, where possible, candidates will be assessed against recognised criteria appropriate to their level of disability.

AQA will consult with Disability Sport England (previously The British Sports Association for the Disabled) to provide the relevant information for centres once the specific needs for a candidate are identified to them. Where these are not available, candidates will be assessed against the set criteria and appropriate adjustments will be made. It is important when contacting AQA that centres clearly identify the nature and official level of a candidate’s disability.

18.2 Centre-Assessed Component  
Part 1

## *Planning, Performing and Evaluating an Exercise Programme*

Introduction

All candidates have to plan, perform and evaluate an exercise programme in order to demonstrate and apply knowledge and understanding of the basic, generic, fitness training principles underpinning performance. This will include applying a variety of techniques to one of the exercise activities listed in Category 1 below. The programme should be designed specifically by the candidate to enable them to:

- demonstrate the application of their knowledge and understanding from the teaching and learning in Module 3 in practical activity;
- develop an understanding of how improved fitness may lead to an improvement in the level of skills in practical activity.

Category 1 – Exercise activities

- Circuit Training
- Intermittent Training
- Continuous Training
- Weight Training

**This exercise programme assesses the following:**

Planning

**Max 80 marks**

The candidate’s ability to plan an exercise programme to demonstrate application of knowledge of the theory of the module content, i.e. the general principles of training.

Performing

**Max 60 marks**

Implementation of the planned programme.

Evaluating

**Max 60 marks**

Appraisal of the programme, both ongoing and summative, through synthesis of theory in relation to aims and outcomes.

18.3 Centre-Assessed Component  
Part 2

## Identifying strengths/weaknesses

### Introduction

At AS, candidates are required to observe, analyse and evaluate performance. The evaluation should allow candidates to apply their knowledge and understanding of the learning in Modules 1, 2 and 3 of the specification. Candidates will need to identify possible reasons for the performer's strengths and/or weaknesses, and to consider appropriate techniques to bring about an improvement in performance.

Candidates should select **one** activity from categories 2 - 7 listed below.

**For the practical coursework** candidates will demonstrate 5 core skills/techniques in isolation and in structured practice conditions and then analyse and evaluate their strengths and/or weaknesses in relation to a recognised technical model to improve performance.

**For the written investigation** candidates will observe and analyse their own or others' performance of the 5 core skills/techniques of one of these activities and then evaluate the strengths and/or weaknesses of the performance in relation to a competent performer/recognised technical model.

### Activities have been arranged in the following six Categories:

#### Category 2 – Artistic/ Aesthetic Activities

- Dance Contemporary/  
Creative/Ballet
- Diving
- Gymnastics
- Trampolining

#### Category 3 – Athletic Activities

- Athletics
- Cycling

#### Category 4 – Swimming Activities

- Swimming

#### Category 5 – Outdoor and Adventurous Activities

- Canoeing
- Climbing
- Horse Riding
- Mountain Activities
- Sailing
- Skiing

#### Category 6 – Individual Activities

- Badminton
- Fencing
- Golf
- Judo
- Karate
- Rowing and Sculling
- Squash
- Table Tennis
- Tennis

#### Category 7 – Team Games

- Basketball
- Cricket
- Gaelic Football
- Goalball
- Handball
- Hockey
- Lacrosse
- Netball
- Rugby Union/Rugby League
- Soccer
- Softball/Baseball/Rounders
- Volleyball
- Water Polo

18.4 Centre-Assessed Component  
Part 2 – Option 1

## *Either – Practical Coursework*

Requirements

For the AS examination, candidates undertaking practical coursework should select an activity **from categories 2 – 7** for the demonstrations of the 5 core skills/techniques and their analysis and evaluation of them.

**This practical coursework assesses the following:**

Practical

**Max 2 x 50 marks**

The candidate's ability to demonstrate a range of 5 specific core skills/techniques in an activity in both a non-competitive and a structured practice competition/performance situation.

Observation and Analysis

The candidate's ability to analyse and evaluate these 5 core skills/techniques of their physical performances of their chosen **activity** in relation to a recognised technical model to bring about an improvement. In order to facilitate this improvement in performance, candidates are expected to research and understand the appropriate correct technical model for each of the 5 core skills. This will enable them to analyse their own performance in order to make relevant corrections.

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18.5 Centre-Assessed Component  
Part 2 – Option 2

## *Or – Written Investigation*

Requirements

For the AS examination, candidates offering the written investigation option should select an activity **from categories 2 – 7** for the observation of the 5 core skills/techniques and their analysis and evaluation of them in relation to a competent performer/recognised technical model.

(This will take into account the candidate's ability to apply their knowledge and understanding of theoretical principles and any prior learning and/or experience that candidates may have.) The written investigation should be not **more than 1500** words in length.

**Max 60 marks**

The written investigation assess the candidate's ability to:

- Observe the chosen performer in relation to the competent performance (or a recognised technical model) of the 5 specific core skills/techniques for an activity in a structured practice competition/performance situation.
- analyse their chosen performer against the competent performer (recognised technical model) by identifying the causes of strengths/weaknesses of the 5 core skills/ techniques.
- evaluate the strengths and weaknesses of these 5 core skills/ techniques of their chosen performer in relation to the competent performer (recognised technical model) by identifying and justifying the greatest weakness/focus of development to bring about improvement.

# Planning, Performing and Evaluating an Exercise Programme

## Introduction

Candidates should plan, perform and evaluate an exercise programme in order to demonstrate and apply knowledge and understanding of the basic, generic, fitness training principles underpinning performance. It should also enable them to gain an understanding of how improved fitness may lead to an improvement in skills in the activity. This will include applying a variety of techniques to one of the exercise activities listed in Category 1 below.

## Category 1 – Exercise Activities

- Circuit Training
- Intermittent Training
- Continuous Training
- Weight Training

This programme and planning should demonstrate application of knowledge and understanding of the following factors:

Planning an exercise/fitness programme.

General principles, types of activity, grading programmes according to age, sex and fitness level. Differences in fitness measures with age.

General training principles. Specificity, progressive overload, adequate recovery, reversibility, intensity and duration for optimum gains, heart rate zones.

The value of a warm-up/cool-down.

General types of training, e.g. interval training, circuit training, continuous training, weight training and mobility training.

Physiological tests – measuring heart rate using the pulse; breath volume bags for measuring vital capacity; predictive tests and direct methods of measuring maximum oxygen consumption.

Physical measures – body fat (skinfold callipers), flexibility, static strength (dynamometer) and peak flow meter.

Simple fitness tests.

A critical appraisal of step tests, multistage shuttle run test, cycle ergometer tests (PCW<sub>170</sub>, Wingate anaerobic power), Sargeant vertical jump, standing long jump, 1 rep. max. as a strength test and any others that are applicable/appropriate.

19.1 Guidance on Setting the Exercise Programme

In planning, performing and evaluating their programme, candidates should ensure they consider the following factors:

- testing of prior fitness;
- indicate type of training being carried out and for what purpose;
- warm-up;
- aerobic/anaerobic training;
- progression/overload/specificity/recovery;
- components of fitness;
- intensity/training zones;
- over training;
- cool-down;
- seasonal factors.

When planning, performing and evaluating their programme, candidates should carry out the following process:

- 1 Identify the relevant fitness components for the activity chosen from categories 2 –7 for Part 2 of the coursework.
- 2 Select and undertake the appropriate fitness tests identified above.
- 3 Plan, devise and implement the fitness programme through an exercise activity from category 1.
- 4 Carry out the programme with on-going evaluation.
- 5 Retest effects of fitness programme.
- 6 Carry out a summative evaluation of the programme.

19.2 Assessment Criteria

**(Max 200 marks)**

Through the ongoing assessment during the process and duration of this module, marks for the exercise programme will be allocated as follows.

Planning

- |   |          |
|---|----------|
| (i) Purpose/aim of the programme in relation to prior fitness and performance levels  | 20 marks |
| (ii) Awareness of safety aspects/equipment/physical/physiological   | 20 marks |
| (iii) Suitability/purpose of exercises/techniques used to improve fitness and skills  | 20 marks |
| (iv) Appropriate application of activities within the programme in relation to theoretical areas, i.e. intensity/principles of training | 20 marks |

Performing	(i) Completion of exercise/techniques in safe/efficient manner, e.g. warm-up/cool-down	20 marks
	(ii) Implementation of planned programme	20 marks
	(iii) Attitude/motivation towards improving personal training/fitness/skill level	20 marks
Critical Evaluation	(i) Ongoing personal evaluation of level of training/fitness and of improvement in level of skill	20 marks
	(ii) Summative evaluation of programme in terms of aims, performance, the improvement of skill, and outcomes	20 marks
	(iii) Appraisal of programme in terms of a discussion/explanation/justification through synthesis of theory	20 marks

To evidence the planning, performing and evaluation of their programme, candidates will need to provide ongoing documentary evidence. This should show clear links to the theoretical areas of the module to support their finalised programme. It will take the form of either a training diary or a portfolio and will be indicative of the pre-planning and justifications, as well as both progressive and summative personal performance and the effectiveness of the training programme. The programme must be monitored, so that it can be authenticated and marked by the teacher. Documentary evidence for the exercise programme will be moderated by the coursework moderator allocated to each centre.

Evidence required to support awarding the marks for each criterion:

The evidence was fully explained, appropriate and detailed.	Achieves well	16 – 20 marks
The evidence was partially explained, relevant and with some detail.	Achieves	11 – 15 marks
There was some evidence which lacked explanation and detail.	Achieves with limited success	6 – 10 marks
There was little evidence to support the awarding of marks for the criterion.	Attempts	1 – 5 marks

19.3	Achievement Descriptions	Planning the Programme	Max 80 marks
65 – 80 marks	Very high achievement	<p>The candidate independently sets out very clear aims related to the purpose and relevance of the training programme in a highly logical manner. S/he will have assessed her/his prior level of fitness using recognised tests and will have an excellent understanding of the purpose and relevance of such tests. Her/his training programme shows in-depth evidence of being well organised, relevant and related to appropriate and recognised principles of training/skill levels. Information has been consistently gathered and recorded showing in-depth reasoning and highly appropriate application to the fitness programme, indicative of high levels of understanding of the theoretical areas covered. This has been carried out with very little or no help and support from staff and will be further evidenced by the candidate's in-depth and relevant evaluation/discussion section.</p>	
49 – 64 marks	High achievement	<p>The candidate independently sets out clear aims in relation to the purpose and relevance of the training programme in a logical manner. S/he assesses her/his prior level of fitness using recognised tests and relates this to her/his aims/purpose and performance of the programme. Her/his training programme shows clear evidence of being well-organised and relevant to recognised training principles/skill levels. Information is gathered and recorded in a logical and highly appropriate manner, indicating a good level of understanding. There is clear evidence in the evaluation/discussion section that this level of planning has been carried out with little help and support.</p>	
33 – 48 marks	Sound achievement	<p>The candidate sets clear but simplistic aims in relation to the purpose and relevance of the programme. S/he has attempted to relate these to some appropriate theoretical areas covered and basic but accepted principles of training/levels of skill. S/he assesses prior fitness levels but with little depth of understanding of the value of this information. Evidence is recorded in a sound and acceptable manner, demonstrating some logical reasoning and understanding in application. The candidate needs some supplementary help or support.</p>	
17 – 32 marks	Limited achievement	<p>The candidate attempts in a limited way to set out her/his aims and has related this in a simplistic way to the training programme. However, there is little evidence of ongoing information gathering related to present fitness/skill levels or an understanding of the appropriate theoretical areas linked to the principles of training. The evidence provided is of a simplistic, descriptive nature. The candidate needs continuous help and support to produce the necessary documentary evidence.</p>	
0 – 16 marks	Very limited achievement	<p>The candidate shows little or poor evidence of systematically planning the training programme in relation to recognised principles and/or correct state of fitness/skill. Little information about the aims, purpose, and safety precautions is included. The candidate shows little or poor ability to discuss/explain the programme.</p>	

		<b>Performing the Programme</b>	<b>Max 60 marks</b>
49 – 60 marks	Very high achievement	The candidate independently implements the training programme on a regular basis related to her/his programme as it was originally set out and modified as a result of the evaluation. S/he can always be relied on to work independently, unsupervised and correctly in an appropriate training environment. This is underpinned by an in-depth level of knowledge and understanding of relevant safety procedures and principles. S/he maintains clear and accurate records of training on a regular basis and there is very clear evidence of ongoing modification to the programme as a result of her/his in-depth evaluation. The candidate is highly motivated and there may be evidence of help and advice being given to others in her/his training programmes. As a result, the candidate gains a very high level of understanding and achievement.	
37 – 48 marks	High achievement	The candidate implements the training programme on a regular basis related to her/his initial plan. S/he can be completely relied on to work safely and correctly in an appropriate training environment. This is underpinned by a good level of knowledge and understanding of relevant safety procedures and principles. With occasional help and support s/he maintains logical records of sessions on a regular basis and there is clear evidence of ongoing modification to the programme as a result of her/his evaluation. The candidate is well motivated and, as a result, gains a high level of understanding and achievement.	
25 – 36 marks	Sound achievement	The candidate implements the programme on a fairly regular basis related to her/his initial plan. S/he can be relied on to work safely and correctly, i.e. using an appropriate warm-up. This is underpinned by a sound understanding of relevant safety procedures and principles. S/he records work done and training sessions completed on a fairly regular basis. There is sound evidence of ongoing modification to the initial planned programme in relation to the evaluation but the candidate needs some additional help and support to discuss and maintain the training programme. As a result, the candidate gains a sound level of understanding and achievement from the programme.	
13 – 24 marks	Limited achievement	The candidate implements the programme in a limited way but does not do so on a regular basis. The sessions indicate a basic and limited awareness of relevant, recognised safety procedures and principles. There is limited and spasmodic use/completion of the documentary evidence at training sessions and little evidence of the programme in relation to the evaluation. The candidate needs continual support in order to discuss and maintain the training programme and, as a result, gains a limited level of understanding and achievement from it.	
0 – 12 marks	Very limited achievement	The candidate does not implement the programme as it has been set out and organised, and/or in some circumstances may not indicate an awareness of relevant safety procedures and principles. As a result, the candidate achieves little from the programme.	

**Evaluating the Programme**

**Max 60 marks**

49 – 60 marks	Very high achievement	The candidate independently shows/demonstrates a very clear, logical, accurate and in-depth approach to her/his critical evaluation of the relative success of the exercise programme. S/he demonstrates a high level of knowledge and understanding of the many relationships between the aims/purpose, performance and outcomes of her/his programme. S/he is able to relate this accurately and logically to an in-depth understanding of all the theoretical areas covered and accepted principles of training/skill level. There is clear evidence of organised, detailed and accurate monitoring and evaluation along with a clear understanding of the reasons for carrying out such evaluation. As a result, there have been regular, detailed and minor modifications made. The candidate is able to discuss accurately and at length her/his findings with little or no help and support.
37 – 48 marks	High achievement	The candidate shows/demonstrates a clear approach to her/his critical evaluation of the relative success of the exercise programme. S/he demonstrates a sound level of knowledge and understanding of the many relationships between the aims/purpose of performance and the outcomes of her/his programme. S/he relates this logically to a sound understanding of all theoretical areas covered and accepted principles of training/level of skill. There is clear evidence of organised regular monitoring and sound evaluation along with an understanding of the reasons for carrying out the evaluation. As a result, there have been relatively minor and detailed modifications made to the programme. The candidate is able to discuss at length her/his findings with only occasional help, support and questioning.
25 – 36 marks	Sound achievement	The candidate shows/demonstrates basic, but clear, evidence of critical evaluation of the programme. S/he will be able to demonstrate a basic working knowledge and understanding of the main relationship between the aims/purpose and outcomes of her/his programme. S/he will be able to relate this where appropriate to the major theoretical areas covered, and to the generally accepted principles of training and skill levels. There will be evidence of regular monitoring and completion of the training diary and ongoing but simplistic evaluation. As a result, an attempt has been made to make basic modifications to the programme. The candidate may need specific questioning or some appropriate help and support, in order to discuss/ explain/evaluate the programme.
13 – 24 marks	Limited achievement	The candidate shows/demonstrates in a limited way some evidence of critical evaluation of the programme. However, in the main this will be superficial and mainly descriptive rather than evaluative. The accuracy and logical approach to any evaluation will be limited due to the superficial knowledge and understanding of the theoretical areas related to the principles of training and level of skill. There is superficial evaluation, with some limited attempt to modify the ongoing programme as a result of the spasmodic monitoring and completion of the ongoing training diary. As a result, the candidate needs help and support in order to make a simplistic attempt to discuss/explain/ evaluate the programme and, therefore, achievement levels are limited.

0 – 12 marks	Very limited achievement	The candidate shows/demonstrates little or poor evidence of any critical evaluation of the programme either ongoing or summatively. S/he finds difficulty in relating the aims/purpose of the programme to the performance and outcomes. There is little or no attempt to modify the programme in relation to ongoing evaluation. As a result, the candidate shows little or poor ability to discuss/explain/evaluate the programme and, therefore, achievement levels are very limited.
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#### 19.4 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form that facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears as Appendix B; the exact design may be modified before the operational version is issued.

The Candidate Record Form must be attached to the candidate's work.

## 20

## Practical Coursework – AS

### 20.1 Guidance/Structural Outline of the Practical Coursework Assessment

- (i) This module is based upon the principles of acquiring, applying and analysing physical activity in order to develop/improve performance. Through engagement in physical activity, the practical coursework is intended to give candidates the opportunity to acquire and apply knowledge and understanding in the evaluation of physical performance through:
- the demonstration of specific personal skills/techniques from a range of activities in both a non-competitive and a structured practice competition/performance situation;
  - the observation, analysis/evaluation of their own and others' performance of specific skills/technique from a variety of activities;
  - the application of wider knowledge to improve performance.
- (ii) In doing so, they will:
- identify and gather relevant information relating to their own and others' performance in a variety of physical activities;
  - record appropriate and relevant information;
  - demonstrate the ability to select and use information in order to plan and improve both their knowledge and understanding about physical performance as well as their own physical performance capabilities.

- (iii) Within practical activities the candidate will:
- perform and adapt physical responses to varying contexts within physical activity;
  - apply and integrate information on performance;
  - develop plans/strategies and follow recommendations for improving their skills/techniques;
  - evaluate skills in, about and through physical activity;
  - evaluate through a process of engagement in physical activity and observation of performance.
- (iv) They will also learn to:
- appreciate what an accepted/correct model of various skills/techniques is;
  - implement physical responses based on informed decision making;
  - critically reflect upon and appraise performance in physical activity;
  - interpret, analyse and process information related to performance in physical activity;
  - test and validate their performance/outcomes of action against set models and others' performances.

**This practical coursework assesses the following:**

Practical

**Max 2 × 50 marks**

The candidate's ability to demonstrate a range of specific skills/techniques in an activity, from a range of activities, at two levels – in a non-competitive situation **and** a structured practice competition/performance situation. **All activities should be set in suitably demanding contexts that show progression from KS4/GCSE, and which are appropriate for the age of the candidates.**

Observation and analysis

The candidate's ability to analyse and evaluate these 5 core skills/techniques of their physical performances of their chosen **activity** in relation to a recognised technical model to bring about improvement. In order to facilitate this improvement in performance, candidates are expected to research and understand the appropriate correct technical model for each of the 5 core skills/techniques. This will enable them to analyse their own performance in order to make relevant corrections.

Introduction

Candidates should be assessed throughout their course and not just at the end (formative and summative). This, whilst also giving candidates feedback on their level of achievement, ensures that in the case of a long-term injury, marks for the candidates are available.

By participating in physical activity and learning to demonstrate effectively a variety of skills/techniques from a range of activities, the candidate is given the opportunity to experience the differences and similarities within and between activities.

The physical activities chosen will serve as a source of content and data, and also a medium for learning.

Section A – Demonstration	<p>Candidates are assessed against technical models in their efficient/effective personal performance demonstrations of a variety of compulsory skills and techniques. The practical skills/techniques demonstrated in each activity will provide a focus for candidates to acquire knowledge through and about physical activities. This will enable them to substantiate, and work towards improving, their own performance and physical response capabilities in varying contexts.</p> <p><b>Assessment takes place at two levels:</b></p>
Core skills/techniques in isolation	<p>Candidates are assessed in their efficient and effective performance of various compulsory core skills/techniques in isolation (in a closed context). They are assessed against generally accepted technical models. This will enable candidates to focus purely on acquiring the appropriate knowledge and understanding in relation to the specific details and requirements demanded in order to demonstrate correctly the various skills/techniques that they are performing.</p>
Application of core skills/techniques in context	<p>Candidates are assessed in their ability to apply, adapt and perform the compulsory core skills in more realistic contexts. By performing in a variety of modified structured practice competition/performance situations, candidates will be required to demonstrate greater awareness of the possible combinations/links/adaptations/strategic use of the core skills/techniques in context.</p> <p>Candidates are assessed in their ability to maintain the quality &amp; consistency of their performance of all the core skills/techniques demonstrated. They are also assessed in their appropriate &amp; effective application of skills/techniques in relation to effort/efficiency/strategies/ tactics/ rules.</p>

## 20.2 Assessment Criteria

**Max 100 marks**

### Category 2

**Artistic/Aesthetic Activities - All activities should be set in suitably demanding contexts that show progression from KS4/GCSE, and which are appropriate for the age of the candidates.**

#### Dance

The assessment is aimed at a contemporary genre, but candidates may offer culturally diverse variations and theme as long as the criteria can be met, (such as modern, contemporary, ballet, tap, jazz, ethnic, folk and traditional). Use of music and sound in its various forms may be used as an accompaniment. Prior to assessment, candidates will be required to produce a written programme of the movement and sequence for the assessor/moderator.

#### Practical

**Candidates are assessed at two levels**

#### Demonstration of skills/techniques in isolation

Candidates are assessed in their personal performance of a variety of movement/expressive skills/techniques and gestures in isolation. They will be required to perform at least two techniques for each of the areas to be demonstrated. These may evolve from simple isolated movements to more complex co-ordinated phrases of the whole body.

<b>Technical expressive skills/techniques</b>	<b>max 50 marks</b>
Travel/locomotion/stepping/pathways	10 marks
Balances/stillness	10 marks
Rotation/turning/weight transference	10 marks
Jumps/elevation	10 marks
Gesture/motifs	<u>10 marks</u>
	50 marks

Application of skills in a solo routine

Candidates are assessed in their ability to apply and incorporate, as a minimum the basic skills/techniques demonstrated in isolation, into a two-three minute practice performance routine. The solo routine will be assessed for performance and choreography.

**max 50 marks**

**Performance of solo sequence**

**30 marks**

Technical quality

12 marks

- Technique/style (3 marks)
- Control/co-ordination (3 marks)
- Flexibility/mobility/fluency/consistency (3 marks)
- Balance/stillness (3 marks)

Expressive/communicative quality

6 marks

- Mood/emotion (3 marks)
- Body language/awareness/accuracy/clarity (3 marks)

Movement – body parts

6 marks

- Gesture/focus (3 marks)
- Motif – stated/developed/repeated (3 marks)

Movement – whole body

6 marks

- Travel/elevation (3 marks)
- Turning/weight transference (3 marks)

30 marks

**Choreography of solo sequence**

**20 marks**

Form

2 marks

- Binary/tertiary/theme and variation (2 marks)

Use of space- personal

6 marks

- Extension/contraction/symmetry/asymmetry (2 marks)
- Floor/air patterns (2 marks)
- Levels/dimensions (2 marks)

Use of space- general

6 marks

- Floor patterns/pathways/direction (2 marks)
- Travel (2 marks)
- Elevation (2 marks)

Dynamics

4 marks

- Speed/strength (2 marks)
- Flow/rhythm (2 marks)

Relationships

2 marks

- Dancer with movements/audience (2 marks)

20 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.3 in the specification.

**Diving**

Demonstration of skills/  
techniques in isolation

**Candidates are assessed at two levels:**

Candidates are assessed in their efficient and effective personal performance/demonstration of a variety of core skills/techniques in isolation. Candidates will be required to perform at least two techniques for each of the areas to be demonstrated. Core skills/techniques may be performed from the 1 or 3 metre springboard or the 5/7.5/10 metre platform.

**Core skill dives** **max 50 marks**

Jumps Forward tuck/pike and back tuck/pike 10 marks

Entries Forward standing open pike **or** 10 marks  
Forward sitting open pike **and**  
Back straight/tuck/pike

Group 1 Basic required dives (min 2) 10 marks  
Forward dive straight/tuck/pike  
Back dive straight/tuck/pike  
Reverse dive straight/tuck/pike  
Inward dive straight/tuck/pike  
Armstand somersault tuck/pike

Group 2 Basic twist/somersault combinations (min 2) 10 marks  
Back dive half twist  
Back somersault half twist  
Back 1½ somersaults half twist  
Forward somersault 1 twist  
Forward 1½ somersaults 1 twist

Group 3 Advanced somersaults (min 2) 10 marks  
Forward 1½ somersaults tuck/pike  
Back somersault or 1½ somersaults tuck/pike  
Reverse somersault or 1½ somersaults tuck/pike  
Inward somersault or 1½ somersaults tuck/pike  
50 marks

*Allocation of marks Stance (1), Take off (2), Flight (1) Entry (1),*

Application of skills/  
techniques into a 6-dive list

Candidates are assessed on their ability to apply and incorporate the core skills/techniques demonstrated in isolation into a 6-dive practice performance list. This 6-dive list must comprise of 2 dives from each of 3 different diving Groups 1, 2 and 3 (no dives should be the same). Assessment will be made on their ability to maintain quality and consistency in the application of the core skills in a structured practice situation.

**max 50 marks**

**Quality of skills/techniques demonstrated** 30 marks  
Take offs/entries 10 marks  
Basic required dives 10 marks  
Twists/somersault 10 marks

**Continuity and flow of dives** 10 marks

**Aesthetic quality of 6-dive list** 10 marks

**50 marks**

Additional Information

- **Candidates are expected to perform and use the diving boards in a safe manner at all times.**
- **As a minimum, a standard size diving board is required with appropriate water depth, height clearance above, in front and to all sides of the board.**

So long as the skills/techniques are demonstrated, better candidates may assimilate the core skills/techniques into a more technically demanding dive list if they so wish.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.3 in the specification.

**Gymnastics**

Demonstration of skills/  
techniques in isolation

**Candidates are assessed at two levels:**

Candidates are assessed in their efficient and effective personal performance/demonstration of a variety of core skills/techniques in isolation. Candidates will be required to perform at least two techniques for each of the areas to be demonstrated.

**Agilities/vaults****max 50 marks**

Jumps min. 2 Tuck/pike/straddle/180° turn 10 marks

Rolls min. 2 Forward/backward/others 10 marks

Balances min. 2 Handstand/headstand/  
arabesque/others 10 marks

Overswings min. 2 Cartwheel/round off/  
hand spring/back flip 10 marks

*Allocation of marks (for each agility)* *Start/entry to movement (1), Shape (1), Amplitude/elevation/extension (1), Control (during and leaving) (2).*

Vaults min. 2 Through/straddle vault  
Headspring /handspring 10 marks  
50 marks

*Allocation of marks (for each vault)* *First Flight (1), Repulsion (1), Flight to Landing (1), Bodyshape (1), Landing (1).*

Application of skills/  
techniques in a floor  
sequence

Candidates are assessed in their ability to apply and incorporate the core skills/techniques demonstrated in isolation, into a short practice performance floor sequence. Using linking movements, together with a minimum of two examples for each of the set core skills, they should demonstrate their ability to maintain quality and consistency in the application of these core skills in a structured practice context.

**max 50 marks**

**Quality of skills/techniques demonstrated** 30 marks

Rolls/jumps min. 2 10 marks

Balances min. 2 10 marks

Overswings min. 2 10 marks

**Linking movements min. 2** 10 marks

**Flow/continuity/use of floor space** 10 marks

50 marks

Additional Information

- **Candidates are expected to perform and use equipment in a safe manner at all times.**
- Reuter or spring boards may be used.
- The box should be at 5 section or competitive height.
- The box may be crossways or length ways – according to the skill being demonstrated and the ability of the gymnast.
- Gym square should be a minimum of 10 m × 10 m.
- Candidates must produce a written sequence, and diagram prior to assessment and moderation.

For the floor sequence, candidates may assimilate the basic core skills into a more technically demanding sequence if they so wish, as long as the correct skills are include.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.3 in the specification.

## Trampolining

Demonstration of skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstration of a variety of core skills/techniques in isolation. Candidates will be required to perform at least two techniques for each of the areas to be demonstrated.

**Core skills/techniques** **max 50 marks**

Jumps min. 2	Straight/tuck/pike/straddle/ 180° turn half twist	10 marks
Drops min. 2	Front/back/seat	10 marks
Twists min. 2	Swivel hips/full twist basic jump/ back half twist to feet	10 marks
Twisting/rotation combination min. 2	½ twist to front drop/ seat ½ twist to feet/ ½ twist to seat drop/ front drop ½ twist to feet	10 marks
Front somersault		<u>10 marks</u> 50 marks

*Allocation of marks (for each skill)*      *Height (1), bodysbape/form/ aesthetic (1), control/centring/ landing (1), clearly defined phasing (2).*  
*(For the somersault, the marks allocated should be multiplied × 2.)*

Application of skills/ techniques in a 10-bounce routine

Candidates are assessed in their ability to apply and incorporate the core skills/techniques demonstrated in isolation, into a 10-bounce practice performance routine. This should include example(s) for **each** of the set core skills/techniques (sufficient to compile a 10-bounce routine) to be demonstrated, showing their ability to maintain quality and consistency in the application of these core skills in a structured practice context.

**max 50 marks**

<b>Quality of skills/techniques demonstrated</b>	30 marks
Jumps/drops	10 marks
Twists/rotations	10 marks
Somersault	10 marks
<b>Continuity and flow of routine</b>	10 marks
<b>Aesthetic quality of routine</b>	<u>10 marks</u> 50 marks

Additional Information

- **Candidates are expected to perform and use the trampoline in a safe manner at all times.**
  - As a minimum, a standard size trampoline is required with appropriate spotters/safety mats and head clearance.
- So long as the skills/techniques are demonstrated, better candidates may assimilate the core skills/techniques into more technically demanding routine(s) if they so wish.**

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.3 in the specification.

**20.3 Achievement Descriptions****Dance**

81 – 100 marks    Very High  
Achievement

The candidate demonstrates a very high level of success in her/his clarity of variety of expression, by skilful mastery, fluency and control of the body through varied use of tempo, dynamics and accents of movement. The candidate possesses excellent body management skills. S/he has a high level of awareness of both personal and general space. Through both her/his performance and choreography, the candidate is able to project her/himself as highly confident and well focussed. S/he shows a clear understanding of the correct technical terms and applies them appropriately. S/he can recognise the strengths and weaknesses in performance and can analyse and evaluate accurately. The candidate achieves a very high level of success in applying the marked factors within her/his routine for both performance and choreography.

61 – 80 marks        High  
Achievement

The candidate achieves a high level of performance on a wide variety of technical/expressive skills and techniques. The candidate demonstrates clear understanding of expression through well-structured movement in both performance and choreography. Rhythmic patterns show high levels of fluency, continuity and logical progression. S/he has a very good awareness of both personal and general space. Through both her/his performance and choreography, the candidate is able to project her/himself with confidence and focus. The candidate has a very good knowledge of the terminology of the activity and uses it when discussing and playing/competing without prompting. S/he recognises the strengths and weaknesses in personal skills and can analyse and evaluate accurately. The candidate generally achieves a high level of success in applying the marked factors within her/his routine for both performance and choreography.

41 – 60 marks        Sound  
Achievement

The candidate demonstrates clarity of expression through the intended body actions of all the technical/expressive skill and techniques in isolation. S/he shows some fluency of movement and rhythmic awareness in performance and choreography. The candidate projects with confidence, but focus lacks continuity. S/he is able to show an awareness of and an ability to link body actions and movement phrases throughout the dance sequence. S/he has knowledge of terminology and uses it in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects. S/he is able to recognise the strengths and weaknesses in performance, but not of some of the more complex skills/situations/tactics. The candidate achieves a sound level of success in applying the marked factors within their routine for performance and choreography.

21 – 40 marks	Limited Achievement	The candidate is able to perform/demonstrate simply the various technical/expressive skills/techniques quite well in isolation, but with limited variation. There is some, but limited, ability to link body actions and movement phrases throughout the dance sequence. The candidate projects with some confidence, but the focus tends to be inward. There is limited clarity in the expressive qualities demonstrated within the sequence. The choreography indicates some awareness of the marked factors, but with limited success in their application. The candidate shows some knowledge of the basic terminology, but her/his ability to identify strengths and weaknesses is hampered by an inability to break down the skills/ techniques and tactics into the recognised aspects. The candidate experiences limited achievement in both performance and choreography.
0 – 20 marks	Very Limited Achievement	The candidate generally lacks confidence and concentration in performance. S/he demonstrates limited mastery of basic actions/ techniques/skills/gestures in isolation. S/he has limited control of body movements and as a result finds great difficulty in producing quality in the technical and expressive areas within her/his dance sequence. The choreography of the sequence shows very limited, if any, awareness of the marked factors. The candidate shows a basic knowledge of simple terminology, and can identify simple strengths/weaknesses in performance. As a result, the candidate's achievement from the experience is very limited.

### **Diving, Gymnastics and Trampolining**

81 – 100 marks	Very High Achievement	The candidate is able to perform all the core skills/techniques in both isolation and the structured sequence/routine to a very high standard. S/he possesses excellent body management skills. S/he is likely to be able to, or chooses to, assimilate the core skills/techniques into more advanced demonstrations or routine. The sequence/routine will show excellent flow and continuity. S/he shows a clear understanding of the correct technical terms and applies them appropriately. S/he can recognise the strengths and weaknesses in performance and can analyse and evaluate accurately. This candidate is likely to represent district, county or association at the appropriate age group.
61 – 80 marks	High Achievement	The candidate can perform all the basic core skills/techniques to a consistently high standard in both isolation and within the routine/sequence. S/he has good levels of body management and is able to demonstrate a good appreciation of quality in a wide range of movements. The routine/sequence indicates a high level appreciation of flow and continuity. The candidate has a very good knowledge of the terminology of the activity and uses it when discussing and playing/competing without prompting. S/he recognises the strengths and weaknesses in personal skills and can analyse and evaluate accurately. S/he is likely to be a good, regular competitive performer. As a result of her/his experience, the candidate demonstrates high levels of achievement and success.

41 – 60 marks	Sound Achievement	The candidate will be able to perform well and shows consistency with all the basic skills/techniques in isolation. S/he shows some quality of movement in many, but not all, of the skills/techniques within the routine/sequence. The sequence/routine will indicate an awareness of the flow and continuity. S/he has knowledge of terminology and uses it in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects. S/he is able to recognise the strengths and weaknesses in performance, but not of some of the more complex skills/situations/tactics. The performer may be a school performer/representative and will experience a sound level of achievement/success.
21 – 40 marks	Limited Achievement	The candidate is able to perform the basic skills in isolation to a moderate level, but not always consistently. S/he finds difficulty in performing the skills/techniques consistently in the structured routine/sequence. S/he shows little appreciation of the quality of movements. Body tension is limited in some movements. The sequence/routine shows limited flow/continuity. The candidate shows some knowledge of the basic terminology, but her/his ability to identify strengths and weaknesses is hampered by an inability to break down the skills/ techniques and tactics into the recognised aspects. The candidate experiences moderate but limited achievement.
0 –20 marks	Very Limited Achievement	The candidate generally lacks confidence and concentration in performance. S/he demonstrates limited mastery of basic core skills and techniques in isolation. S/he finds difficulty in performing consistently and has limited control of body movements. S/he has a restricted range of movement skills in isolation, needs constant help and support, and finds great difficulty in replicating the demonstration skills/techniques in the routine. The sequence shows poor flow/continuity and in addition, the candidate does not indicate an awareness of the relevant safety procedures and principles. The candidate shows a basic knowledge of simple terminology, and can identify simple strengths/weaknesses in performance. As a result, the candidate's achievement from the experience is very limited.

20.4 Assessment Criteria

**Individual Activities**

Category 3

**Athletic Activities - All activities should be set in suitably demanding contexts that show progression from KS4/GCSE, and which are appropriate for the age of the candidates.**

**Athletics**

Demonstration of skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance demonstration of skills/techniques of two separate athletic events in isolation. Candidates can choose any combination of jumps, throws or runs, but may **not** select two sprints, i.e. 100 m, 200 m, 400 m, or two middle distance runs, i.e. 800 m, 1500 m, 3000 m, or two long-distance runs 5000 m, 10 000 m.

- Track – skills/techniques** **max 25 marks**
- Start/finish 5 marks
  - Posture/head carriage 5 marks
  - General efficiency/co-ordination of movement 5 marks
  - Arm action 5 marks
  - Leg action 5 marks

- Throws – skills/techniques** **max 25 marks**
- Initial stance/grip/preparation 5 marks
  - Travel/trunk action 5 marks
  - Overall efficiency/co-ordination of movement 5 marks
  - Release 5 marks
  - Turning action 5 marks

- Jumps – skills/techniques** **max 25 marks**
- Approach/run up 5 marks
  - Take off 5 marks
  - Overall efficiency/co-ordination of movement 5 marks
  - Flight 5 marks
  - Landing 5 marks

Application of skills/ techniques in a structured competition-practice context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of **one** event in a structured practice competition-training context.

**max 50 marks**

- Track – Quality of individual skills/techniques demonstrated and maintained in a race** 30 marks
- Start/finish *10 marks*
  - Posture/head carriage *10 marks*
  - Leg/arm action *10 marks*

- Appropriate and safe application and adaptation of effort/efficiency/strategies in phases of the race** 10 marks
- Overall result/efficiency** 10 marks
- 50 marks

- Throws- Quality of individual skills/techniques demonstrated and maintained in throw** 30 marks
- Initial preparation/grip/stance *10 marks*
  - Travel/trunk position/throwing action *10 marks*
  - Release/recovery *10 marks*

- Appropriate and safe application of effort/drive/control in phases of the throw** 10 marks
- Overall result/efficiency** 10 marks
- 50 marks

	<b>Jumps - Quality of individual skills/techniques demonstrated and maintained in jump</b>	30 marks
	Initial preparation/approach/run up	10 marks
	Take off	10 marks
	Flight/landing	10 marks
	<b>Appropriate and safe application of effort/drive/control in the phases of the jump</b>	10 marks
	<b>Overall result/efficiency</b>	<u>10 marks</u> 50 marks
Additional Information	<ul style="list-style-type: none"> <li>• <b>Candidates are expected to perform and use equipment in a safe manner at all times.</b></li> <li>• Centres must ensure that equipment/implements used are at the appropriate size, weight, height.</li> </ul> <p><b>Candidates will be expected to go on and analyse and evaluate in Sections B and C of the coursework, the event which they have demonstrated in the structured practice/performance context.</b></p>	
Observation and Analysis	In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.	
Achievement Descriptions	See Section 20.9 in the specification.	

**Track/Road Cycling**

Demonstration of skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance demonstration of **two** separate short practice/training sessions in isolation using the mark allocation as shown below.

**Demonstration of skills/techniques in two practice sessions**  
**max 50 marks**

<b>Trial 1</b>	<b>Skills</b>	<b>Trial 2</b>
5 marks	Breaks from queue/sprint to finish	5 marks
5 marks	Climbing	5 marks
5 marks	Echelon riding/group escaping	5 marks
5 marks	Working with winds	5 marks
<u>5 marks</u>	Chain ganging/through and off	<u>5 marks</u>
25 marks	cornering	25 marks

Application of skills/ techniques in a structured competition practice context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of **one** event in a structured practice/competition-training context.

**Event** **max 50 marks**

<b>Quality of individual skills/techniques demonstrated and maintained in the event</b>	30 marks
Breaks from queue/sprint to finish	<i>10 marks</i>
Climbing	<i>10 marks</i>
Echelon riding/group escaping	<i>10 marks</i>
<b>Appropriate application and adaptation of effort/efficiency/strategies in phases of the race</b>	10 marks
<b>Overall result/efficiency</b>	<u>10 marks</u>
	50 marks

Additional Information

**Candidates are expected to perform and use equipment in a safe manner at all times.**

Candidates must, at all times, observe all the appropriate and current relevant cycling associations' safety standards/procedures/rules, i.e. helmet, clothing, equipment, etc. in order to ensure their own personal safety and the safety of others

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

## 20.5 Assessment Criteria

**Swimming Activities**

Category 4

**Swimming Activities - All activities should be set in suitably demanding contexts that show progression from KS4/GCSE, and which are appropriate for the age of the candidates.**

Swimming

Demonstration of skills/techniques in isolation

Candidates are assessed in their efficient and effective personal performance demonstration of **two** strokes in isolation using the phased mark allocation as given.

**Demonstration of skills/techniques of two strokes****max 50 marks**

<b>Stroke 1</b>	<b>Phase</b>	<b>Stroke 2</b>
5 marks	Starts/Turns	5 marks
5 marks	Head/breathing	5 marks
5 marks	Body position	5 marks
5 marks	Leg action	5 marks
<u>5 marks</u>	Arm action	<u>5 marks</u>
25 marks		25 marks

Application of skills/techniques in a structured competition practice context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of **one** event in a structured practice/competition-training context, i.e. a 50 m swim including a start, one turn and finish.

**Event 50 m – stroke****max 50 marks****Quality of individual skills/techniques demonstrated and maintained in 50 m swim**

30 marks

Starts/turns

*10 marks*

Body position/head position/breathing

*10 marks*

Leg/arm action

*10 marks***Appropriate application and adaptation of effort/efficiency/strategies in phases of the race**

10 marks

**Overall result/efficiency**10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

20.6 Assessment Criteria

Outdoor and Adventurous Activities

Category 5

**Outdoor and Adventurous Activities - All activities should be set in suitably demanding contexts that show progression from KS4/GCSE, and which are appropriate for the age of the candidates.**

Canoeing

Demonstration of skills/techniques in isolation

Candidates are assessed in their efficient and effective personal demonstration of a variety of canoeing techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Forward/reverse paddling/stopping	10 marks
Sweep/reverse sweep strokes	10 marks
Draw strokes min. 2	10 marks
Support strokes min. 2	10 marks
Eskimo roll/capsize drill/recovery	<u>10 marks</u>
	50 marks

*Allocation of marks (for each skill)*

*Grip/ hand placement on paddle (1),  
Early preparation/ angle of paddle/paddle entry (2),  
Skill action relationship to canoe (4),  
Recovery (1),  
Result (2).*

Application of skills/techniques in a structured competition practice context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of a minimum of all the core skills/techniques being used and adapted throughout a Division 4 slalom course. This must include 21–24 gates with a minimum of 6 red gates (i.e. upstream direction requiring paddling against the flow).

**max 50 marks**

<b>Technical quality of core skills/techniques demonstrated and maintained in the slalom</b>	30 marks
Forward/backward paddling/reverse/sweep	<i>10 marks</i>
Draw strokes min. 2	<i>10 marks</i>
Support strokes	<i>10 marks</i>
<b>Appropriate &amp; safe application &amp; adaptation of effort/efficiency/strategies in completing the slalom</b>	10 marks
<b>Overall result/efficiency</b>	<u>10 marks</u>
	50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Climbing**

Demonstration of skills/  
techniques in isolation

Candidates are assessed in their efficient and effective personal demonstration of a variety of climbing/bouldering techniques in isolation.

**Core skills/techniques****max 50 marks**

Belaying/top rope/basic knots 10 marks

Climbing using 3 points of contact 10 marks

Traversing 10 marks

Overhang 10 marks

Chimneying 10 marks

50 marks

*Allocation of marks  
(for each skill)*

*Hand and feet placements (1),  
Appropriate safety procedures (2),  
Skill action/ climbing cleanly/ leading (4),  
Recovery (1),  
Result (2).*

Application of skills/  
techniques in a structured  
practice competition  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately in a range of modified manoeuvres and climbs. It is expected that candidates should be working at level HS or working towards HVS 5A/5B level.

**Note** - Climbing can be undertaken either outdoors and/or on climbing walls (indoors or outside.)

**max 50 marks****Technical quality of core skills/techniques demonstrated and maintained in climbs**

30 marks

Traversing 10 marks

Overhang 10 marks

Chimneying 10 marks

**Appropriate & safe application & adaptation of effort/  
efficiency/strategies in completing the climbs** 10 marks

**Overall effectiveness/result** 10 marks

50 marks

Additional Information

Candidates must, at all times, observe all the appropriate and correct safety procedures/rules, i.e. clothing, equipment, knots, calls etc. in order to ensure their own personal safety and the safety of others.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

## Horse Riding

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of compulsory core skills/ techniques in isolation.

**Core skills/ techniques (with control on both reins) max 50 marks**

Walking/halting	10 marks
Trotting	10 marks
Cantering	10 marks
Transitions – upwards and downwards	10 marks
Basic jumping	<u>10 marks</u>
	50 marks

*Allocation of marks (for each skill)*      *Hand/ leg positions (1),  
Body position/ seat/ posture (2),  
Skill action/ use of aids/ balance/ timing (4),  
Control/ recovery/ correction (1),  
Result/ effectiveness/ accuracy (2).*

Application of skills/ techniques in a structured practice competition context

Candidates are assessed in their ability to maintain, in relation to the horse being ridden, the quality and consistency of their performance of all the core skills/ techniques being used in structured practice competition situations, i.e. adapted small equestrian/ cross country courses, novice jumping course, novice dressage test.

**max 50 marks**

**Technical quality of individual skills/ techniques demonstrated and maintained with control throughout structured practices**

	30 marks
Walking/trotting	<i>10 marks</i>
Cantering	<i>10 marks</i>
Jumping/school movements	<i>10 marks</i>

**Appropriate and safe application & adaptation of skills in relation to effort/ efficiency/ strategies/ tactics**

	10 marks
<b>Overall effectiveness/ result</b>	<u>10 marks</u>
	50 marks

Additional Information

Candidates must, at all times, observe the appropriate and current BHS safety standards/ procedures/ rules, i.e. clothing, equipment, etc. in order to ensure their own personal safety, the safety of others and of the horse.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/ techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Mountain Activities**

Demonstration of skills/  
techniques in isolation

Candidates are assessed in their efficient and effective personal demonstration of a variety of mountain activity skills and techniques in isolation.

**Core skills/techniques** **max 50 marks**

Navigation/over various terrain/map reading/ route planning/use of compass	10 marks
Ascending and descending skills/ rope work/knots/belaying	10 marks
Rough/fine, long/short, general/specific orienteering detailed map reading	10 marks
Camp craft – setting up/striking camp/ basic first aid	10 marks
Safety procedures/search/evacuation	<u>10 marks</u> 50 marks

*Allocation of marks  
(for each skill)*

*Knowledge/use of appropriate equipment (1),  
Preparation (2),  
Skill/technical action, speed of actions (4),  
Awareness of appropriate safety factors (1),  
Result/accuracy of actions (2).*

Application of skills/  
techniques in a structured  
practice competition  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately in an expedition with a minimum of one night at camp, and various modified structured situations.

**max 50 marks**

**Technical quality of appropriate core skills/techniques  
demonstrated and maintained throughout  
expedition and structured situations**

Navigation/orienteering/planning over various terrain	30 marks <i>10 marks</i>
Safety procedures/equipment/rope work/ search/evacuation	<i>10 marks</i>
Camp craft	<i>10 marks</i>
<b>Appropriate &amp; safe application &amp; adaptation of effort/ efficiency/strategies in completing the expedition</b>	<b>10 marks</b>
<b>Overall effectiveness/result</b>	<u>10 marks</u> 50 marks

Additional Information

Candidates must, at all times, observe all the appropriate and correct safety procedures/rules, i.e. clothing, equipment, knots, calls etc. in order to ensure their own personal safety and the safety of others

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

## Sailing

Demonstration of skills/  
techniques in isolation

Candidates are assessed in their efficient and effective personal demonstration of a variety of sailing techniques in isolation.

### Core skills/techniques

**max 50 marks**

Leaving/returning to a windward shore	10 marks
Leaving/returning to a leeward shore	10 marks
Tacking/going about (upwind)	10 marks
Gybing (downwind)	10 marks
Capsize drill/recovery	<u>10 marks</u>
	50 marks

*Allocation of marks (for each skill)*      *Early preparation (1),  
Sail setting (2),  
Skill action (4),  
Recovery (1),  
Result (2).*

Application of skills/  
techniques in a structured  
practice competition  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques in sailing a set triangular course on inland water. In addition, they will be required to perform a variety of tactical moves.

**max 50 marks**

### Technical quality of core skills/techniques

<b>demonstrated and maintained in ∇ course</b>	30 marks
Sailing course up/down wind	10 marks
Tacking	10 marks
Gybing	10 marks
<b>Appropriate &amp; safe application &amp; adaptation of effort/ efficiency/strategies in completing the ∇ course</b>	10 marks
<b>Overall result/efficiency</b>	<u>10 marks</u>
	50 marks

Additional Information

Candidates must, at all times, observe all the appropriate and correct safety procedures/rules in order to ensure their own personal safety and the safety of others, as laid down by the RYA.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Skiing**

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of skiing techniques in isolation.

<b>Core skills/ techniques</b>	<b>max 50 marks</b>
Gliding snowplough	10 marks
Snowplough turns (linked)	10 marks
Basic swing turns (linked)	10 marks
Basic parallel turns (linked)	10 marks
Skid to a halt	<u>10 marks</u>
	50 marks

<i>Allocation of marks (for each skill)</i>	<i>Pole placement (1), Ski placement (2), Skill action (clean turns/ body posture/ control) (4), Awareness of appropriate safety factors (1) Result/ effectiveness/ accuracy (2).</i>
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Application of skills/ techniques in a structured practice competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/ techniques appropriately throughout either a slalom course of at least 15 turning poles or on a free expression run of at least 150 metres.

**max 50 marks**

<b>Technical quality of core skills/ techniques demonstrated and maintained in the course/ run</b>	<b>30 marks</b>
Snowplough glide turns	<i>10 marks</i>
Basic swing turns	<i>10 marks</i>
Parallel turns	<i>10 marks</i>
<b>Appropriate &amp; safe application &amp; adaptation of effort/ efficiency/ strategies in completing the slalom/ free run</b>	<b>10 marks</b>
<b>Overall result/ efficiency</b>	<u><b>10 marks</b></u>
	50 marks

Skiing can be undertaken either on an artificial slope or on snow. If on outdoor snow the run should be red standard.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/ techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

20.7 Assessment Criteria

Individual Activities

Category 6

**Individual Activities - All activities should be set in suitably demanding contexts that show progression from KS4/GCSE, and which are appropriate for the age of the candidates.**

**Badminton**

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Service (high/low)	10 marks
Net play (Forehand/backhand)	10 marks
Clears (Forehand/backhand/overhead)	10 marks
Drop shots	10 marks
Smash	<u>10 marks</u>
	<b>50 marks</b>

*Allocation of marks (for each skill)*      *Grip (1),  
Early preparation/footwork/ back swing (2),  
Shot positioning/footwork/balance/ timing (4),  
Follow through/recovery (1),  
Result/effectiveness/ accuracy (2).*

Application of skills/ techniques in a structured practice competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/ techniques being used in various modified structured drills and practices, i.e. stroke restriction, court restriction, serve reply, set pieces.

**max 50 marks**

<b>Technical quality of individual skills/techniques demonstrated and maintained throughout modified practices</b>	<b>30 marks</b>
Defensive strokes	<i>10 marks</i>
Attacking strokes	<i>10 marks</i>
Service/net play	<i>10 marks</i>
<b>Appropriate application &amp; adaptation of skills in relation to effort/efficiency/strategies/rules/ tactics</b> (including shot selection, player position, shuttle distribution)	<b>10 marks</b>
<b>Overall effectiveness/result</b>	<u><b>10 marks</b></u>
	<b>50 marks</b>

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/ techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Fencing**

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of compulsory core skills/ techniques in isolation.

**Core skills/ techniques** **max 50 marks**

On guard	10 marks
Stepping/moving backwards and forwards	10 marks
Lunge	10 marks
Parry	10 marks
Riposte	<u>10 marks</u>
	<b>50 marks</b>

*Allocation of marks (for each skill)*

*Holding the foil (1),  
Preparation/footwork (2),  
Skill action (4),  
Recovery (1),  
Result/effectiveness/accuracy (2).*

Application of skills/ techniques in a structured practice competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/ techniques being used in various modified structured drills and practices such as up to rehearsed phrase to second counter riposte.

**max 50 marks**

**Technical quality of individual skills/ techniques demonstrated and maintained throughout**

<b>modified practices</b>	<b>30 marks</b>
Defensive strokes	<i>10 marks</i>
Attacking strokes	<i>10 marks</i>
Compound attacks	<i>10 marks</i>

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/ tactics** (including skill selection, player position, tactical awareness) 10 marks

**Overall effectiveness/result** 10 marks  
**50 marks**

Additional Information

Candidates must at all times, observe all the appropriate and correct safety procedures/rules in order to ensure their own personal safety and the safety of others.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/ techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Golf**

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of compulsory core skills / techniques in isolation.

<b>Core skills/ techniques</b>	<b>max 50 marks</b>
Driving	10 marks
Mid irons	10 marks
Approach shots (Pitching and chipping)	10 marks
Putting	10 marks
Bunker play	<u>10 marks</u>
	50 marks

*Allocation of marks (for each skill)*      *Grip (1),  
Early preparation/ stance / address/ alignment (2),  
Shot/ control of club/ back swing/ down swing/ balance/ timing (4),  
Follow through/ recovery (1),  
Result/ effectiveness/ accuracy (2).*

Application of skills/ techniques in a structured practice competition context

Candidates are assessed in their ability to apply, perform and adapt the core skills/ techniques in a variety of modified structured tasks and situations by playing a nine hole course against their own handicaps. They should demonstrate their strategic use of the core skills in context through playing a variety of par 3, par 4 and par 5 holes.

**max 50 marks**

**Technical quality of individual skills/ techniques demonstrated and maintained throughout**

<b>modified practices</b>	30 marks
Attacking shots	10 marks
Defensive shots	10 marks
Green play	10 marks

**Appropriate application & adaptation of skills in relation to effort/ efficiency/ strategies/ rules/ tactics** (including course management, conditions, club selection) 10 marks

**Overall effectiveness/ result** 10 marks  
50 marks

Additional Information

Candidates will be expected to abide by the appropriate codes of conduct, rules and regulations associated with the game at all times.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/ techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Judo**

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills / techniques in isolation. They should choose **five** skills, of which, at least two must be holds and two must be throws.

**Core skills/techniques** **max 50 marks**Throwing techniques each 10 marks

O Goshi	Major hip throw
Morote Seoi Nage	Two handed shoulder throw
Harai Goshi	Sweeping hip throw
Tsuri Komi Goshi	Lift pull hip throw

Holding techniques each 10 marks

Kata Gatame	Shoulder hold
Kamishio Gatame	Upper four quarters hold
Mune Gatame	Chest hold
Kesa Gatame	Scarf hold

Other techniques each 10 marks

O Soto Gari	Major outer reaping
O Uchi Gari	Major inner reaping
Ko-uchi Gari	Minor inner reaping
Uchi Mata	Inner thigh throw

50 marks

*Allocation of marks  
(for each skill)*

*Gripping (1),  
Preparation opportunity (2),  
Skill action/tempo and balance (4),  
Recovery (1),  
Result/effectiveness/accuracy (2).*

Application of skills/ techniques in a structured practice competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practice competition situations.

**max 50 marks****Technical quality of individual skills/techniques demonstrated and maintained throughout****modified practices** 30 marks

Defensive/avoidance skills/techniques	10 marks
Attacking skills/techniques	10 marks
Groundwork	10 marks

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including skill selection, tactical awareness, player position) 10 marks

**Overall effectiveness/result** 10 marks50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

## Karate

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in isolation. They should choose **five** core skills, **at least two skills from each of the areas** given below.

**Core skills/Kihon** **max 50 marks**

Junzuki/Oizuki	lunge punch	10 marks
Gyakuzuki	reverse punch	10 marks
Maegeri chudan	front kick mid-section	10 marks
Mawashigeri	roundhouse kick mid-section	10 marks
Yoko Geri/ Sokuto Chudan	side kick mid-section	10 marks

**Kata (Form)** each 10 marks

1. Pina/Heian Yodan	2. Pinan/Heian Godan
3. Gekisai Dai ichi	4. Gekisai Dai ni
5. Kushanku	6. Chinto
7. Kanku-Dai	8. Bassai Dai
9. Seipai	10. Saifa

50 marks

*Allocation of marks (for each skill)*      *Gripping (1),  
Preparation opportunity (2),  
Skill action/tempo and balance (4),  
Recovery (1),  
Result/effectiveness/accuracy (2).*

Application of skills/ techniques in a structured practice competition context

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practice competition situations.

**max 50 marks**

**Technical quality of individual skills/techniques demonstrated and maintained throughout modified practices**

Defensive/avoidance skills/techniques	10 marks
Attacking skills/techniques	10 marks
Kumite (One from Ippon Kumite, Sanbon Kumite, Ji-yu Kumite)	10 marks

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including skill selection, tactical awareness, player position)

10 marks

**Overall effectiveness/result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Rowing and Sculling**

Demonstration of skills/  
techniques in isolation

Candidates are assessed in their efficient and effective personal demonstration of a variety of rowing and sculling skills/techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Sculling strokes	10 marks
Rowing on stroke side	10 marks
Rowing on bow side	10 marks
Paddling with square blades	10 marks
Single stroke to hands away	<u>10 marks</u>
	50 marks

*Allocation of marks (for each skill)*

*Grip/ hand placement on oar (1),  
Early preparation/ angle of oar/ oar entry (2),  
Skill action in relation to boat (4),  
Recovery (1),  
Result (2).*

Application of skills/  
techniques in a structured  
practice competition  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques, including starts, in 2000 m courses.

**max 50 marks**

<b>Technical quality of core skills/techniques demonstrated and maintained during course</b>	30 marks
Sculling strokes	<i>10 marks</i>
Rowing on stroke side	<i>10 marks</i>
Rowing on bow side	<i>10 marks</i>
<b>Appropriate &amp; safe application &amp; adaptation of effort/ efficiency/strategies in completing the course</b>	10 marks
<b>Overall result/efficiency</b>	<u>10 marks</u>
	50 marks

Additional Information

Candidates must at all times, observe all the appropriate and correct safety procedures/rules in order to ensure their own personal safety and the safety of others.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

## Squash

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of compulsory core skills/ techniques in isolation.

<b>Core skills/ techniques</b>	<b>max 50 marks</b>
Service (Forehand/backhand variations)	10 marks
Drives (Forehand/backhand)	10 marks
Volleys (Forehand/backhand)	10 marks
Boasts	10 marks
Lob	<u>10 marks</u>
	50 marks

<i>Allocation of marks (for each skill)</i>	<i>Grip (1), Early preparation/ footwork/ back swing (2), Shot positioning/ footwork/ balance/ timing (4), Follow through/ recovery (1), Result/ effectiveness/ accuracy (2).</i>
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Application of skills/ techniques in a structured practice competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/ techniques being used in various modified structured drills and practice match/ competition situations, i.e. stroke restriction, court restriction, serve reply, set pieces.

**max 50 marks**

### **Technical quality of individual skills/ techniques demonstrated and maintained throughout**

<b>modified practices</b>	30 marks
Defensive strokes	10 marks
Attacking strokes	10 marks
Service/wall play	10 marks

**Appropriate application & adaptation of skills in relation to effort/ efficiency/ strategies/ rules/ tactics** (including shot selection, player position, ball distribution)

10 marks

**Overall effectiveness/ result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/ techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Table Tennis**

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of compulsory core skills/ techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Service (Forehand/backhand variations)	10 marks
Drives (Forehand/backhand)	10 marks
Push (Forehand/backhand)	10 marks
Block	10 marks
Smash	<u>10 marks</u>
	50 marks

<i>Allocation of marks (for each skill)</i>	<i>Grip (1), Early preparation/footwork/back swing (2), Shot positioning/footwork/balance/timing (4), Follow through/recovery (1), Result/effectiveness/accuracy (2).</i>
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Application of skills/ techniques in a structured practice competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practice match/competition situations, i.e. stroke restriction, table restriction, serve reply, set pieces.

**max 50 marks**

**Technical quality of individual skills/techniques demonstrated and maintained throughout**

<b>modified practices</b>	30 marks
Defensive strokes	10 marks
Attacking strokes	10 marks
Service/net play	10 marks

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including shot selection, player position, ball distribution)

10 marks

**Overall effectiveness/result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Tennis**

Demonstration of core skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of compulsory core skills/ techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Service (variations)	10 marks
Drives (Forehand/backhand)	10 marks
Volleys (Forehand/backhand)	10 marks
Lob	10 marks
Smash	<u>10 marks</u>
	<b>50 marks</b>

*Allocation of marks (for each skill)*      *Grip (1),  
Early preparation/footwork/back swing (2),  
Shot positioning/footwork/balance/timing (4),  
Follow through/recovery (1),  
Result/effectiveness/accuracy (2).*

Application of skills/ techniques in a structured practice competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practice match/ competition situations, i.e. stroke restriction, court restriction, serve reply, set pieces.

**max 50 marks**

**Technical quality of individual skills/techniques demonstrated and maintained throughout modified practices**

	30 marks
Defensive strokes	<i>10 marks</i>
Attacking strokes	<i>10 marks</i>
Service/net play	<i>10 marks</i>

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including shot selection, player position, ball distribution)

10 marks

**Overall effectiveness/result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

## 20.8 Assessment Criteria

## Team Games

## Category 7

**Team Games - All activities should be set in suitably demanding contexts that show progression from KS4/GCSE, and which are appropriate for the age of the candidates.**

## Basketball

Demonstration of skills/techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

**Core skills/techniques** **max 50 marks**

Passing/receiving (handling, chest/bounce/side/overhead/running/stationary) 10 marks

Dribbling/moving with the ball (both hands, change of pace, reverse) 10 marks

Shooting (L/R, reverse, lay ups, driving) 10 marks

Shooting (set/jump/3 point) 10 marks

Marking/intercepting (1 v1, against ball handler, rebounding) 10 marks

**50 marks**

*Allocation of marks (for each skill)*      *Feet/hand placement (1),  
Early preparation/feet/hand/arm/body (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Follow through/recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/techniques in a structured practice competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practice match/competition situations, i.e. small-sided games – 2 v 2, 3 v 3, conditioned/restricted games.

**max 50 marks**

**Technical quality of individual skills/techniques demonstrated and maintained throughout**

**modified practices** 30 marks

Defensive skills 10 marks

Attacking skills 10 marks

Set plays 10 marks

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including shot selection, player position, set plays) 10 marks

**Overall effectiveness/result** 10 marks

**50 marks**

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Cricket**

Demonstration of skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Batting (straight/on/off drive, forward/back)	10 marks
Batting (cut/pull/glance)	10 marks
Bowling (medium or fast or spin, line/length)	10 marks
Fielding - close	10 marks
Fielding - deep	<u>10 marks</u>
	50 marks

Wicket keepers may choose to adapt the fielding close/deep to catching/taking standing up and catching/taking standing back.

<i>Allocation of marks (for each skill)</i>	<i>Grip bat/ ball or basic stance and hand placements for wicket keepers and fielding (1), Early preparation/footwork/ back swing/ hands/ run up (2), Skill action – footwork, balance, timing, delivery (4), Follow through/ recovery (1), Result/ overall effectiveness/ accuracy (2).</i>
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Application of skills/ techniques in a structured match practice context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practice situations, i.e. conditioned/restricted practices, ball/stroke restriction.

**max 50 marks**

**Technical quality of individual skills/techniques demonstrated and maintained throughout**

<b>modified practices</b>	30 marks
Batting	10 marks
Bowling	10 marks
Fielding	10 marks

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/ tactics** (including stroke/ball selection and distribution, player position)

10 marks

**Overall effectiveness/result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Gaelic Football**

Demonstration of skills/  
techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

**Core skills/techniques** **max 50 marks**

Handling (passing/receiving, fielding, hand pass, pick up)	10 marks
Tackling/intercepting (challenging/front/ shoulder/displacing/blocking)	10 marks
Running/moving with the ball (soloing/toe to hand/dummying/dribbling/side step/ swerve/change of pace)	10 marks
Kicking (hand, ground, instep/drop, driven clearance, return to play)	10 marks
Shooting (long, short, 45s)	<u>10 marks</u> 50 marks

*Allocation of marks (for each skill)*

*Feet/hand placement (1),  
Early preparation/feet/hand/arm/body (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Follow through/recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/  
techniques in a structured  
match practice context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, i.e. conditional games, backs v forwards, zoned practices.

**max 50 marks****Technical quality of individual skills/techniques demonstrated and maintained throughout**

<b>modified practices</b>	30 marks
Defensive skills	10 marks
Attacking skills	10 marks
Set plays	10 marks

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including skill selection, player position, set plays)

10 marks

**Overall effectiveness/result**10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Goalball**

Demonstration of skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Orientation (tactile skills/squaring up/ finding lines by sweeping with hands and feet/ using lines for direction and when making the wall/ interchanging places)	10 marks
Listening (detecting the ball/position/ path/speed/detecting other players/listening referee for game directions)	10 marks
The Throw (bowling action/run-up/ with a turn/ variation of direction and speed/use of spin/ penalty throw)	10 marks
Defence (Squat [ready] position/moving into ‘wall’ to the right and left/sliding into wall safely/ making a straight wall parallel to lines)	10 marks
Defence (Stopping the ball/holding wall position controlling and collecting the ball/ passing the ball between the team/defending a penalty throw)	10 marks
	<u>          </u> 50 marks

*Allocation of marks (for each skill)*      *Feet/hand placements (1),  
Early preparation/feet/hand arm/body (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/ techniques in a structured match practice context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practices, i.e. small sided games – 1 v 1, 2 v 2, 3 v 3, 5 v 5, defence v attack and conditioned/restricted games.

**max 50 marks**

**Technical quality of individual skills/techniques demonstrated and maintained throughout**

<b>modified practices</b>	30 marks
Defensive skills	10 marks
Attacking skills	10 marks
Set plays	10 marks

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including skill selection, player position, referee’s calls, set plays)

10 marks

**Overall effectiveness/result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Handball**

Demonstration of skills/  
techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Passing/receiving (various)	10 marks
Moving with the ball	10 marks
Shooting (various)	10 marks
Moving free (dodge/change of pace)	10 marks
Marking/ intercepting/jockeying	<u>10 marks</u>
	50 marks

*Allocation of marks (for each skill)*

*Feet/hand placements (1),  
Early preparation/feet/arm/hand/head (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Follow through/recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/  
techniques in a structured  
match practice context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practices, i.e. small sided games – 1 v 1, 2 v 2, 3 v 3, 5 v 5, defence v attack and conditioned/restricted games.

**max 50 marks**

**Technical quality of individual skills/techniques  
demonstrated and maintained throughout**

<b>modified practices</b>	30 marks
Defensive skills	10 marks
Attacking skills	10 marks
Set plays	10 marks

**Appropriate application & adaptation of skills  
in relation to effort/efficiency/strategies/rules/  
tactics** (including skill selection, player position,  
set plays)

10 marks

**Overall effectiveness/result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

## Hockey

Demonstration of skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in isolation.

### Core skills/techniques

**max 50 marks**

#### Outfield

**OR**

#### Goalkeeping

Passing/receiving/control (push/stopping/short, long/slap/hitting/reverse, L/R)

10 marks

Receiving/distribution (both feet)

Dribbling/moving with ball - open/reverse/change of pace

10 marks

Defending short corners

Flicking – short/long, high/low, penalties

10 marks

Saving penalty flicks

Shooting (L/R circle, close, distance)

10 marks

Shot stopping (high/low, edge of circle)

Tackling/jockeying/closing down/intercepting

10 marks

Sliding tackle on attacking player

50 marks

*Allocation of marks (for each skill)*

*Feet/hand placements (1),  
Early preparation/feet/arm/hand/head (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Follow through/recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/ techniques in a structured match/competition practice context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, i.e. small sided games – 2 v 2, 3 v 3, 5 v 5, defence v attack and conditioned/restricted games.

**max 50 marks**

### Technical quality of individual skills/techniques demonstrated and maintained throughout

#### modified practices

30 marks

Defensive skills

10 marks

Attacking skills

10 marks

Set plays

10 marks

#### Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics

(including shot selection, player position, set plays)

10 marks

#### Overall effectiveness/result

10 marks

50 marks

Additional Information

In order for candidates to achieve the highest standard of performance, the use of artificial playing surfaces is highly recommended. Players, and goalkeepers in particular, must adhere to the appropriate safety rules & regulations.

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Lacrosse**

Demonstration of skills/  
techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

**Core skills/techniques** **max 50 marks**

Passing/receiving (long/short, running, high/low)	10 marks
Tackling/intercepting	10 marks
Running/moving with the ball/cradling	10 marks
Shooting	10 marks
The face/draw	<u>10 marks</u>
	<b>50 marks</b>

*Allocation of marks (for each skill)*

*Feet/hand placement (1),  
Early preparation/feet/hand/arm/body (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Follow through/recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/  
techniques in a structured  
practice match/competition  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, i.e. small sided games – 2 v 2, 3 v 3, conditioned/restricted games.

**max 50 marks**

**Technical quality of individual skills/techniques  
demonstrated and maintained throughout**

<b>modified practices</b>	<b>30 marks</b>
Defensive skills	<i>10 marks</i>
Attacking skills	<i>10 marks</i>
Set plays	<i>10 marks</i>

**Appropriate application & adaptation of skills  
in relation to effort/efficiency/strategies/rules/  
tactics** (including skill selection, player position,  
set plays)

10 marks

**Overall effectiveness/result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

## Netball

Demonstration of skills/  
techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

### Core skills/techniques

**max 50 marks**

Passing/receiving (one/two-handed, shoulder/ lob/bounce/running/chest pass )	10 marks
Footwork (one/two foot landings, pivot)	10 marks
Shooting - close/distance/run (one/two handed, forward/backward, step shots)	10 marks
Moving free (dodge/change of pace)	10 marks
Marking/intercepting/rebounding	<u>10 marks</u>
	50 marks

*Allocation of marks  
(for each skill)*

*Feet/hand placements (1),  
Early preparation/feet/arm/hand/head (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Follow through/recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/  
techniques in a structured  
practice match/competition  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, i.e. small sided games – 1 v 1, 2 v 2, 3 v 3, 5 v 5, defence v attack and conditioned/restricted games.

**max 50 marks**

### Technical quality of individual skills/techniques demonstrated and maintained throughout

#### modified practices

30 marks

Defensive skills

10 marks

Attacking skills

10 marks

Set plays

10 marks

**Appropriate application & adaptation of skills  
in relation to effort/efficiency/strategies/rules/  
tactics** (including shot selection, player position,  
set plays)

10 marks

#### Overall effectiveness/result

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Rugby Union/League**

Demonstration of skills/  
techniques in isolation

Candidates can choose to be assessed in either rugby union or rugby league. Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

**Core skills/techniques** **max 50 marks**

<u>Rugby Union</u>	<b>OR</b>	<u>Rugby League</u>
Handling (passing/receiving, long/ short, stationary/run, high/ low, pick up from floor, quick, spin, diving, switch)	10 marks	Handling (passing/receiving, long/ short, stationary/run, high/ low, pick up from floor, quick, spin, diving, switch)
Tackling/intercepting (front, rear, side, smother)	10 marks	Tackling/intercepting (front, rear, side, smother)
Retaining ball in maul	10 marks	Retaining ball in held tackle
Retaining possession on floor/setting ruck	10 marks	Recycling ball/playing from floor
Running with the ball (swerve, side-step, dummy, change of pace)	<u>10 marks</u> 50 marks	Running with the ball (side-step, bumping off, hit/spin, handoff, pace)

*Allocation of marks (for each skill)*      *Feet/hand placement (1),  
Early preparation/feet/hand/arm/body (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Follow through/recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/  
techniques in a structured  
practice match/competition  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, i.e. small sided games – 1 v 1, 2 v 2, 3 v 3, 5 v 5, defence v attack and conditioned/restricted games.

**max 50 marks**

**Technical quality of individual skills/techniques  
demonstrated and maintained throughout  
modified practices**

Defensive skills	30 marks <i>10 marks</i>
Attacking skills	<i>10 marks</i>
Set plays	<i>10 marks</i>

**Appropriate application & adaptation of skills  
in relation to effort/efficiency/strategies/rules/  
tactics** (including skill selection, player position, set plays) 10 marks  
**Overall effectiveness/result** 10 marks  
50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

Soccer

Demonstration of skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of compulsory core skills/ techniques in isolation.

**Core skills/techniques** **max 50 marks**

<u>Outfield</u>	<b>OR</b>	<u>Goalkeeping</u>
Passing/receiving/control (short, long, ground, lofted, chip, both feet)	10 marks	Receiving/distribution
Dribbling/moving with ball (both feet)	10 marks	Kicking/hand/dead ball
Shooting – short/long/volley/half volley	10 marks	Shot stopping (high/low)
Heading – defence & attack	10 marks	Taking ball at feet
Tackling/jockeying/closing down/intercepting	<u>10 marks</u> 50 marks	Taking high crosses

*Allocation of marks (for each skill)*

*Feet/hand placements (1),  
Early preparation/feet/arm/hand/head (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Follow through/recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/ techniques in a structured practice match/competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, i.e. small sided games – 1 v 1, 2 v 2, 3 v 3, 5 v 5, defence v attack, and conditioned/restricted games.

**max 50 marks**

**Technical quality of individual skills/techniques demonstrated and maintained throughout modified practices**

Defensive skills	30 marks <i>10 marks</i>
Attacking skills	<i>10 marks</i>
Set plays	<i>10 marks</i>

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including skill selection, player position, set plays) 10 marks

**Overall effectiveness/result** 10 marks  
50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Softball or Baseball or Rounders**

Demonstration of skills/techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Catching/receiving/throwing (various)	10 marks
Hitting/striking/batting	10 marks
Pitching/bowling(various) (medium, fast, swerve, spin, line/length)	10 marks
Fielding on base/close	10 marks
Fielding deep/outfield	<u>10 marks</u>
	50 marks

<i>Allocation of marks (for each skill)</i>	<i>Grip bat/ ball or basic stance and hand placements for wicket keepers and fielding (1), Early preparation/footwork/ back swing/hands/run up (2), Skill action – footwork, balance, timing, delivery (4), Follow through/recovery (1), Result/overall effectiveness/accuracy (2).</i>
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Application of skills/techniques in a structured practice match/competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, i.e. conditioned/restricted practices, ball/stroke restriction.

**max 50 marks**

**Technical quality of individual skills/techniques demonstrated and maintained throughout modified practices**

Batting	10 marks
Bowling	10 marks
Fielding	10 marks

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including stroke/ball selection and distribution, player position)

10 marks

**Overall effectiveness/result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

## Volleyball

Demonstration of skills/ techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

### Core skills/techniques

**max 50 marks**

Serving, (under/over arm, frontal/floating/ side floating)	10 marks
Volleying (set forward/backward)	10 marks
Digging (two/one arm)	10 marks
Smash/spike	10 marks
Blocking	<u>10 marks</u>
	50 marks

*Allocation of marks  
(for each skill)*

*Feet/hand placement (1),  
Early preparation/feet/hand/arm/body (2),  
Skill action – relation to other players/ball/  
positional awareness/footwork/balance (4),  
Follow through/recovery (1),  
Result/overall effectiveness/accuracy (2).*

Application of skills/ techniques in a structured practice match/competition context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, i.e. small sided games – 2 v 2, 3 v 3, conditioned/restricted games.

**max 50 marks**

### Technical quality of individual skills/techniques demonstrated and maintained throughout

#### modified practices

30 marks

Defensive skills

10 marks

Attacking skills

10 marks

Set plays

10 marks

**Appropriate application & adaptation of skills in relation to effort/efficiency/strategies/rules/tactics** (including skill selection, player position, set plays)

10 marks

#### Overall effectiveness/result

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

**Water Polo**

Demonstration of skills/  
techniques in isolation

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in isolation.

<b>Core skills/techniques</b>	<b>max 50 marks</b>
Passing/receiving (various)	10 marks
Moving with the ball	10 marks
Shooting (various)	10 marks
Moving free	10 marks
Marking/ intercepting	<u>10 marks</u>
	50 marks

<i>Allocation of marks (for each skill)</i>	<i>Position/ hand placements (1), Early preparation/ arm/ hand/ head (2), Skill action – relation to other players/ ball/ positional awareness/ balance (4), Follow through/ recovery (1), Result/ overall effectiveness/ accuracy (2)</i>
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Application of skills/  
techniques in a structured  
practice competition  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and competition practices, i.e. small sided games – 1 v 1, 2 v 2, 3 v 3, 5 v 5, defence v attack and conditioned/restricted games.

**max 50 marks**

**Technical quality of individual skills/techniques  
demonstrated and maintained throughout  
modified practices**

	30 marks
Defensive skills	10 marks
Attacking skills	10 marks
Set plays	10 marks

**Appropriate application & adaptation of skills  
in relation to effort/efficiency/strategies/rules/  
tactics** (including shot selection, player position,  
set plays)

10 marks

**Overall effectiveness/result**

10 marks

50 marks

Observation and Analysis

In order to facilitate improvement in performance, candidates are expected to research and understand the appropriate correct technical models for the 5 core skills/techniques. This will enable them to analyse their own performance in order to discuss relevant corrections.

Achievement Descriptions

See Section 20.9 in the specification.

20.9 Achievement Descriptions

Category 3, 4, 5, 6 and 7 Activities

81 – 100 marks Very High Achievement

The candidate demonstrates the basic core skills/techniques to a very high standard. The skills/techniques are performed extremely accurately and demonstrate a refined level of technique that allows for a very high level of skill production when performed in isolation. S/he possesses well-developed body management and co-ordination, enabling her/him to achieve a high level of success with more advanced skills both in isolation and within the structured/conditioned practice situations. Under pressure, the accuracy and quality of the skill production remains high. The candidate's performance within the structured practice situations is indicative of advanced tactical and strategical awareness. S/he has a well-developed and mature perception of the demands and requirements of the activity being performed. The candidate's level of commitment and motivation are extremely high. Performance and progress in both the closed and the structured practice contexts is of a very high standard, enabling very high levels of learning and understanding to be achieved. S/he shows a clear understanding of the correct technical terms and applies them appropriately. S/he can easily identify and readily discuss the strengths and weaknesses in performance and can analyse and evaluate accurately. This candidate is likely to represent district, county or association at the appropriate age group.

61 – 80 marks High Achievement

The candidate demonstrates a more consistent and accurate level of technique, allowing for high standards of skill production when core skills are performed in isolation. S/he can incorporate and demonstrate the core skills/techniques with consistent levels of success in more advanced and technically demanding contexts. The candidate can independently introduce and use tactics and strategies, of a more developed nature, in order to achieve success in the application of the skills/techniques being used. High levels of commitment and motivation are demonstrated and so the performance and progress in the closed and structured practices are very reliable, enabling high levels of learning and understanding to be achieved. The candidate has a very good knowledge of the terminology of the activity and uses it when discussing and playing/competing without prompting. S/he recognises the strengths and weaknesses in personal skills and can analyse and evaluate accurately. S/he is likely to be a good, regular competitive performer.

41 – 60 marks Sound Achievement

The candidate demonstrates soundly and performs well, with consistency all the core skills/techniques in isolation. There is also improved success in the performance when extending a skill to more advanced levels. Under pressure, and when performing in structured/conditioned practice, s/he is able to demonstrate some success but not always consistently or accurately. The candidate is able to use tactics/strategies within conditioned games to a satisfactory level while showing a sound and developing perception of the demands/requirements to perform the activity. S/he has knowledge of terminology and uses it in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects. S/he is able to recognise the strengths and weaknesses in performance, but not of some of the more complex skills/situations/tactics. The candidate may be a school performer. Performance and progress in the structured/conditional practices over the period of the course are such that satisfactory levels of learning and understanding are achieved from the experience.

21 – 40 marks	Limited Achievement	The candidate is able to demonstrate a moderate mastery of the basic skills/techniques when performed in isolation, but not always consistently. There are some limited signs of being able to perform more advanced/variations of the core skills/techniques. However, under pressure and in the structured/conditioned practices, the level of quality and technical accuracy reduces. The candidate has a developing but basic, if not rudimentary, perception and ability to apply and adapt the skills/techniques in the appropriate manner. S/he shows little appreciation of the quality of movements. The candidate shows some knowledge of the basic terminology, but her/his ability to identify strengths and weaknesses is hampered by an inability to break down the skills/ techniques and tactics into the recognised aspects. The candidate's level of performance and progress during the course is such to allow limited improvement in learning and understanding to be achieved from the experience.
0 – 20 marks	Very Limited Achievement	The candidate generally lacks confidence and concentration in performance. S/he demonstrates a limited mastery of basic core skills and techniques in isolation. S/he finds difficulty in performing consistently and has generally poor control and co-ordination of bodily movements in relation to equipment/implements used. There is little success or consistency in her/his performance when skills/ techniques are extended to a more advanced level or structured/pressurised situation. The candidate has a vague/limited perception of the appropriate application of the core skills/techniques. The candidate shows a basic knowledge of simple terminology, and can identify simple strengths/weaknesses in performance. The level of performance and progress over the period of the course is such to allow for very little in terms of learning and understanding to be achieved from the experience.

#### 20.10 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form that facilitates the complete and accurate submission of the final assessments at the end of the course.

Where the collection of portfolio evidence is required, sample proformas which centres may wish to use, will be provided in the AQA Teachers' Guide.

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears as Appendix B; the exact design may be modified before the operational version is issued.

The Candidate Record Form must be attached to the candidate's work.

Centres **must** provide video evidence, of a range of candidates in a range of activities, to support the award of marks.

## Written Investigation – AS

21.1

The Written Investigation should be **not more than 1500** words in length. Candidates and assessors should be aware that credit can only be given if the written investigation contains evidence relating to the criteria.

21.2 Assessment Criteria

**All activity categories**

**Max (60 marks)**

**Observation, Analysis and Evaluation**

In written form the candidate shows ability (using live and/or video evidence) to apply her/his knowledge and understanding of the content of the module. In order to do this, they will observe, analyse and evaluate their own or another's physical performance of the 5 core skills/techniques in structured practice conditions in **one** activity chosen from categories 2 -7.

By using the skill/techniques and marking phases (outlined in each specific activity profile) to assess the relative levels of performance candidates must:

- Observe the chosen performer in relation to the competent performance (or a recognised technical model) of the 5 specific core skills/techniques for an activity in a structured practice competition/performance situation.
- analyse their chosen performer against the competent performer (recognised technical model) by identifying the causes of strengths/weaknesses of the 5 core skills/techniques.
- evaluate the strengths/weaknesses of these 5 core skills/techniques of their chosen performer in relation to the competent performer (recognised technical model) by identifying and justifying the focus of development/greatest weakness to bring about improvement.

In making comparisons between the performances in relation to the core skills/techniques outlined, and possible strategies/tactics, the candidate should be able to reflect upon and appraise the relative performance levels. In doing so they will identify and comment on the strengths and weaknesses in their own performance levels in the specific skills/techniques demonstrated in modified or structured practice situations.

21.3 Assessment Criteria

The assessment criteria are arranged into six groups:

Group A	Planning	3 marks
Group B	Observation	24 marks
Group C	Analysis	15 marks
Group D	Evaluation	6 marks
Group E	Bibliography	3 marks
Group F	Communication	9 marks
<b>Total</b>		<b>60 marks</b>

Each group is further sub-divided.

Candidates and assessors should be aware that credit can only be given if the project contains evidence relating to the criteria.

Selection of area of study for the investigation	<p>Candidates may select from the activities listed in the specification. They should observe and analyse the demonstration of the 5 core skills/techniques listed under the AS practical criteria in Section 20 for the chosen activity in a structured practice competition/performance situation. The written investigation does <b>not</b> need to be given a title.</p>
Criteria Group A - Planning	<p>A clear timetable of the proposed development of the investigation objective and the appropriate data sheets.</p> <p>The aim of these criteria is to make the candidate aware that the essential first step in solving an identified problem or testing a hypothesis is to design and plan the investigation.</p> <p><b>Did the candidate:</b></p> <p>A.1 plan a timetable to complete all tasks (including an appropriate schedule for observation of the performer(s))?</p>
Criteria Group B - Observation	<p>A record of the actual observation of performances. Candidates are encouraged to <b>describe performances seen</b> rather than re-write descriptions of technical models found in resources.</p> <p><b>Did the candidate:</b></p> <p>B.1 observe the chosen performer in relation to a competent performer (or a recognised technical model) of core skill 1?</p> <p>B.2 observe the chosen performer in relation to a competent performer (or a recognised technical model) of core skill 2?</p> <p>B.3 observe the chosen performer in relation to a competent performer (or a recognised technical model) of core skill 3?</p> <p>B.4 observe the chosen performer in relation to a competent performer (or a recognised technical model) of core skill 4?</p> <p>B.5 observe the chosen performer in relation to a competent performer (or a recognised technical model) of core skill 5?</p> <p>B.6 use appropriate techniques to record observations accurately?</p> <p>B.7 make qualitative observations?</p> <p>B.8 make quantitative observations?</p>
Criteria Group C - Analysis	<p>A record of the analysis of the performer's main strengths or weaknesses.</p> <p><b>Based on their observations did the candidate:</b></p> <p>C.1 identify with justifications the performer's major strengths or weaknesses for core skill 1?</p> <p>C.2 identify with justifications the performer's major strengths or weaknesses for core skill 2?</p> <p>C.3 identify with justifications the performer's major strengths or weaknesses for core skill 3?</p> <p>C.4 identify with justifications the performer's major strengths or weaknesses for core skill 4?</p> <p>C.5 identify with justifications the performer's major strengths or weaknesses for core skill 5?</p>

Criteria Group D – Evaluation	<p>A record of the candidate’s evaluation of the performances and her/his subsequent recommendations to lead to an improvement in performance.</p> <p><b>Did the candidate:</b></p> <p>D.1 identify the most appropriate area of greatest weakness/focus for development given the resources available to them?</p> <p>D.2 give an appropriate justification for this focus/the benefits to performance?</p>
Criteria Group E – Bibliography	<p>An appropriate record of the sources consulted during the completion of the investigation.</p> <p><b>Did the candidate:</b></p> <p>E.1 record an <b>appropriate</b> bibliography, using the Harvard system or similar, of the sources consulted in their initial research?</p>
Criteria Group F – Communication	<p><b>Did the candidate:</b></p> <p>F.1 produce a neat and well-organised report (i.e. items presented in a logical order)?</p> <p>F.2 communicate clearly in writing so that the report can be easily understood (i.e. with a high standard of grammar, punctuation and spelling appropriate to this level of study)?</p> <p>F.3 make good use of a variety of clearly labeled illustrations (e.g. diagrams, tables, photographs)?</p>
Acknowledgements	A declaration of all help received by the candidate in connection with the individual project.
Presentation	Pages should be securely fastened together. Hard covers should not be used.

21.4 Assessment Criteria

Evidence required to support awarding the marks      Each criterion forms a statement. **To make an assessment, the assessor asks:** “How well does the candidate achieve the criterion?”

The evidence was fully explained, appropriate and detailed.	Achieves well	then a “3” is entered in the appropriate box on the Investigation Assessment Sheet
The evidence was partially explained, relevant and with some detail.	Achieves	then a “2” is entered in that box
There was some evidence which lacked explanation and detail.	Achieves with limited success	then a “1” is entered in that box
There was no evidence to support the awarding of marks for the criterion.	Does not attempt	then a “0” is entered in that box

## 21.5 Achievement Descriptions

49 – 60 marks	Very High Achievement	In demonstrating an excellent in-depth knowledge of the activity/game, the candidate can identify faults and weaknesses in individual technique and performance of the activity/game linked to the appropriate skills/techniques outlined. S/he has a full understanding of the application of theory to performance and shows a clear understanding of the correct technical terms, applying them appropriately. The candidate has an excellent knowledge and understanding of the competent performer (technical model). Having identified the relevant strengths and/or weaknesses/faults s/he is able to suggest an appropriate focus for improvement relating these to all relevant theoretical areas. The candidate needs little or no supplementary help.
37 – 48 marks	High Achievement	In demonstrating a good knowledge of major skills/techniques, the candidate is able to identify general and specific faults and weaknesses in relation to individual skills/techniques and the game/performance. S/he has a very good understanding of the application of theory to performance and knowledge of the terminology of the activity, using these appropriately. The candidate has a good knowledge and understanding of the competent performer (technical model). Having identified the general strengths and/or weaknesses/faults s/he is able to suggest an appropriate focus for improvement relating these to some relevant theoretical areas. The candidate needs occasional help
25 – 36 marks	Sound Achievement	In demonstrating a sound knowledge of major aspects of skills/technique and performance in either the activity or game situation, the candidate is able to identify major faults and weaknesses. S/he has some understanding of the application of theory to performance and a basic knowledge of the terminology of the activity, using these appropriately. The candidate has some knowledge and understanding of the competent performer (technical model). Having recognized the strengths and/or weaknesses in performance s/he can suggest a focus for improvement supported only by simple ideas from theoretical areas. The candidate needs some supplementary help.
13 – 24 marks	Limited Achievement	In demonstrating a basic knowledge of major skills/techniques in the activity or game situation, the candidate can identify general/major weaknesses and faults in individual techniques. Her/his ability to identify strengths and weaknesses is hampered by an inability to break down the skills/techniques and tactics into the recognised aspects with little appropriate technical terminology being used. S/he has a limited knowledge and understanding of the competent performer (perfect model). The candidate is able to show a limited ability to suggest any appropriate focus for improvement and is limited in her/his ability to apply theoretical knowledge logically. The candidate will need help.
0 – 12 marks	Very Limited Achievement	The candidate shows a limited ability to observe, analyse or identify weaknesses and faults, exhibiting little knowledge of the correct skills/techniques. The candidate uses only simple terminology. With help s/he can identify some major/simple faults, but has only a limited knowledge of the competent performer (technical model) or what is required to perform the basic skills. S/he has difficulty suggesting any appropriate focus for improvement and has little ability to apply theoretical knowledge logically. The candidate will need considerable help.

21.6 Evidence to Support the Award of Marks

For most criteria, evidence will be found in the final project. Where this is not the case, teachers should clearly indicate instances in which help has been given or in which the final project does not do justice to the design thinking of the candidate.

Teachers should keep records of their assessments during the course, in a form that facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided.

A specimen Candidate Record Form appears as Appendix B; the exact design may be modified before the operational version is issued.

The Candidate Record Form must be attached to the candidate's work.

# Centre-Assessed Coursework – A2

## 22

## Nature of Centre-Assessed Coursework – A2

### 22.1 Introduction

This coursework is based upon the principles of acquiring and applying knowledge and understanding in the analysis of physical activity in order to optimise performance. In Unit 6, which assesses this module of learning, candidates are specifically required by the Assessment Criteria to show evidence of their application of knowledge and skills from the subject content within the module. The specific content for the learning in this module is given below. Candidates should evidence their application of theory either through practical demonstrations and written portfolios, or through a written project investigation. In their coursework, they will also have to provide evidence of how factors can, separately or combined together, influence the development and achievement of excellence. They will do this by the application of their acquired knowledge and understanding of **all** the modules of learning in the A Level to the evaluation of performance. For all coursework the following guidance must be followed.

#### Safety Procedures

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

#### Implementation

The process of practical assessment is the responsibility of the Head of Physical Education in each centre. The Head of PE is also responsible for ensuring that each teacher who is assessing candidates for this specification takes part in internal standardisation within the centre, and will be required to sign a declaration to this effect.

At the **start of the course**, centres **must advise AQA** of their intention to enter candidates so that a moderator can be allocated to their centre.

Candidates should be assessed throughout their course and not just at the end. This, whilst giving the candidates feedback on their level of achievement, also ensures that, in the case of a long-term injury, marks for the candidate are available.

#### Candidates with Special Needs

Provision exists for candidates with special needs to be assessed. Centres with candidates with special needs should contact AQA as early as possible. Whilst **all candidates must fulfil the rubric of the specification**, where possible, candidates are assessed against recognised criteria appropriate to their level of disability. AQA will consult with Disability Sport England (previously The British Sports Association for the Disabled) to provide the relevant information for centres once the specific needs for a candidate are identified to them.

Where these are not available, candidates are assessed against the set criteria and appropriate adjustments will be made. It is important when contacting AQA that centres clearly identify the nature and official level of a candidate's disability.

22.2 Centre-Assessed Coursework

Introduction

# Factors Optimising Performance

At A Level, candidates are required to observe, analyse and critically evaluate performance. This evaluation should allow candidates specifically to apply their knowledge and understanding of the learning in Module 6 of the specification. They must also apply their knowledge and understanding of the learning in **all** the modules of the specification to identify possible reasons for the performer’s weaknesses, and to consider appropriate techniques to bring about optimisation of performance.

Candidates should select **one** activity from those listed below.

**For the practical coursework**, candidates will demonstrate skills in the performance/competition context. They will then go on to analyse and critically evaluate their own performance in relation to an elite performer. Finally, they will apply their knowledge, skills and understanding in a critical reflection of how this might be used to optimise their own performance.

**For the individual project**, candidates begin by observing, analysing and evaluating performance. The candidate is then required to apply their knowledge and understanding of all of the modules of learning in the specification to seek and implement a solution that could lead to the optimisation of the performance.

**Candidates must select one activity from the following:**

Category 2 – Artistic/Aesthetic Activities

- Dance Contemporary/Creative/Ballet
- Diving
- Gymnastics
- Trampolining

Category 3 – Athletic Activities

- Athletics
- Cycling

Category 4 – Swimming Activities

- Swimming

Category 5 – Outdoor and Adventurous Activities

- Canoeing
- Climbing
- Horse Riding
- Mountain Activities
- Sailing
- Skiing

Category 6 – Individual Activities

- Badminton
- Fencing
- Golf
- Judo
- Karate
- Rowing and Sculling
- Squash
- Table Tennis
- Tennis

Category 7 – Team Games

- Basketball
- Cricket
- Gaelic Football
- Goalball
- Handball
- Hockey
- Lacrosse
- Netball
- Rugby Union/Rugby League
- Soccer
- Softball/Baseball/Rounders
- Volleyball
- Water Polo

22.3 Centre-Assessed  
Coursework – Option 1

## *Either – Practical Coursework*

## Requirements

For the A Level, candidates undertaking practical coursework should offer **one** activity for assessment chosen from the categories listed.

## Category 2

- Artistic/Aesthetic Activities

## Category 3

- Athletic Activities

## Category 4

- Swimming Activities

## Category 5

- Outdoor and Adventurous Activities

## Category 6

- Individual Activities

## Category 7

- Team Games

**This practical coursework module will assess the following:**

## Section A

**Max 120 marks**

The candidate's ability to perform a range of skills/techniques within a competitive game or full performance context.

## Section B

**Max 40 marks**

The candidate's ability to analyse and critically evaluate their own physical performance within a competitive game/performance context in relation to an elite level performer.

## Section C

**Max 80 marks**

The candidate's ability to apply their knowledge and understanding of theoretical principles, theories and concepts relating to the many constituent components of a full performance situation. In doing so, to critically reflect on how this knowledge and understanding can be used to optimise their own performance.

22.4 Centre-Assessed  
Coursework – Option 2

## *Or – Project Coursework*

## Requirements

The individual project is intended to give candidates, **through their own participation**, the opportunity to investigate factor(s) which could lead to optimisation of either their own, or another athletes' sporting competitive performance. For this, **one** activity chosen from the list above must be selected. The project investigation may arise from any aspect of the content in the specification. The project report should be **not less than** 2000 words in length.

The project investigation will assess the following:

- a. the candidate's ability to analyse and evaluate performance;
- b. the candidate's ability to apply appropriate techniques and principles designed to develop an improvement in performance.

The candidates must demonstrate they can:

- a. show initiative and planning skills;
- b. appraise and report on appropriate methodology;
- c. use both oral and written forms of communication during the stages of planning, evaluating and reporting on their investigation;
- d. draw on literature relevant to their investigation and report on its use.

	The project report should be represented as follows:
Abstract	A succinct summary, not exceeding 200 words, of the work and its conclusions.
Acknowledgements	A declaration of <b>all</b> help received by the candidate in connection with the individual project.
Planning	A clear timetable of the proposed development of this investigation, and evidence of planning for the initial observation and analysis session.
Observation and Analysis	A brief overview of the main theoretical principles surrounding the investigation.
Evaluation	The candidate's evaluation of the performance(s), brief discussion/ identification of a variety of factors which may account for this performance and an ordering of the performer(s) faults for further consideration.
Support from Relevant Literature	A review of any previous or published related work on the topic. There should be a clear and logical progression from the review to the candidate's method for enhancing performance.
Method	A statement of the expected outcomes from the method in the form of hypotheses, and a factual and concise report of techniques, materials and procedure used.
Results	A summary of data collected. Methods of data analysis should be described and any statistical procedures and references used should be included.
Discussion and Conclusion	A concise discussion of the investigation results, and how they link to the candidate's review section. Any conclusions reached should relate to the original hypothesis. Candidates should also comment on the validity of their results and their relevance to optimising performance.
Appraisal of Work	Suggestions should be made for modifications to the implemented method to further optimise performance.
References and Bibliography	An alphabetical list of full references using the Harvard system <i>at the end of the report</i> and before any appendix material.
Appendices	Appendices are optional, but should be used to report raw data or other material too lengthy to include within the body of the report proper.
Presentation	Pages should be securely fastened together. Hard covers should <b>not</b> be used.

## Practical Coursework – A2

### 23.1 Guidance/Structural Outline of the Practical Coursework Assessment

The engagement in physical activity within a **competitive** game/performance situation, the practical coursework at A2 is intended to give candidates the opportunity to further acquire and develop their knowledge and understanding of physical activity through:

- the performance of personal skills/techniques within a competitive game/performance context;
- the analysis/evaluation of their own and others' performance of specific skills from a variety of activities;
- The application of wider knowledge to optimise performance.

In doing so they will:

- demonstrate the ability to select and use more complex information in a more sophisticated manner in order to plan and improve both their knowledge and understanding about physical performance. Candidates should be able to implement physiological and psychological responses based on improved decision making which will serve to optimise performance.

#### Additional Information

The competitive context should provide candidates with:

- the opportunity to show progression from the contexts at AS;
- the application of rules, regulations and codes of practice;
- the purpose of the activity – winning/meeting targets or goals;
- the opportunity to compete in the recognised version of the activity;
- pressure from opposition at an appropriate level,
- the context for able candidates to perform to their full potential.

#### Introduction

The assessment is carried out in **three Sections – A, B and C**. In **Section B** the candidate carries out ongoing analysis and evaluation of their own and others' performance by the identification of weaknesses. This, together with the identification of the causes of weaknesses and faults and appropriate corrective measures in **Section C**, should enable the candidate to use this increased knowledge and understanding of performance requirements in a competitive situation. This will enable them to then plan for and bring about the optimisation of their own performance in **Section A**.

**This practical coursework module assesses the following:**

#### Section A

**Max 120 marks**

The candidate's ability to perform a range of skills/techniques within a competitive game or full performance context.

#### Section B

**Max 40 marks**

The candidate's ability to analyse and critically evaluate their own physical performance within a competitive game/performance context in relation to an elite level performer.

**Section C**

**Max 80 marks**

The candidate’s ability to apply their knowledge and understanding of theoretical principles, theories and concepts relating to the many constituent components of a full performance situation. In doing so, to reflect critically on how this knowledge and understanding can be used to optimise their own performance.

Candidates should be assessed throughout their course and not just at the end. This, whilst also giving candidates feedback on their level of achievement, also ensures that, in the case of a long-term injury, marks for the candidates are available.

By participating in a specific competitive game/performance situation, the candidate is given the opportunity to enhance/optimize:

- their level of experience
- the quality of their skills/techniques
- the quality and depth of their knowledge and understanding

by learning to adapt efficiently and effectively according to the varying demands and contexts within a chosen activity.

**23.2 Assessment Criteria**

**All activities**

**Section A – Performance**

**Max 120 marks**

Candidates are assessed on their ability to perform effectively and efficiently a variety of skills/techniques from the selected activity within the context of a competitive game/performance situation.

Each activity listed has a profile of the compulsory nature of performance requirements, skills/techniques and the context/situation demands, along with a breakdown of marks for the Assessment Criteria and assessment criteria to be applied.

Candidates are assessed for all of the activities in the following skills:

Area of Assessment 1	Technical quality – aspect 1	<b>30 marks</b>
Area of Assessment 2	Technical quality – aspect 2	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/fitness	<b>30 marks</b>

**Additional Information**

For each of the above areas of assessment, guidance is given below for what the candidates should consider in their performance.

**Areas of Assessment 1 and 2 – Technical Quality**

For **each** activity there will be a statement about what the technical qualities are that should be evidenced in the performance, together with the mark allocation for how they will be assessed.

Area of Assessment 3 –  
Strategic/Tactical

## Factors

**Five factors should be considered.**

The general strategies devised to achieve the overall aim/objective.

Specific tactics that help to achieve the strategies.

Game or performance plans, defensive/attacking play.

Motivation.

Strengths/weaknesses of overall strategy.

Strengths/weaknesses of specific tactics.

Remedial/corrective measures identified in Section B.

Teamwork/strategic/tactical aspects in relation to the other appropriate significant components of performance.

Area of Assessment 4 –  
Behavioural/ Psychological

## Factors

**Five factors should be considered.**

Demonstrate the appropriate mental skills/qualities necessary for effective performance of the chosen activity.

Candidates are assessed on their ability to evidence the ways in which some of the following factors can influence performance in the full game/competition situation.

- Arousal anxiety/stress management.
- Goals/targets.
- Social influences/groups/leadership.
- Information processing.
- Feedback.
- Practice.

Behavioural aspects in relation to the other appropriate significant components of performance.

## And Physical/Physiological

## Factors

**Five factors should be considered.**

Candidates are assessed on their ability to evidence the ways in which **some** of the following factors can influence performance in the full game/competition situation.

- appropriate fitness components/levels of physical preparation being displayed.
- energy demands of the activity/game.
- specific training principles/practice in relation to appropriate preparation.
- corrective short-term/long-term measures.
- the physical/physiological aspects in relation to the other appropriate significant components of performance.



## Diving

Application of skills/  
techniques in the  
performance of a  
sequence/routine

At A2, candidates build on the Asdive lists of basic required dives, twists and somersaults, and assimilate these into a more sophisticated and demanding 9-dive list. Candidates may perform from the 1 or 3 metre springboard, or the 5, 7.5 or 10 metre platform.

The first 5 dives must be chosen from:

Group 1 Forward dive or 1½ somersaults tuck/pike

Group 2 Back dive straight/tuck/pike

Group 3 Reverse dive straight/tuck/pike

Group 4 Inward dive or 1½ somersaults tuck/pike

Group 5 Back 1½ somersaults ½ twist

Reverse 1½ somersaults ½ twist

Forward 1½ somersaults 1 twist

Group 6 Handstand somersault tuck/pike (Platform only)

The second 4 dives must be chosen from:

Group 1 Forward double or 2½ somersaults tuck/pike

Group 2 Back 1½ somersault pike

Back double or 2½ somersaults tuck/pike

Group 3 Reverse 1½ somersaults pike

Reverse double or 2½ somersaults tuck/pike

Group 4 Inward double or 2½ somersaults tuck/pike

Group 5 Back 1½ somersaults 1½ or 2½ twists

Reverse 1½ somersaults 1½ or 2½ twists

Forward 1½ somersaults 2 twists

Forward 2½ somersaults 1 twist

Group 6 Handstand double somersault tuck/pike

Handstand reverse cut-through tuck/pike

Back handstand single somersault with ½ twist

Area of Assessment 1	Technical quality – 1 <sup>st</sup> 5 dives (i) <i>Stance</i> , (ii) <i>Take off</i> , (iii) <i>Flight</i> , (iv) <i>Entry</i> .	<b>30 marks</b>
Area of Assessment 2	Technical quality – 2 <sup>nd</sup> 4 dives (i) <i>Stance</i> , (ii) <i>Take off</i> , (iii) <i>Flight</i> , (iv) <i>Entry</i> .	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical & psychological prep./fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>

Additional Information

As for AS diving.

Achievement Descriptions

See Section 23.4 in the specification.

Section B Analysis

See Section 23.11 in the specification.

Section C Evaluation

See Section 23.13 in the specification.

## Gymnastics

Application of skills/ techniques in the performance of a sequence/routine

At A2, candidates build and develop on the basic AS routine and skills. They are assessed in their efficient and effective personal performance of a more sophisticated routine which should include a minimum combination of **four** advanced agilities and **two** advanced vaults linked into a sequence.

### Four agilities from

Backward roll to handstand  
 Head spring  
 Fly spring  
 Back flip  
 Front somersault  
 Hand stand ½ turn  
 One handed cartwheel  
 Back somersault  
 Back/forward walkovers

### Two vaults from

Head spring  
 Hand spring  
 Short arm over swing  
 Optional vault of similar tariff  
 (not through or straddle)

Area of Assessment 1	Technical quality – Agilities <i>(i) Start/entry to movement,</i> <i>(ii) Shape,</i> <i>(iii) Amplitude/elevation/ extension,</i> <i>(iv) Control (during &amp; leaving).</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – Vaults <i>(i) First Flight,</i> <i>(ii) Repulsion,</i> <i>(iii) Flight to Landing,</i> <i>(iv) Body shape,</i> <i>(v) Landing.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical & psychological prep./fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>

### Additional Information

- **Candidates are expected to perform and use equipment in a safe manner at all times.**
- Reuter or spring boards may be used.
- The box should be at 5 section or competitive height.
- The box may be crossways or length ways – according to the skill being demonstrated and the ability of the gymnast.
- Gym square should be a minimum of 10 m × 10 m.
- Candidates must produce a written sequence, and diagram prior to assessment and moderation.

For the floor sequence, candidates may assimilate the basic core skills into a more technically demanding sequence if they so wish, as long as the correct skills are include.

### Achievement Descriptions

See Section 23.4 in the specification.

### Section B Analysis

See Section 23.11 in the specification.

### Section C Evaluation

See Section 23.13 in the specification.

## Trampolining

Application of skills/techniques in the performance of 10-bounce routine

At A2 candidates build on the AS routines of basic jumps, twists and somersaults, and assimilate these into more sophisticated and demanding 10-bounce routine. These must include a minimum of two more advanced twists and two more advanced somersaults.

### Two advanced twists

**from**

Barani

Roller

Cat twist

Turntable

Cradle

### Two advanced somersaults

**from**

Piked back somersault

Piked front somersault

Straight back somersault

Area of Assessment 1	Technical quality – Twists <i>(i) Height,</i> <i>(ii) Body shape/form/aesthetic,</i> <i>(iii) Control/centring/landing,</i> <i>(iv) Clearly defined phasing.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – Somersaults <i>(i) Height,</i> <i>(ii) Body shape/form/aesthetic,</i> <i>(iii) Control/centring/landing,</i> <i>(iv) Clearly defined phasing.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>

### Additional information

- Candidates are expected to perform and use the trampolines in a safe manner at all times.
- As a minimum, a standard size trampoline is required with appropriate spotters/safety mats and head clearance.
- As long as the skills/techniques are demonstrated, better candidates may assimilate the core skills/techniques into a more technically demanding routine if they so wish.

### Achievement Descriptions

See Section 23.4 in the specification.

### Section B Analysis

See Section 23.11 in the specification.

### Section C Evaluation

See Section 23.13 in the specification.

23.4 Achievement Descriptions

**Dance**

91 – 120 marks    Very High Achievement

The candidate demonstrates a very high level of success in her/his clarity of variety of expression by skilful mastery, fluency and control of the body through varied use of tempo, dynamics and accents of movement. The candidate possesses excellent body management skills. S/he has a high level of awareness of both personal and general space. Through both her/his performance and choreography the candidate is able to project her/himself as highly confident and well focussed. The candidate achieves a very high level of success in applying the marked factors within her/his routine for both performance and choreography.

61 – 90 marks        High Achievement

The candidate achieves a high level of performance on a wide variety of technical/expressive skills and techniques. The candidate demonstrates clear understanding of expression through well-structured movement in both performance and choreography. Rhythmic patterns show high levels of fluency, continuity and logical progression. S/he has a very good awareness of both personal and general space. Through both her/his performance and choreography the candidate is able to project her/himself with confidence and focus. The candidate generally achieves a high level of success in applying the marked factors within her/his routine for both performance and choreography.

31 – 60 marks        Sound Achievement

The candidate performs with clarity of expression through the intended body actions of all the technical/expressive skills and techniques. S/he shows some fluency of movement and rhythmic awareness in performance and choreography. The candidate projects with confidence, but focus lacks continuity. S/he is able to show an awareness of and an ability to link body actions and movement phrases throughout the dance sequence. The candidate achieves a sound level of success in applying the marked factors within their routine for performance and choreography.

0 – 30 marks        Limited Achievement

The candidate is able to perform simply, the various technical/expressive skills/techniques quite well, but with limited variation. There is some, but limited, ability to link body actions and movement phrases throughout the dance sequence. The candidate projects with some confidence, but the focus tends to be inward. There is limited clarity in the expressive qualities demonstrated within the sequence. The choreography indicates an awareness of the marked factors, but with limited success in their application. The candidate experiences limited achievement in both performance and choreography.

Achievement Descriptions		<b>Diving, Gymnastics and Trampolining</b>
91 – 120 marks	Very High Achievement	The candidate is able to perform all the core skills/techniques in both isolation and the structured sequence/routine to a very high standard. S/he possesses excellent body management skills. S/he is likely to be able to, or chooses to, assimilate the core skills/techniques into more advanced demonstrations or routines. The sequence/routine will show excellent flow and continuity. This candidate is likely to represent district, county or association at the appropriate age group.
61 – 90 marks	High Achievement	The candidate can perform all the basic core skills/techniques to a consistently high standard in both isolation and within the routine/sequence. S/he has good levels of body management and is able to demonstrate a good appreciation of quality in a wide range of movements. The routine/sequence indicates a high level appreciation of flow and continuity. S/he is likely to be a good, regular competitive performer. As a result of her/his experience, the candidate demonstrates high levels of achievement and success.
31 – 60 marks	Sound Achievement	The candidate will be able to perform well and shows consistency with all the basic skills/techniques. S/he shows some quality of movement in many, but not all, of the skills/techniques within the routine/sequence. The sequence/routine will indicate an awareness of the flow and continuity. The performer may be a school performer/representative and will experience a sound level of achievement/success.
0 – 30 marks	Limited Achievement	The candidate is able to perform the basic skills to a moderate level, but not always consistently. S/he finds difficulty in performing the skills/techniques consistently in the structured routine/sequence. S/he shows little appreciation of the quality of movements. Body tension is limited in some movements. The sequence/routine shows limited flow/continuity. The candidate experiences moderate but limited achievement.

23.5 Category 3

**Athletic Activities**

**Athletics**

Application of skills/techniques in competitive situation

Candidates are assessed in their performance of skills/techniques of two separate athletic events. Candidates can choose any combination of jumps, throws or runs.

**Track – skills/techniques**

- (i) *Start/finish,*
- (ii) *Posture/head carriage,*
- (iii) *Arm action,*
- (iv) *Leg action,*
- (v) *General efficiency/co-ordination of movement.*

**Throws – skills/techniques**

- (i) *Initial stance/grip/preparation,*
- (ii) *Release,*
- (iii) *Travel/trunk action,*
- (iv) *Turning action,*
- (v) *Overall efficiency/co-ordination of movement.*

**Jumps – skills/techniques**

- (i) *Approach/run up,*
- (ii) *Take off,*
- (iii) *Flight,*
- (iv) *Landing,*
- (v) *Overall efficiency/co-ordination of movement.*

Area of Assessment 1	Technical quality – Event 1	<b>30 marks</b>
Area of Assessment 2	Technical quality – Event 2	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>

Additional Information

- **Candidates are expected to perform and use equipment in a safe manner at all times.**
- Centres must ensure that equipment/implements used are at the appropriate size, weight, height.

**Candidates will be expected to go on to analyse and evaluate in Sections B and C of the coursework, the event which they have demonstrated in the structured practice/performance context.**

Achievement Descriptions

See Section 23.10 in the specification.

Section B Analysis

See Section 23.11 in the specification.

Section C Evaluation

See Section 23.13 in the specification.

## Cycling

Application of skills/  
techniques in competitive  
situation

Candidates are assessed in their performance of skills/techniques of two separate events of 10 and 25 miles.

### Skills

Breaks from queue/sprint to finish

Climbing

Echelon riding/group escaping

Working with winds

Chain ganging/through and off cornering

Area of Assessment 1	Technical quality – Event 1	<b>30 marks</b>
Area of Assessment 2	Technical quality – Event 2	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>

Additional Information

**Candidates are expected to perform and use equipment in a safe manner at all times.**

Candidates must, at all times, observe all the appropriate and current relevant cycling associations' safety standards/procedures/rules, i.e. helmet, clothing, equipment, etc. in order to ensure their own personal safety and the safety of others.

Achievement Descriptions

See Section 23.10 in the specification.

Section B Analysis

See Section 23.11 in the specification.

Section C Evaluation

See Section 23.13 in the specification.

23.6 Category 4

**Swimming Activities**

**Swimming**

Application of skills/ techniques in competitive situation

Candidates are assessed in their ability to maintain the quality and consistency of their performance of **two** 100 m events, including a start, turns and finish.

**Demonstration of skills/techniques of two strokes**

e.g. 100 m front crawl

100 m breast stroke

Area of Assessment 1	<p>Technical quality – Event 1</p> <p>(i) <i>Starts/Turns,</i>                  (ii) <i>Head/ breathing,</i>                  (iii) <i>Body position</i>                  (iv) <i>Leg action,</i>                  (v) <i>Arm action</i></p>	<b>30 marks</b>
Area of Assessment 2	<p>Technical quality – Event 2</p> <p>(i) <i>Starts/Turns,</i>                  (ii) <i>Head/ breathing,</i>                  (iii) <i>Body position,</i>                  (iv) <i>Leg action,</i>                  (v) <i>Arm action.</i></p>	<b>30 marks</b>
Area of Assessment 3	<p>Application strategic/tactical awareness</p> <p><i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i></p>	<b>30 marks</b>
Area of Assessment 4	<p>Appropriate physical and psychological preparation/ fitness</p> <p><i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i></p>	<b>30 marks</b>
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	



## Climbing

Application of skills/  
techniques in performance  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately in **two** climbs. It is expected that candidates should be working at level HVS 5A/5B and working towards level E1/5B.

**Note** - Climbing can be undertaken either outdoors and/or on climbing walls (indoors or outside.)

### Core skills/techniques

Belaying/top rope/basic knots

Climbing using three points of contact

Traversing

Overhang

Chimneying

Area of Assessment 1	Technical quality – Climb 1, level HVS 5A/5B. <i>(i) Hand and feet placements,</i> <i>(ii) Appropriate safety procedures,</i> <i>(iii) Skill action/ climbing cleanly/ leading,</i> <i>(iv) Recovery/ Result.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – Climb 2, level E1/5B. <i>(i) Hand and feet placements,</i> <i>(ii) Appropriate safety procedures,</i> <i>(iii) Skill action/ climbing cleanly/ leading,</i> <i>(iv) Recovery/ Result.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Additional Information	Candidates must, at all times, observe all the appropriate and correct safety procedures/rules, i.e. clothing, equipment, knots, calls, etc., in order to ensure their own personal safety and the safety of others.	
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

**Horse Riding**

Application of core skills/  
techniques in competitive  
situation

Candidates are assessed in their ability to maintain, in relation to the horse being ridden, the quality and consistency of their performance of all the core skills/techniques being used in competitive situations. They should be assessed in two of the following situations – small equestrian course, small cross country course, novice jumping course, novice dressage test.

**Core skills/techniques (with control on both reins)**

Walking/halting

Trotting

Cantering

Transitions – upwards and downwards

Basic jumping/school movements

Area of Assessment 1	Technical quality – Ride 1 – without jumping <i>(i) Hand and leg position,</i> <i>(ii) Body position/seat/posture,</i> <i>(iii) Skill action/use of aids/balance/timing,</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – Ride 2 – with jumping <i>(i) Hand and leg position,</i> <i>(ii) Body position/seat/posture,</i> <i>(iii) Skill action/use of aids/balance/timing</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>

Additional Information

Candidates must, at all times, observe the appropriate and current BHS safety standards/procedures/rules, i.e. clothing, equipment, etc., in order to ensure their own personal safety the safety of others and the of the horse.

Achievement Descriptions

See Section 23.10 in the specification.

Section B Analysis

See Section 23.11 in the specification.

Section C Evaluation

See Section 23.13 in the specification.

## Mountain Activities

Application of skills/  
techniques in a competitive  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately in an expedition with a minimum of two nights at camp, and various modified structured situations.

### Core skills/techniques

Navigation/over various terrain/map reading/  
route planning/use of compass

Ascending and descending skills/  
rope work/knots/belaying

Rough/fine, long/short,  
general/specific orienteering  
detailed map reading

Camp craft – setting up/striking camp/  
basic first aid

Safety procedures/search/evacuation

Area of Assessment 1	<p>Technical quality – Planning and preparing</p> <p>(i) <i>Route planning</i></p> <p>(ii) <i>Navigation,</i></p> <p>(iii) <i>Camp – packing and loading,</i></p> <p>(iv) <i>Ascending/descending,</i></p>	<b>30 marks</b>
Area of Assessment 2	<p>Technical quality – Safety and implementation</p> <p>(i) <i>Preparation</i></p> <p>(ii) <i>Rope work and knot</i></p> <p>(iii) <i>Search and rescue,</i></p> <p>(iv) <i>First Aid</i></p>	<b>30 marks</b>
Area of Assessment 3	<p>Application strategic/tactical awareness</p> <p><i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i></p>	<b>30 marks</b>
Area of Assessment 4	<p>Appropriate physical and psychological preparation/ fitness</p> <p><i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i></p>	<b>30 marks</b>

Additional Information

Candidates must, at all times, observe all the appropriate and correct safety procedures/rules, i.e. clothing, equipment, knots, calls, etc. in order to ensure their own personal safety and the safety of others

Achievement Descriptions

See Section 23.10 in the specification.

Section B Analysis

See Section 23.11 in the specification.

Section C Evaluation

See Section 23.13 in the specification.

**Sailing**

Application of skills/  
techniques in competitive  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques in sailing a set course on offshore water. In addition, they will be required to perform a variety of tactical moves.

**Core skills/techniques**

Leaving/returning to a windward shore

Leaving/returning to a leeward shore

Tacking/going about (upwind)

Gybing (downwind)

Capsize drill/recovery

Area of Assessment 1	Technical quality – Course 1 <i>(i) Early preparation,</i> <i>(ii) Sail setting,</i> <i>(iii) Skill action,</i> <i>(iv) Recovery/ Result.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – Course 2 <i>(i) Early preparation,</i> <i>(ii) Sail setting,</i> <i>(iii) Skill action,</i> <i>(iv) Recovery/ Result.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Additional Information	Candidates must, at all times, observe all the appropriate and correct safety procedures/rules in order to ensure their own personal safety and the safety of others, as laid down by the RYA.	
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

## Skiing

Demonstration of core skills/ techniques in competitive context

Candidates are assessed in their efficient and effective personal performance of the core skills/techniques of skiing from AS, with some additional skills being used throughout a slalom course of ESC Club National standard. Candidates are required to take part in at least **two** races on different runs/slopes.

### Basic Core skills/techniques

Basic parallel turns

Skid to a halt

### Advanced Core skills/techniques

Carved parallel turns

Step turns

Area of Assessment 1	Technical quality – Basic skills <i>Pole/Ski placement,</i> <i>Skill action (clean turns/ body posture/ control),</i> <i>Awareness of appropriate safety factors</i> <i>Result/ effectiveness/ accuracy</i>	<b>30 mark</b>
Area of Assessment 2	Technical quality – Advanced skills <i>Pole/Ski placement,</i> <i>Skill action (clean turns/ body posture/ control),</i> <i>Awareness of appropriate safety factors</i> <i>Result/ effectiveness/ accuracy</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>

Additional Information

Candidates must, at all times, observe all the appropriate and correct safety procedures/rules in order to ensure their own personal safety and the safety of others, as laid down by the ESC.

Achievement Descriptions

See Section 23.10 in the specification.

Section B Analysis

See Section 23.11 in the specification.

Section C Evaluation

See Section 20.13 in the specification.

## 23.8 Category 6

**Individual Activities****Badminton**

Application of core skills/  
techniques in the full game  
competitive performance  
context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full game competitive performance context.

Service (high/low)

Net play (Forehand/backhand)

Clears (Forehand/backhand/overhead)

Drop shots

Smash

Area of Assessment 1 Technical quality – general/specific core attacking skills **30 marks**  
*(i) Grip/early preparation/back swing,*  
*(ii) Shot positioning/footwork/balance/timing,*  
*(iii) Follow through/recovery,*  
*(iv) Result/effectiveness/accuracy.*

Area of Assessment 2 Technical quality – general/specific core defending skills **30 marks**  
*(i) Grip/early preparation/back swing,*  
*(ii) Shot positioning/footwork/balance/timing,*  
*(iii) Follow through/recovery,*  
*(iv) Result/effectiveness/accuracy.*

Area of Assessment 3 Application strategic/tactical awareness **30 marks**  
*Candidates should consider **five** of the factors listed in Section 23.2,*

Area of Assessment 4 Appropriate physical and psychological preparation/  
fitness **30 marks**  
*Candidates should consider **five** of the factors listed in Section 23.2 for both physical **and** psychological preparation,*

Achievement Descriptions See Section 23.10 in the specification.

Section B Analysis See Section 23.11 in the specification.

Section C Evaluation See Section 20.13 in the specification.

## Fencing

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context.

### Core skills/techniques

On guard

Stepping/moving backwards and forwards

Lunge

Parry

Riposte

Area of Assessment 1	Technical quality – general/specific core attacking skills <i>(i) Holding the foil,</i> <i>(ii) Early preparation/footwork,</i> <i>(iii) Skill action/balance/timing,</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – general/specific core defending skills <i>(i) Holding the foil,</i> <i>(ii) Early preparation/footwork,</i> <i>(iii) Skill action/balance/timing,</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Additional Information	Candidates must, at all times, observe all the appropriate and correct safety procedures/rules in order to ensure their own personal safety and the safety of others.	
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 20.13 in the specification.	

**Golf**

Application of core skills/techniques in the full game competitive performance context

Candidates are assessed in their ability to apply, perform and adapt the core skills/techniques in the full game situation by playing a nine hole course against their own handicaps. They should demonstrate their strategic use of the core skills in context through playing a variety of par 3, par 4 and par 5 holes.

**Core skills/techniques**

Driving

Mid irons

Approach shots (Pitching and chipping)

Putting

Bunker play

Area of Assessment 1	Technical quality – general/specific core attacking skills <i>(i) Grip,</i> <i>(ii) Early preparation/footwork/back swing,</i> <i>(iii) Shot positioning/footwork/balance/timing,</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – general/specific core defending skills <i>(i) Grip (1),</i> <i>(ii) Early preparation/footwork/back swing (1),</i> <i>(iii) Shot positioning/footwork/balance/timing (1),</i> <i>(iv) Result/effectiveness/accuracy (1).</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Additional Information	Candidates will be expected to abide by the appropriate codes of conduct, rules and regulations associated with the game at all times.	
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

**Judo**

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context. They should include a minimum of five skills, of which, at least two must be holds and two must be throws.

**Core skills/techniques**

Throwing techniques

O Goshi	Major hip throw
Morote Seoi Nage	Two handed shoulder throw
Harai Goshi	Sweeping hip throw
Tsuri Komi Goshi	Lift pull hip throw

Holding techniques

Kata Gatame	Shoulder hold
Kamishio Gatame	Upper four quarters hold
Mune Gatame	Chest hold
Kesa Gatame	Scarf hold

Other techniques

O Soto Gari	Major outer reaping
O Uchi Gari	Major inner reaping
Ko-uchi Gari	Minor inner reaping
Uchi Mata	Inner thigh throw

Area of Assessment 1	Technical quality – general/specific core attacking skills <i>(i) Gripping,</i> <i>(ii) Preparation opportunity,</i> <i>(iii) Skill action/tempo and posture,</i> <i>(iv) Recovery/result/effectiveness.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – general/specific core defending skills <i>(i) Gripping,</i> <i>(ii) Preparation opportunity,</i> <i>(iii) Skill action/tempo and posture,</i> <i>(iv) Recovery/result/effectiveness.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

**Karate**

Application of core skills/techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full competitive performance context. They should include a minimum of **five** skills, of which, **at least one skill from each of the areas** given below.

**Core skills/Kihon**

Junzuki/Oizuki	lunge punch
Gyakuzuki	reverse punch
Maegeri chudan	front kick mid-section
Mawashigeri	roundhouse kick mid-section
Yoko Geri/ Sokuto Chudan	side kick mid-section

**Kata (Form)**

1. Pina/Heian Yodan	2. Pinan/Heian Godan
3. Gekisai Dai ichi	4. Gekisai Dai ni
5. Kushanku	6. Chinto
7. Kanku-Dai	8. Bassai Dai
9. Seipai	10. Saifa

**Kumite**

Ippon Kumite  
Sanbon Kumite  
Ji-yu Kumite

Area of Assessment 1	Technical quality – general/specific core attacking skills <i>(i) Gripping,</i> <i>(ii) Preparation opportunity,</i> <i>(iii) Skill action/tempo and posture,</i> <i>(iv) Recovery/result/effectiveness.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – general/specific core defending skills <i>(i) Gripping,</i> <i>(ii) Preparation opportunity,</i> <i>(iii) Skill action/tempo and posture,</i> <i>(iv) Recovery/result/effectiveness.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

## Rowing and Sculling

Application of skills/  
techniques in a competitive  
context

Candidates are assessed in their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately throughout 2000 m races.

### Core skills/techniques

Sculling strokes

Rowing on stroke side

Rowing on bow side

Paddling with square blades

Single stroke to hands away

Area of Assessment 1	<p>Technical quality –Sculling</p> <p>(i) <i>Grip/ hand placement,</i> (ii) <i>Early preparation/ angle of oar/ oar entry,</i> (iii) <i>Skill action,</i> (iv) <i>Recovery/ Result.</i></p>	<b>30 marks</b>
Area of Assessment 2	<p>Technical quality –Rowing – stroke/bow side</p> <p>(i) <i>Grip/ hand placement,</i> (ii) <i>Early preparation/ angle of oar/ oar entry,</i> (iii) <i>Skill action,</i> (iv) <i>Recovery/ Result.</i></p>	<b>30 marks</b>
Area of Assessment 3	<p>Application strategic/tactical awareness</p> <p><i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i></p>	<b>30 marks</b>
Area of Assessment 4	<p>Appropriate physical and psychological preparation/ fitness</p> <p><i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i></p>	<b>30 marks</b>
Additional Information	<p>Candidates must, at all times, observe all the appropriate and correct safety procedures/rules in order to ensure their own personal safety and the safety of others.</p>	
Achievement Descriptions	<p>See Section 23.10 in the specification.</p>	
Section B Analysis	<p>See Section 23.11 in the specification.</p>	
Section C Evaluation	<p>See Section 23.13 in the specification.</p>	

**Squash**

Application of core skills/  
techniques in the full game  
competitive performance  
context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full game competitive performance context.

**Core skills/techniques**

Service (Forehand/backhand variations)

Drives (Forehand/backhand)

Volleys (Forehand/backhand)

Boasts

Lob

Area of Assessment 1	Technical quality – general/specific core attacking skills <i>(i) Grip/early preparation/back swing,</i> <i>(ii) Shot positioning/footwork/balance/timing,</i> <i>(iii) Follow through/recovery,</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – general/specific core defending skills <i>(i) Grip/early preparation/back swing;</i> <i>(ii) Shot positioning/footwork/balance/timing;</i> <i>(iii) Follow through/recovery;</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

## Table Tennis

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context.

### Core skills/techniques

Service (Forehand/backhand variations)  
 Drives (Forehand/backhand)  
 Push (Forehand/backhand)  
 Block  
 Smash

Area of Assessment 1	Technical quality – general/specific core attacking skills <b>30 marks</b> <i>(i) Grip/early preparation/back swing,</i> <i>(ii) Shot positioning/footwork/balance/timing,</i> <i>(iii) Follow through/recovery,</i> <i>(iv) Result/effectiveness/accuracy.</i>
Area of Assessment 2	Technical quality – general/specific core defending skills <b>30 marks</b> <i>(i) Grip/early preparation/back swing,</i> <i>(ii) Shot positioning/footwork/balance/timing,</i> <i>(iii) Follow through/recovery,</i> <i>(iv) Result/effectiveness/accuracy.</i>
Area of Assessment 3	Application strategic/tactical awareness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>
Achievement Descriptions	See Section 23.10 in the specification.
Section B Analysis	See Section 23.11 in the specification.
Section C Evaluation	See Section 23.13 in the specification.

**Tennis**

Application of core skills/techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full game competitive performance context.

**Core skills/techniques**

Service (variations)

Drives (Forehand/backhand)

Volleys (Forehand/backhand)

Lob

Smash

Area of Assessment 1	Technical quality – general/specific core attacking skills <i>(i) Grip/early preparation/back swing,</i> <i>(ii) Shot positioning/footwork/balance/timing,</i> <i>(iii) Follow through/recovery,</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – general/specific core defending skills <i>(i) Grip/early preparation/back swing,</i> <i>(ii) Shot positioning/footwork/balance/timing,</i> <i>(iii) Follow through/recovery,</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

23.9 Category 7

**Team Games**

**Basketball**

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context.

**Core skills/techniques**

Passing/receiving (handling, chest/bounce/ side/overhead/running/stationary

Dribbling/moving with the ball

(both hands, change of pace, reverse)

Shooting (L/R, reverse, lay ups, driving)

Shooting (set/jump/3 point)

Marking/intercepting

(1 v 1, against ball handler, rebounding)

Area of Assessment 1	Technical quality – general/specific core attacking skills <b>30 marks</b> (i) Feet/hand placements, (ii) Early preparation/feet/arm/hand/body, (iii) Skill action – relation to other players/ball/positional awareness/footwork/balance, (iv) Result/overall effectiveness/accuracy.
Area of Assessment 2	Technical quality – general/specific core defending skills <b>30 marks</b> (i) Feet/hand placements, (ii) Early preparation/feet/arm/hand/body, (iii) Skill action – relation to other players/ball/positional awareness/footwork/balance, (iv) Result/overall effectiveness/accuracy.
Area of Assessment 3	Application strategic/tactical awareness <b>30 marks</b> Candidates should consider <b>five</b> of the factors listed in Section 23.2,
Area of Assessment 4	Appropriate physical and psychological preparation/fitness <b>30 marks</b> Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,
Achievement Descriptions	See Section 23.10 in the specification.
Section B Analysis	See Section 23.11 in the specification.
Section C Evaluation	See Section 23.13 in the specification.

**Cricket**

Application of core skills/techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full game competitive performance context.

**Core skills/techniques**

Batting (straight/on/off drive, forward/back)

Batting (cut/pull/glance)

Bowling (medium or fast or spin, line/length)

Fielding – close

Fielding – deep

Wicket keepers may choose to adapt the fielding close/deep to catching/taking standing up and catching/taking standing back.

Area of Assessment 1	Technical quality – general/specific core attacking skills <i>(i) Grip,</i> <i>(ii) Early preparation/footwork/back swing,</i> <i>(iii) Shot positioning/footwork/balance/timing,</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – general/specific core defending skills <i>(i) Grip,</i> <i>(ii) Early preparation/footwork/back swing,</i> <i>(iii) Shot positioning/footwork/balance/timing,</i> <i>(iv) Result/effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

## Gaelic Football

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context.

### Core skills/techniques

Handling, (passing/receiving, fielding, hand pass, pick up)

Tackling/intercepting (challenging/front/shoulder/displacing/blocking)

Running/moving with the ball (soloing/toe to hand/dummying/dribbling/side step/swerve/change of pace)

Kicking (hand, ground, instep/drop, driven clearance, return to play)

Shooting (long, short, 45s)

Area of Assessment 1	<p>Technical quality – general/specific core attacking skills <b>30 marks</b></p> <p>(i) Feet/hand placements,                  (ii) Early preparation/feet/arm/hand/body,                  (iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,                  (iv) Result/overall effectiveness/accuracy.</p>
Area of Assessment 2	<p>Technical quality – general/specific core defending skills <b>30 marks</b></p> <p>(i) Feet/hand placements,                  (ii) Early preparation/feet/arm/hand/body,                  (iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,                  (iv) Result/overall effectiveness/accuracy.</p>
Area of Assessment 3	<p>Application strategic/tactical awareness <b>30 marks</b></p> <p>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</p>
Area of Assessment 4	<p>Appropriate physical and psychological preparation/fitness <b>30 marks</b></p> <p>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</p>
Achievement Descriptions	See Section 23.10 in the specification.
Section B Analysis	See Section 23.11 in the specification.
Section C Evaluation	See Section 23.13 in the specification.

**Goalball**

Application of core skills/  
techniques in the full game  
competitive performance  
context

Candidates are assessed in their efficient and effective personal  
performance/demonstrations of a variety of compulsory core skills/  
techniques in a full game competitive performance context.

**Core skills/techniques**

Orientation

Listening

The throw

Defence – ready position

Defence – controlling the ball

Area of Assessment 1	Technical quality – general/specific core attacking skills <i>(i) Feet/hand placements,</i> <i>(ii) Early preparation/feet/arm/hand/body,</i> <i>(iii) Skill action – relation to other players/ball/positional awareness/ footwork/balance,</i> <i>(iv) Result/overall effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 2	Technical quality – general/specific core defending skills <i>(i) Feet/hand placements,</i> <i>(ii) Early preparation/feet/arm/hand/body,</i> <i>(iii) Skill action – relation to other players/ball/positional awareness/ footwork/balance,</i> <i>(iv) Result/overall effectiveness/accuracy.</i>	<b>30 marks</b>
Area of Assessment 3	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

## Handball

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context.

### Core skills/techniques

Passing/receiving (various)

Moving with the ball

Shooting (various)

Moving free (dodge/change of pace)

Marking/ intercepting/jockeying

Area of Assessment 1	<p>Technical quality – general/specific core attacking skills <b>30 marks</b></p> <p>(i) Feet/hand placements,                      (ii) Early preparation/feet/arm/hand/body,                      (iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,                      (iv) Result/overall effectiveness/accuracy.</p>
Area of Assessment 2	<p>Technical quality – general/specific core defending skills <b>30 marks</b></p> <p>(i) Feet/hand placements,                      (ii) Early preparation/feet/arm/hand/body,                      (iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,                      (iv) Result/overall effectiveness/accuracy.</p>
Area of Assessment 3	<p>Application strategic/tactical awareness <b>30 marks</b></p> <p>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</p>
Area of Assessment 4	<p>Appropriate physical and psychological preparation/fitness <b>30 marks</b></p> <p>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</p>
Achievement Descriptions	See Section 23.10 in the specification.
Section B Analysis	See Section 23.11 in the specification.
Section C Evaluation	See Section 23.13 in the specification.

**Hockey**

Application of core skills/techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full game competitive performance context.

**Core skills/techniques**Outfield

Passing/receiving/control  
(push/stopping/short, long/  
slap/hitting/reverse, L/R)

Dribbling/moving with ball  
(open/reverse/change of  
pace)

Flicking – short/long,  
high/low, penalties

Shooting  
(L/R circle, close, distance)

Tackling/jockeying/closing  
down/intercepting

**OR** Goalkeeping

Receiving/distribution  
(both feet)

Defending short corners

Saving penalty flicks

Shot stopping  
(high/low, edge of circle)

Sliding tackle on attacking  
player

Area of Assessment 1	Technical quality – general/specific core attacking skills <b>30 marks</b> <i>(i) Feet/hand placements,</i> <i>(ii) Early preparation/feet/arm/hand/body,</i> <i>(iii) Skill action – relation to other players/ball/positional awareness/ footwork/balance,</i> <i>(iv) Result/overall effectiveness/accuracy.</i>
Area of Assessment 2	Technical quality – general/specific core defending skills <b>30 marks</b> <i>(i) Feet/hand placements,</i> <i>(ii) Early preparation/feet/arm/hand/body,</i> <i>(iii) Skill action – relation to other players/ball/positional awareness/ footwork/balance,</i> <i>(iv) Result/overall effectiveness/accuracy.</i>
Area of Assessment 3	Application strategic/tactical awareness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>

**Additional Information**

In order for candidates to achieve the highest standard of performance, the use of artificial playing surfaces is highly recommended. Players, and goalkeepers in particular, must adhere to the appropriate safety rules and regulations.

**Achievement Descriptions**

See Section 23.10 in the specification.

**Section B Analysis**

See Section 23.11 in the specification.

**Section C Evaluation**

See Section 23.13 in the specification.

## Lacrosse

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context.

### Core skills/techniques

Passing/receiving (long/short, running, high/low)

Tackling/intercepting

Running/moving with the ball/cradling

Shooting

The face/draw

Area of Assessment 1	<p>Technical quality – general/specific core attacking skills <b>30 marks</b></p> <p>(i) Feet/hand placements,                      (ii) Early preparation/feet/arm/hand/body,                      (iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,                      (iv) Result/overall effectiveness/accuracy.</p>
Area of Assessment 2	<p>Technical quality – general/specific core defending skills <b>30 marks</b></p> <p>(i) Feet/hand placements,                      (ii) Early preparation/feet/arm/hand/body,                      (iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,                      (iv) Result/overall effectiveness/accuracy.</p>
Area of Assessment 3	<p>Application strategic/tactical awareness <b>30 marks</b></p> <p>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</p>
Area of Assessment 4	<p>Appropriate physical and psychological preparation/fitness <b>30 marks</b></p> <p>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</p>
Achievement Descriptions	See Section 23.10 in the specification.
Section B Analysis	See Section 23.11 in the specification.
Section C Evaluation	See Section 23.13 in the specification.

**Netball**

Application of core skills/  
techniques in the full game  
competitive performance  
context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full game competitive performance context.

**Core skills/techniques**

Passing/receiving (one/two handed, shoulder/  
lob/bounce/running/chest pass )

Footwork (one/two foot landings, pivot)

Shooting – close/distance/run  
(one/two handed, forward/backward, step shots)

Moving free (dodge/change of pace)

Marking/intercepting/rebounding

Area of Assessment 1	<p>Technical quality – general/specific core attacking skills <b>30 marks</b></p> <p>(i) Feet/hand placements, (ii) Early preparation/feet/arm/hand/body, (iii) Skill action – relation to other players/ball/positional awareness/ footwork/balance, (iv) Result/overall effectiveness/accuracy.</p>
Area of Assessment 2	<p>Technical quality – general/specific core defending skills <b>30 marks</b></p> <p>(i) Feet/hand placements, (ii) Early preparation/feet/arm/hand/body, (iii) Skill action – relation to other players/ball/positional awareness/ footwork/balance, (iv) Result/overall effectiveness/accuracy.</p>
Area of Assessment 3	<p>Application strategic/tactical awareness <b>30 marks</b></p> <p>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</p>
Area of Assessment 4	<p>Appropriate physical and psychological preparation/ fitness <b>30 marks</b></p> <p>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</p>
Achievement Descriptions	See Section 23.10 in the specification.
Section B Analysis	See Section 23.11 in the specification.
Section C Evaluation	See Section 23.13 in the specification.

## Rugby Union/League

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context.

### Core skills/techniques

#### Rugby Union

Handling  
(passing/receiving, long/ short, stationary/run, high/low, pick up from floor, quick, spin, diving, switch)

Tackling/intercepting  
(front, rear, side, smother)

Retaining ball in maul

Retaining possession on floor/setting ruck

Running with the ball  
(swerve, side-step, dummy, change of pace)

#### OR Rugby League

Handling  
(passing/receiving, long/ short, stationary/run, high/low, pick up from floor, quick, spin, diving, switch)

Tackling/intercepting  
(front, rear, side, smother)

Retaining ball in held tackle

Recycling ball/playing from floor

Running with the ball  
(side-step, bumping off, hit/spin, handoff, pace)

Area of Assessment 1	Technical quality – general/specific core attacking skills <b>30 marks</b> <i>(i) Feet/ hand placements,</i> <i>(ii) Early preparation/feet/ arm/ hand/ body,</i> <i>(iii) Skill action – relation to other players/ ball/ positional awareness/ footwork/ balance,</i> <i>(iv) Result/ overall effectiveness/ accuracy.</i>
Area of Assessment 2	Technical quality – general/specific core defending skills <b>30 marks</b> <i>(i) Feet/ hand placements,</i> <i>(ii) Early preparation/feet/ arm/ hand/ body,</i> <i>(iii) Skill action – relation to other players/ ball/ positional awareness/ footwork/ balance,</i> <i>(iv) Result/ overall effectiveness/ accuracy.</i>
Area of Assessment 3	Application strategic/tactical awareness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>
Area of Assessment 4	Appropriate physical and psychological preparation/ fitness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>
Achievement Descriptions	See Section 23.10 in the specification.
Section B Analysis	See Section 23.11 in the specification.
Section C Evaluation	See Section 23.13 in the specification.

**Soccer**

Application of core skills/techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full game competitive performance context.

**Core skills/techniques**Outfield

Passing/receiving/control  
(short, long, ground, lofted, chip, both feet)

Dribbling/moving with ball  
(both feet)

Shooting –  
short/long/volley/½ volley

Heading – defence & attack

Tackling/jockeying/closing  
down/intercepting

**OR** Goalkeeping

Receiving/distribution

Kicking/hand/dead ball

Shot stopping (high/low)

Taking ball at feet

Taking high crosses

Area of Assessment 1	Technical quality – general/specific core attacking skills <b>30 marks</b> <i>(i) Feet/hand placements,</i> <i>(ii) Early preparation/feet/arm/hand/body,</i> <i>(iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,</i> <i>(iv) Result/overall effectiveness/accuracy.</i>
Area of Assessment 2	Technical quality – general/specific core defending skills <b>30 marks</b> <i>(i) Feet/hand placements,</i> <i>(ii) Early preparation/feet/arm/hand/body,</i> <i>(iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,</i> <i>(iv) Result/overall effectiveness/accuracy.</i>
Area of Assessment 3	Application strategic/tactical awareness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>
Area of Assessment 4	Appropriate physical and psychological preparation/fitness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>
Achievement Descriptions	See Section 23.10 in the specification.
Section B Analysis	See Section 23.11 in the specification.
Section C Evaluation	See Section 23.13 in the specification.

**Softball or Baseball or Rounders**

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/ demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context.

**Core skills/techniques**

Catching/receiving/throwing (various)

Hitting/striking/batting

Pitching/bowling(various)

(medium, fast, swerve, spin, line/length)

Fielding on base/close

Fielding deep/outfield

**Area of Assessment 1** Technical quality – general/specific core attacking skills **30 marks**

(i) Grip,

(ii) Early preparation/footwork/back swing,

(iii) Skill action/footwork/balance/timing,

(iv) Result/effectiveness/accuracy

**Area of Assessment 2** Technical quality – general/specific core defending skills **30 marks**

(i) Grip,

(ii) Early preparation/footwork/back swing,

(iii) Skill action/footwork/balance/timing,

(iv) Result/effectiveness/accuracy.

**Area of Assessment 3** Application strategic/tactical awareness **30 marks**

Candidates should consider **five** of the factors listed in Section 23.2,

**Area of Assessment 4** Appropriate physical and psychological preparation/ fitness **30 marks**

Candidates should consider **five** of the factors listed in Section 23.2 for both physical **and** psychological preparation,

Achievement Descriptions See Section 23.10 in the specification.

Section B Analysis See Section 23.11 in the specification.

Section C Evaluation See Section 23.13 in the specification.

**Volleyball**

Application of core skills/techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full game competitive performance context.

**Core skills/techniques**

Serving, (under/over arm, frontal/floating/  
side floating)

Volleying (set forward/backward)

Digging (two/one arm)

Smash/spike

Blocking

<b>Area of Assessment 1</b>	Technical quality – general/specific core attacking skills <i>(i) Feet/hand placements,</i> <i>(ii) Early preparation/feet/arm/hand/body,</i> <i>(iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,</i> <i>(iv) Result/overall effectiveness/accuracy.</i>	<b>30 marks</b>
<b>Area of Assessment 2</b>	Technical quality – general/specific core defending skills <i>(i) Feet/hand placements,</i> <i>(ii) Early preparation/feet/arm/hand/body,</i> <i>(iii) Skill action – relation to other players/ball/positional awareness/footwork/balance,</i> <i>(iv) Result/overall effectiveness/accuracy.</i>	<b>30 marks</b>
<b>Area of Assessment 3</b>	Application strategic/tactical awareness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>	<b>30 marks</b>
<b>Area of Assessment 4</b>	Appropriate physical and psychological preparation/ fitness <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>	<b>30 marks</b>
Achievement Descriptions	See Section 23.10 in the specification.	
Section B Analysis	See Section 23.11 in the specification.	
Section C Evaluation	See Section 23.13 in the specification.	

## Water Polo

Application of core skills/ techniques in the full game competitive performance context

Candidates are assessed in their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/ techniques in a full game competitive performance context.

### Core skills/techniques

Passing/receiving (various)  
 Moving with the ball  
 Shooting (various)  
 Moving free  
 Marking/ intercepting

<b>Area of Assessment 1</b>	Technical quality – general/specific core attacking skills <b>30 marks</b> <i>(i) Feet/ hand placements,</i> <i>(ii) Early preparation/feet/ arm/ hand/ head,</i> <i>(iii) Skill action – relation to other players/ ball/ positional awareness/ footwork/ balance,</i> <i>(iv) Result/ overall effectiveness/ accuracy.</i>
<b>Area of Assessment 2</b>	Technical quality – general/specific core defending skills <b>30 marks</b> <i>(i) Feet/ hand placements),</i> <i>(ii) Early preparation/feet/ arm/ hand/ heady,</i> <i>(iii) Skill action – relation to other players/ ball/ positional awareness/ footwork/ balance),</i> <i>(iv) Result/ overall effectiveness/ accuracy.</i>
<b>Area of Assessment 3</b>	Application strategic/tactical awareness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2,</i>
<b>Area of Assessment 4</b>	Appropriate physical and psychological preparation/ fitness <b>30 marks</b> <i>Candidates should consider <b>five</b> of the factors listed in Section 23.2 for both physical <b>and</b> psychological preparation,</i>
Achievement Descriptions	See Section 23.10 in the specification.
Section B Analysis	See Section 23.11 in the specification.
Section C Evaluation	See Section 23.13 in the specification.

**23.10 Achievement Descriptions****Category 3, 4, 5, 6 and 7 Activities**

91 – 120 marks Very High Achievement	The candidate is able to demonstrate a wide range of techniques and skills to a very high standard. The skills/techniques are performed extremely accurately and demonstrate a refined level of technique that allows for a very high level of skill production. S/he possesses well-developed body management and co-ordination, enabling her/him to achieve a high level of success with more advanced skills within the competitive situation. Under pressure, the accuracy and quality of the skill production remains high. The candidate's performance is indicative of an advanced tactical and strategic awareness. S/he has a well developed and mature perception of the demands and requirements of the activity being performed. The candidate's level of commitment and motivation are extremely high. Performance and progress are of a very high standard, enabling very high levels of learning and understanding to be achieved. This candidate is likely to represent district, county or association at the appropriate age group.
61 – 90 marks High Achievement	The candidate can demonstrate a more consistent and accurate level of technique, allowing for high standards of skill production when core skills are performed. S/he is able to incorporate and demonstrate the core skills/techniques with consistent levels of success in this more advanced and technically demanding context. The candidate is able to independently introduce and use tactics and strategies, of a more developed nature, in order to achieve success in the application of the skills/techniques being used. High levels of commitment and motivation are demonstrated and so the performance and progress in the competitive situation are very reliable, enabling high levels of learning and understanding to be achieved. S/he is likely to be a good, regular competitive performer.
31 – 60 marks Sound Achievement	The candidate is able to demonstrate soundly and perform well and with consistency all the core skills/techniques in performance situations. There is also improved success in the performance when extending a skill to more advanced levels. Under pressure, and when performing in competition, s/he is able to demonstrate some success but not always consistently or accurately. The candidate is able to use tactics/strategies within performance to a satisfactory level while showing a sound and developing perception of the demands/requirements to perform the activity. The candidate may be a school performer. Performance and progress over the period of the course are such that satisfactory levels of learning and understanding have been achieved from the experience.
0 – 30 marks Limited Achievement	The candidate is able to demonstrate a moderate mastery of the basic skills/techniques when performed, but not always consistently. There are some, limited, signs of being able to perform more advanced/ variations of the core skills/techniques. However, under pressure and in the competitive performance situation, the level of quality and technical accuracy reduces. The candidate has a developing but basic, if not rudimentary, perception and ability to apply and adapt the skills/techniques in the appropriate manner. S/he shows little appreciation of the quality of movements. The candidate's level of performance and progress over the period of the course is such to allow limited improvement in learning and understanding to be achieved from the experience.

23.11 Section B

**All activity categories**

**Max 40 marks**

Observation, Analysis & Critical Evaluation

Using written notes and supported through oral discussion/explanation/justification, the candidate will show ability (using live and/or video evidence) to analyse and critically evaluate their own personal physical performance. They do this in relation to four of the compulsory skills/techniques within a game/performance situation compared with those of an elite performer.

By using the skill/technique phases (outlined in each specific activity profile) to assess the relative levels of performance candidates must:

- analyse/evaluate their own performance in relation to the stated skills;
- analyse/evaluate that of an elite performer.

In making comparisons between the two performances in relation to the phases outlined the candidate should be able to reflect upon and appraise the relative performance levels. In doing so they will identify and comment on the weaknesses in their own performance levels in the competitive/performance situation.

Assessment Criteria

**Areas of Assessment**

**1**

**2**

**3**

**4**

**Total**

Personal performance in relation to Elite Performance

Identification of weaknesses

10

10

10

10

40

The candidate will collect a portfolio/diary of evidence of their ongoing observations/analysis and evaluations of the two different levels of performer. Using this evidence they will be expected to discuss/explain/justify their conclusions.

Evidence required to support awarding the marks:

The evidence was fully explained, appropriate and detailed.	Achieves well	9 – 10 marks
The evidence was partially explained, relevant and with some detail.	Achieves	6 – 8 marks
There was some evidence which lacked explanation and detail.	Achieves with limited success	3 – 5 marks
There was little evidence to support the awarding of marks for the criterion.	Attempts	1 – 2 marks

## 23.12 Achievement Descriptions

31 – 40 marks	Very high achievement	In demonstrating an excellent in-depth knowledge of the activity/game, the candidate can identify faults and weaknesses in both individual technique and performance of the activity/game linked to the appropriate skills/techniques outlined. S/he is logically able to suggest appropriate in-depth remedial strategies/plans relating to the individual techniques/performance/game situations. The candidate needs little or no supplementary help. The candidate has a clear understanding of the rules of competition and can apply them as referee/scorer/umpire/judge. S/he shows a clear understanding of the correct technical terms and applies them appropriately. S/he can recognise the strengths and weaknesses in personal skills in team/competition performance and can analyse and evaluate accurately.
21 – 30 marks	High achievement	In demonstrating a good knowledge of major techniques and performance strategies/tactics, the candidate is able to identify general and specific faults and weaknesses in relation to individual techniques and game/performance strategies/tactics. With occasional help, s/he is able to identify the causes and suggest appropriate remedial strategies/plans relating to both individual game techniques and performance. The candidate shows a good knowledge of the rules of competition and can apply them in a refereeing/scoring/umpiring/judging situation. S/he has a very good knowledge of the terminology of the activity and uses it when discussing and playing/competing without prompting. S/he recognises the strengths and weaknesses in personal skills in team/competition performance and can analyse and evaluate accurately.
11 – 20 marks	Sound achievement	In demonstrating a sound knowledge of major aspects of technique and performance in either the activity or game situation, the candidate is able to identify major faults and weaknesses. This, with some supplementary help results in the identification of causes and the suggestion of appropriate simple strategies/plans to correct these faults. The candidate shows a sound knowledge of the rules of competition and would be able to officiate/score/umpire at a basic level. S/he has knowledge of terminology and uses it in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects. S/he is able to recognise the strengths and weaknesses in performance, but not of some of the more complex skills/situations/tactics. S/he can give some feedback to optimise performance in skill and in planning training and practice, though they may need some help.
0 – 10 marks	Limited achievement	In demonstrating a basic knowledge of major techniques in the activity or game situation, the candidate is able to identify general/major weaknesses and faults in individual techniques, but has limited understanding of their effect/application within the performance. With some help the candidate is able to identify some major/simple faults and to show a limited ability to suggest any appropriate remedial strategies. The candidate shows some knowledge of the basic rules and terminology, but their ability to identify strengths and weaknesses is hampered by their inability to break down the skills/techniques and tactics into the recognised aspects.

23.13 Section C

All activity categories

Max 80 marks

Application of Knowledge and Understanding to Optimise Performance

- Having performed a range of skills/techniques/strategies/tactics from a selected activity
- Having analysed/critically evaluated a variety of performances

In order to reflect upon and appraise the relative merits of their own performance in one activity the candidate in Section C will:

- demonstrate using written notes their ability to **apply** their acquired knowledge and understanding of both practical performance requirements/techniques and theoretical principles, theories and concepts from within the specifications in relation to the specific activity selected;
- identify the causes of any weaknesses or faults in order to;
- suggest corrective measures, which should help bring about possible improvements in the weaknesses/faults identified in their own performance of the **four** areas of assessment within their chosen activity.

Assessment Criteria

Areas of Assessment	1	2	3	4	Total
causes of weaknesses/faults	10	10	10	10	40
corrective measures	10	10	10	10	40

The candidate will collect a written portfolio/diary of evidence of their ongoing observations/analysis and evaluations of an elite performer. Using this evidence they will be expected to discuss/explain/justify their conclusions.

Evidence required to support awarding the marks:

The evidence was fully explained, appropriate and detailed.	Achieves well	9 – 10 marks
The evidence was partially explained, relevant and with some detail.	Achieves	6 – 8 marks
There was some evidence which lacked explanation and detail.	Achieves with limited success	3 – 5 marks
There was little evidence to support the awarding of marks for the criterion.	Attempts	1 – 2 marks

## 23.14 Achievement Descriptions

61 – 80 marks	Very high achievement	The candidate demonstrates an excellent knowledge of the activity. S/he is able to relate and cross-reference all theoretical areas of the syllabus. This helps her/him to analyse logically individual and/or group performance in terms of individual technique and/or game/strategies/tactics relating to the appropriate strengths/weaknesses/faults identified. Having identified the relevant strengths and weaknesses/faults, s/he is able to suggest appropriate in-depth remedial strategies/plans, relating these to all relevant theoretical areas, thereby demonstrating a full understanding of the application of theoretical areas to performance. The candidate needs little or no supplementary questioning. S/he can plan practices to optimise performance, and fitness sessions to improve appropriate fitness levels. S/he has a good knowledge and understanding of the perfect model and can discuss it. S/he shows a clear understanding of the whole course, and can apply her/his knowledge appropriately within this aspect of the course.
41 – 60 marks	High achievement	The candidate shows a good level of understanding within her/his practical work, by being able to apply many major areas/concepts of the theoretical content in her/his logical and critical evaluation of the activity performance being observed. Fault identification/corrections are well supported where necessary by the application of appropriate theoretical knowledge. The candidate needs occasional supplementary questions to help her/him maintain a logical approach. S/he has an understanding of planning for the optimisation of performance and fitness, and can relate it to other aspects of the course and show some understanding of the way that the whole subject fits together.
21 – 40 marks	Sound achievement	The candidate shows a sound knowledge of major techniques and performance phases in the performance situation. With general and specific questions in order to draw out her/his knowledge and help her/him in its application, the candidate can identify major strengths and weaknesses of techniques. With specific help, causes and appropriate strategies to correct these faults can be identified. S/he will have some idea of how the course fits together, but may need help in order to show her/his basic knowledge of the various elements of the course and how to apply some of them.
0 – 20 marks	Limited achievement	The candidate shows a basic knowledge of techniques/performance and a basic ability with the aid of continual help to apply her/his knowledge and understanding of the theoretical areas to the practical activity being observed. However, s/he is limited in her/his ability to apply theoretical knowledge logically in order to develop her/his understanding of corrections of faults and weaknesses. Her/his ability to plan skill practices and training are weak but s/he has a limited knowledge of what is required to perform the basic skills well. S/he is able to show some knowledge of some parts of the course, but finds it difficult to apply them in this context.

23.15 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

Where the collection of portfolio evidence is required, sample proformas which centres may wish to use, will be provided in the AQA Teachers' Guide.

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears as Appendix B; the exact design may be modified before the operational version is issued.

The Candidate Record Form must be attached to the candidate's work.

Centres **must** provide video evidence, of a range of candidates in a range of activities, to support the award of marks.

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24

## Project Coursework – A2

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24.1 Selection of Area of Study for the Project Investigation

For investigation at A2, candidates **must** investigate the factors which lead to **optimisation** of their own or others' performance in one activity chosen from any of the categories 2 - 7. The project report should be **not more than** 3000 words in length.

24.2 Guidance on Setting Topics and Examples of Suitable Topics

The title for the individual project may arise from any of the specified topics in the subject content of the specification. **When advising their candidates, teachers should also consider the implications of the synoptic coursework element.**

Whatever title is selected, it is essential that teachers check and approve proposals before candidates start any work on the project.

The range of titles and methods of collecting data should not be limited to the traditional scientific laboratory-based experiments. Candidates should be encouraged to make appropriate use of, for example, sport performance, sport facility usage or press coverage of sporting events as an investigative medium.

A candidate will naturally look to her or his teacher, parents and others for assistance with the development of the individual project, and within reasonable bounds this is to be encouraged. However, the writing of the report should be the candidate's own work and should acknowledge explicitly all sources of assistance received during the investigation. Under no circumstances can moderators condone plagiarism. Teachers should advise candidates on how to take notes in a manner likely to protect them from later verbatim use of source material.

Coursework advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

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### 24.3 Ethical Considerations

The types of individual project investigation may involve a candidate in the measurement of human performance, attitudes, opinions or physical characteristics. Subjects have right of confidentiality and privacy and should be given access to accurate information regarding the nature of the investigation and the interpretation of results. Supervision of projects by teachers includes responsibility for these ethical considerations.

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### 24.4 Examples of Unsuitable Topics

- a. Administration of drugs and any ingestion of substances, banned or otherwise, such as caffeine, alcohol, tobacco.
  - b. High intensity exercise for inappropriate groups such as children, elderly, unfit.
  - c. Any programme which could lead to injury or physical damage.
  - d. Psychologically orientated programmes with potentially negative effects.
  - e. Interference with the normal training programme of committed sports competitors.
  - f. Discrimination within the project – however, a project may investigate discrimination in sport.
- 

### 24.5 Introduction

Teachers should check and approve project proposals before candidates start any work on the project. (A network of Coursework Advisers is available to assist teachers with this – for details contact the Subject Department at AQA.) Projects should be assessed throughout the course and not just at the end, thus giving candidates feedback on their level of achievement.

For most criteria, evidence will be found in the final project. Where this is not the case, teachers should clearly indicate instances in which help has been given or in which the final project does not do justice to the design thinking of the candidate.

At A2, candidates begin by observing, analysing and evaluating performance. The candidate is then required to apply their knowledge and understanding of all of the modules of learning in the specification to seek and implement a solution to lead to optimisation of performance. The planning, research and analysis required at this level should be at a greater depth than that demonstrated at AS. To reflect this, candidates will be awarded marks for conducting appropriate research into relevant topics. Also for collecting and collating data on the observed performances, discussing the relevance of this data and appraising their work with a view to furthering optimisation of performance. These marks will be in addition to those awarded for planning, observation, analysis and evaluation. All criteria are explained in further detail on the following pages.

24.6 Assessment Pattern

The assessment criteria are arranged into twelve groups:

Group A	Abstract	3 marks
Group B	Planning	3 marks
Group C	Observation and Analysis	6 marks
Group D	Evaluation	9 marks
Group E	Support from Relevant Literature	9 marks
Group F	Method	12 marks
Group G	Results	9 marks
Group H	Discussion/Conclusion	12 marks
Group I	Appraisal	3 marks
Group J	Bibliography	3 marks
Group K	Communication	6 marks
	<b>Total</b>	<b>75 marks</b>

Each group is further sub-divided.

Candidates and assessors should be aware that credit can only be given if the project contains evidence relating to the criteria. It is vital, therefore, that the major ideas, decisions and reasoning relating to the work are included. Also, no credit can be given for what is clearly “post-operational” planning, i.e. planning incorporated into the project with hindsight.

Criteria Group A -  
Abstract

A succinct summary, not exceeding 200 words, of the work and its conclusions.

**Did the candidate:**

- A.1 summarise the investigation clearly and succinctly so that all essential information was provided within the 200 word limit?

Criteria Group B -  
Planning

A clear timetable of the proposed development of this investigation, and evidence of planning for the initial observation and analysis session.

The aim of these criteria is to make the candidate aware that the essential first step in solving an identified problem or testing a hypothesis is to design and plan the investigation. The candidate should also evaluate the plan and, if necessary, modify it in the light of experience.

**Did the candidate:**

- B.1 plan a realistic, detailed timetable appropriate to completing **all** project tasks by the stated deadlines?

Criteria Group C –  
Observation and Analysis

A brief overview of the main theoretical principles surrounding the investigation.

**Did the candidate:**

- C.1 use appropriate techniques to record observations (e.g. match analysis sheets, prepared technique sheets)?
- C.2 make an initial analysis of the performer(s) major faults for the activity (in demonstration and competitive situations)?

Criteria Group D -  
Evaluation

The candidate's evaluation of the performance(s), brief discussion/identification of a variety of factors which may account for this performance and an ordering of the performer(s) faults for further consideration.

**Did the candidate:**

- D.1 discuss the quality of the performance in relation to others?
- D.2 discuss possible physiological/psychological/socio-economic factors which may account for the relative weaknesses in performance?
- D.3 'rank order' the recorded faults giving an appropriate justification in order to establish those that should be addressed first (given the resources available to the candidate)?

Criteria Group E -  
Support from Relevant  
Literature

A review of any previous or published related work on the topic. There should be a clear and logical progression from the review to the candidate's method for enhancing performance.

The aim of these criteria is to ensure that the candidate can find relevant information and process it effectively. The candidate should not take the first source of information as necessarily correct and should seek confirmation from alternative sources.

The teacher should periodically discuss with the candidate the progress of the investigation to allow the candidate to demonstrate her/his level of knowledge and understanding of the subject of the investigation.

**Did the candidate:**

- E.1 find their own, appropriate, information from a variety of sources?
- E.2 support the intended investigation by **balanced and extensive** use of the relevant literature?
- E.3 demonstrate a clear and logical progression from background literature review to their method for optimising performance?

Criteria Group F -  
Method

A statement of the expected outcomes from the method in the form of hypotheses, and a factual and concise report of techniques, materials and procedure used.

**Did the candidate:**

- F.1 state an explicit expected outcome on performance as a result of the method (in the format of a research and null hypothesis)?
- F.2 give a **precise and full** account of the method to be employed to bring about the stated outcomes?
- F.3 carry out the method successfully?
- F.4 require little or no teacher assistance with planning, whilst still maintaining work of an appropriate standard?

Criteria Group G –  
Results

A summary of data collected. Methods of data analysis should be described and any statistical procedures and references used should be included.

**Did the candidate:**

- G.1 present the performer(s) pre and post-test data in an **appropriate** manner?
- G.2 condense this data, using appropriate descriptive statistics, to a more readable form?
- G.3 present the main trends shown by the results by graphs, histograms or other suitable means?

Criteria Group H –  
Discussion/Conclusion

A concise discussion of the investigation results and how they link to the candidate's review section. Any conclusions reached should relate to the original hypothesis. Candidates should also comment on the validity of their results and their relevance to optimising performance.

**Did the candidate:**

- H.1 comment on the validity of their results in terms of accuracy/limitations of their methodology?
- H.2 explain their results by fully commenting on consistencies **and** inconsistencies (where they exist) in their findings in relation to their expected outcomes?
- H.3 comment on their results in terms of relevant theories already discussed in the review section?
- H.4 summarise their findings in relation to their initial hypotheses and use the discussion to justify their acceptance or rejection of the research hypothesis?

Criteria Group I –  
Appraisal of work

Suggestions should be made for modifications to the implemented method to further optimise performance.

**Did the candidate:**

- I.1 make appropriate suggestions for modifications to the current method to optimise performance based on the post-test results?

Criteria Group J –  
Bibliography

An alphabetical list of full references using the Harvard system *at the end of the report* and **before** any appendix material.

**Did the candidate:**

- J.1 record an appropriate bibliography, using the Harvard system or similar, of the sources consulted?

Criteria Group K –  
Communication

**Did the candidate:**

- K.1 produce a neat, well-written and well-organised report (i.e. items presented in a logical order)?
- K.2 make good use of a variety of clearly-labelled illustrations (e.g. diagrams, tables, graphs, photographs, etc.) other than that used in the results section?

Acknowledgements	A declaration of <b>all</b> help received by the candidate in connection with the individual project.
Appendices	Appendices are optional, but should be used to report raw data or other material too lengthy to include within the body of the report proper.
Presentation	Pages should be securely fastened together. Hard covers should <b>not</b> be used.

## 24.7 Assessment Criteria

Evidence required to support awarding the marks      Each criterion forms a Statement. **To make an assessment, the assessor asks:** “How well does the candidate achieve the criterion?”

The evidence was fully explained, appropriate and detailed.	Achieves well	then a “3” is entered in the appropriate box on the Investigation Assessment Sheet
The evidence was partially explained, relevant and with some detail.	Achieves	then a “2” is entered in that box
There was some evidence which lacked explanation and detail.	Achieves with limited success	then a “1” is entered in that box
There was no evidence to support the awarding of marks for the criterion.	Does not attempt	then a “0” is entered in that box

### Achievement Descriptors

57 – 75 marks      Very High Achievement

The candidate has an excellent in-depth knowledge of the activity/ game and can easily identify faults and weaknesses in technique and performance of the activity/game. S/he is logically able to suggest appropriate in-depth remedial strategies/plans relating to the individual techniques/performance/game situations with little or no supplementary guidance. S/he shows an excellent understanding of the correct technical terms and applies them appropriately. S/he can recognise the strengths and weaknesses in personal skills in performance and can analyse and evaluate accurately. The candidate demonstrates an excellent knowledge of the activity and is able to relate and cross-reference all theoretical areas of the syllabus in her/his logical analysis and evaluation of the performance. S/he is able to suggest appropriate in-depth remedial strategies/plans, relating these to all relevant theoretical areas, thereby demonstrating a full understanding of the application of theoretical areas to performance. S/he can accurately and confidently plan to improve performance and fitness levels. The candidate shows a clear understanding of the whole course, and can apply her/his knowledge appropriately within this aspect of the course.

38 – 56 marks	High Achievement	The candidate is able to identify general and specific faults and weaknesses in relation to individual techniques and game/performance strategies and tactics. With minimal guidance, s/he is able to identify the causes and suggest appropriate remedial strategies or plans relating to the performance situation. S/he has a very good knowledge of the terminology of the activity and uses it when discussing and playing/competing without prompting. S/he recognises the strengths and weaknesses in personal skills in the performance and can analyse and evaluate accurately. The candidate is able to show a good level of understanding within her/his analysis and evaluation. S/he is able to apply many major areas/concepts of the theoretical content to help in her/his logical and critical evaluation of the activity performance being observed. Fault identification/corrections are well supported by the application of appropriate theoretical knowledge. The candidate needs only occasional guidance to help her/him maintain a logical approach. S/he has a very good understanding of planning for the improvement of performance and fitness, and can relate it to other aspects of the course and show some understanding of the way that the whole subject fits together.
19 – 37 marks	Sound Achievement	The candidate is able to identify major faults and weaknesses and appropriate faults, which with some supplementary guidance, results in the identification of causes and the suggestion of appropriate simple strategies/plans to correct these faults. S/he has knowledge of terminology and uses it in discussing situations/ demonstrations and solving problems without help, but may falter on the more technically demanding aspects. S/he is able to recognise the strengths and weaknesses in performance, but not of some of the more complex skills/situations/tactics. S/he can give some feedback to improve performance in skill and in planning training and practice, though s/he may need some help. With some guidance to draw out her/his knowledge, and help her/him in its application, the candidate identifies major strengths and weaknesses of technique, their causes and makes a sound attempt to suggest appropriate strategies to correct these faults. S/he has some idea of how the course fits together, but may need help in order to show her/his basic knowledge of the various elements of the course, and how to apply some of them.
0 – 18 marks	Limited achievement	The candidate is able to identify general/major weaknesses and faults in techniques, but has limited understanding of its effect/application within performance. The candidate is able to identify some major/simple faults, and shows a limited ability to suggest appropriate remedial strategies. Her/his ability to identify strengths and weaknesses is hampered by her/his inability to break down the skills/techniques and tactics into the recognised phases. The candidate shows a basic ability, and makes a reasonable attempt to apply her/his knowledge and understanding of the theoretical areas to the practical activities being observed. However, s/he is limited in her/his ability to apply theoretical knowledge logically in order to develop her/his understanding of corrections of faults and weaknesses. S/he is able to show some knowledge of some parts of the course, but finds it difficult to apply them in context.

## 24.8 Evidence to Support the Award of Marks

For most criteria, evidence will be found in the final project. Where this is not the case, teachers should clearly indicate instances in which help has been given or in which the final project does not do justice to the design thinking of the candidate.

Teachers should keep records of their assessments during the course, in a form, which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears as Appendix B; the exact design may be modified before the operational version is issued.

The Candidate Record Form must be attached to the candidate's work.

## Formal Requirements – AS and A2

## 25

## Supervision and Authentication – AS and A2

## 25.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions that allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

**For practical coursework** where activities are not undertaken at the centre, candidates **must** be assessed by a teacher, who has been standardised, at the centre where the candidate's entry is made.

## 25.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

## 25.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment. They must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

## 25.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and requires the teacher to record details of any additional assistance.

## 26

# Standardisation – AS and A2

### 26.1 Standardising Meetings

Annual standardising meetings will usually be held in the Autumn Term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

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

### 26.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

## 27

# Administrative Procedures – AS and A2

### 27.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria for AS set out in Sections 19.2, 20.2, 20.4, 20.5, 20.7, 20.9 and 21.7, and for the A2 in Sections 23.2, 23.4, 23.6 and 23.8. The marks and supporting information must be recorded in accordance with the instructions in Sections 19.4, 20.11, 21.9, 23.10 and 24.8.

The completed Candidate Record Form for each candidate must be made available to AQA on request.

**For practical coursework**, early notification of approximate entry numbers is required, so that a supply of Candidate Record Forms can be despatched to the centre.

27.2 Submitting Marks and Sample Work for Moderation	The total component mark for each candidate must be submitted by a date to be specified by AQA, either on the Centre Assessment Mark Sheets supplied by AQA or via Electronic Data Interchange (EDI). The Candidate Record Form for all candidates must be submitted to the moderator.
27.3 Problems with Individual Candidates	<p>Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.</p> <p>Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.</p> <p>If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.</p> <p>Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.</p> <p>Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA, at the earliest possible stage, for advice about appropriate arrangements in individual cases.</p>
27.4 Retaining Evidence and Re-Using Marks	<p>The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.</p> <p>Candidates repeating the examination may carry forward their moderated mark for the coursework component once only and within a 12-month period.</p>

## 28

## Moderation – AS and A2

28.1 Moderation Procedures	<p><b>For practical coursework</b>, moderation of the coursework is by standardising meeting and/or centre visit to standardise a sample of candidates' work, by a moderator appointed by AQA. The centre marks must be submitted to AQA and must reach the moderator by a date to be specified by AQA.</p> <p>The sample consists of a minimum of two activities, <b>and</b> a range of the candidates' work (<b>all</b> candidates' work if the entry is 10 or fewer). It is specified by AQA and notified to the centre by the moderator. .</p>
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Centres should note that special arrangements may need to be made by AQA for the moderation of some of the activities listed.

Following the re-marking of the sample seen, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to observe the work of other candidates. In order to meet this possible request, centres must have all candidates available, the written coursework and Candidate Record Form of every candidate entered for the examination and be prepared to provide it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

**For project coursework**, moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by a date to be specified by AQA.

The sample consists of a minimum of ten candidates' work (**all** candidates' work if the entry is 10 or fewer). It is specified by AQA and notified to the centre.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to request the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

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## 28.2 Post-Moderation Procedures

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

The centre receives a report giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

# Externally-Assessed Synoptic Coursework - A2

29

## Nature of Externally-Assessed Coursework Synoptic Assignment

Requirements for Module 6  
- the Externally-Assessed  
Coursework Synoptic  
Assignment

The externally-assessed Synoptic Assignment, between 1000 and 3000 words, is intended to give candidates the opportunity to demonstrate their understanding of how principles and concepts of connections across areas of the subject improve the quality of performance. They will do this by the analysis and evaluation of a live or videoed practical performance in the broader context of the content of the A Level specification (AS and A2). Within this written assignment, candidates are required to accurately apply their knowledge and understanding of the influence of any **six relevant** aspects, one from each of the four main modules of learning in the specification, i.e.

- The physiological and psychological factors which improve performance (Module 1);
- Socio-cultural and historical effects on participation in physical activity and their influence on performance (Module 2);
- The physiological, biomechanical and psychological factors which optimise performance (Module 4);
- Factors affecting the nature and development of elite performance (Module 5).

In order to do this, candidates should carry out a logical analysis and evaluation of the influence or effect of these selected topics on a performance (which may be live or videoed) of their choice. To show an understanding of the connections across the different areas of the subject, and demonstrate the desired breadth of coverage, the candidates must select **six relevant** topics from the specification.

At **least one topic** must be chosen from each of Modules of learning 1, 2, 4 and 5, **plus** any two others.

Thus, for example, a candidate could analyse and evaluate their own performance or that of a peer doing say gymnastics, and then consider how the following factors have/can influence an improvement in the quality of the performance:

- (i) the ways in which skilled movements are reproduced (Module 1);
- (ii) the reasons for participation in sport (Module 2);
- (iii) general training principles to improve effectiveness (Module 3);
- (iv) the implications of moment of inertia in somersaulting (Module 4);
- (v) the effect of attitudes on performance (Module 4); and
- (vi) the implications of performance enhancing drugs (Module 5).

Or, similarly, a candidate might decide to analyse and evaluate a Wimbledon tennis match and choose to discuss aspects of how the following factors have influenced the achievement of elite performance:

- (i) The relationship of levers to effective performance in the service action; (Module 1)
- (ii) the effects of social class on participation in tennis; (Module 2)
- (iii) the factors affecting the development of tennis in the UK; (Module 3)
- (iv) fitness measures for the elite performer; (Module 4)
- (v) how the desire to succeed is related to the ability to optimise performance; and (Module 4)
- (vi) the effects of sponsorship and the media for an elite player, (Module 5).

The Synoptic Assignment should be represented as follows.

Introduction

There should be a brief description of the nature, level and type of performance chosen by the candidate for the Synoptic Assignment, so that judgement can be made regarding the appropriateness to the performance of the chosen specification topics. Candidates may choose to use diagrams, charts, graphs, tables, photos or any other suitable method to convey this information.

Topic Headings

Each topic selected for discussion should be stated as a sub-heading and then discussed in relation to the candidate's chosen performance.

Presentation

Whilst not compulsory, candidates should be encouraged to word process their assignments. Each assignment should be securely fastened in a lightweight folder.

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## 30

# Guidance for Setting the Externally-Assessed Coursework

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### 30.1 Selection of Areas of Study

It should be emphasised to the candidate that s/he should select topics from the subject content of the specification that are appropriate for the discussion in their Synoptic Assignment in relation to the performance chosen for analysis. This selection of topics should be confined to the aspects that are most relevant. The candidate can either give a brief description/photo/diagram initially to set the scene or s/he could refer continually throughout the assignment to their observations of the performance.

### 30.2 General Considerations

Candidates should ensure they achieve a well-balanced coverage of the topics within the assignment in order to demonstrate their ability to synthesise theory with practice. Candidates (and teachers) should be aware that credit can only be given if the assignment contains evidence relating to the criteria. It will, therefore, be vital that the major ideas, decisions and reasoning relating to their work, and their choices of topics are included.

## Assessment Criteria

### 31.1 Introduction

The Synoptic Assignment should be between a minimum of **1000** and a maximum of **3000** words. Candidates should select **six** topic areas for consideration in the assignment, from throughout the subject content of the specification. At least **one** topic should be chosen from each of Modules of learning 1, 2, 4 and 5. These selected topics should be appropriate to their evaluation of the performance that they are analysing and evaluating.

### 31.2 Criteria

Each criterion forms a Statement

Each assignment will be marked by an examiner appointed by AQA, using the following assessment criteria:

**To make an assessment, the assessor will ask:**

"How well does the candidate achieve the criterion?"

Marks will be awarded for how well the candidate attempts, and their level of success in achieving, each of the following criteria.

**Did the candidate:**

- A. Give a brief description of the performance?
- B. Include accurate and appropriate information from Module 1 topics?
- C. Include accurate and appropriate information from Module 2 topics?
- D. Include accurate and appropriate information from Module 4 topics?
- E. Include accurate and appropriate information from Module 5 topics?
- F. Show an understanding of selected topic 1?
- G. Discuss the appropriateness of selected topic 1 to the performance observed?
- H. Show an understanding of selected topic 2?
  - I. Discuss the appropriateness of selected topic 2 to the performance observed?
- J. Show an understanding of selected topic 3?
- K. Discuss the appropriateness of selected topic 3 to the performance observed?
- L. Show an understanding of selected topic 4?
- M. Discuss the appropriateness of selected topic 4 to the performance observed?
- N. Show an understanding of selected topic 5?
- O. Discuss the appropriateness of selected topic 5 to the performance observed?
- P. Show an understanding of selected topic 6?
- Q. Discuss the appropriateness of selected topic 6 to the performance observed?

- R. Produce a well-organised Synoptic Assignment?
- S. Produce a well written Synoptic Assignment?
- T. Keep within the word limit?

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31.3 Evidence to Support the Award of Marks

Evidence for the awarding of marks for all criteria should be found in the assignment. Where this is not the case, teachers should clearly indicate instances in which help has been given or in which the final report does not do justice to the design thinking of the candidate.

The Candidate Record Form must be attached to the candidate's work.

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## 32

## Supervision and Authentication

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32.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions that allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

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32.2 Guidance by the Teacher

The work to be assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

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32.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment. They must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

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32.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and requires the teacher to record details of any additional assistance.

## Administrative Procedures

### 33.1 Submitting Work for Assessment

The work for each candidate must be submitted by a date to be specified by AQA, to an examiner/moderator appointed by AQA, and notified to the centre. The Candidate Record Form for each candidate must be attached to the work.

### 33.2 Problems with Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed work.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment takes place.

### 33.3 Retaining Evidence and Re-Using Marks

The centre must retain the assessed and returned work of all candidates, with the Candidate Record Form attached, under secure conditions, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-assessment of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

Candidates repeating the examination may carry forward their total Unit 6 mark for the coursework component once only and within a 12-month period.

### 33.4 Post-Assessment Procedures

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

Some candidates' work may be retained by AQA for archive purposes.

# Awarding and Reporting

## 34

## Grading, Shelf-Life and Re-Sits

### 34.1 Qualification Titles

The qualifications based on these specifications have the following titles:

AQA Advanced Subsidiary GCE in Sport and Physical Education

AQA Advanced GCE in Sport and Physical Education

### 34.2 Grading System

Both the AS and the full A Level qualifications will be graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will **not** receive a qualification certificate.

Individual assessment unit results will be certificated.

### 34.3 Shelf-Life of Unit Results

The shelf life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.

### 34.4 Assessment Unit Re-Sits

Each assessment unit may be re-taken an unlimited number of times within the shelf life of the specification. The best result will count towards the final award. However, marks for individual units may be counted once only to an AS and/or A level award. Candidates who repeat an award and who do not decline their previous grade must re-take all units.

An AS result can be converted into a full A Level award by taking the A2 examination at any examination series when Sport and Physical Education is available.

Marks for individual AS or A2 units of assessment may be counted once only towards an AS and/or an A Level award.

### 34.5 Carrying Forward of Coursework Marks

Candidates who wish to re-sit the whole qualification and carry forward the mark for the coursework assessment unit(s), must do so within a 12-month period of the original award.

### 34.6 Minimum Requirements

Candidates will be graded on the basis of work submitted for the award of the qualification.

### 34.7 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the GCSE, GCE and VCE Code of Practice 2004/05 and will be revised in the light of any subsequent changes for future years.

# Appendices

## A

### Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

#### Grade A **Candidates:**

use an extensive ranges of theoretical principles and concepts and apply these to practical performances at a consistently high level;

demonstrate high order analytical skills clearly matched to underpinning theoretical principles, and use these to refine practical performances;

demonstrate a deep understanding of all physical factors affecting training, exercise and energy systems and their influence on a wide range of practical performances;

demonstrate a thorough understanding of the development of skilled performances and how these are achieved through learning, practice and the influence of cognitive factors;

demonstrate an astute insight into how social, moral and cultural components and wider global issues interact and contribute to the provision of and participation in physical activities;

demonstrate a sophisticated appreciation and understanding of the connections between all areas of the subject;

have a good command and understanding of a range of technical language and can apply it accurately and effectively.

**Grade C Candidates:**

use a good range of theoretical principles and concepts and apply these to practical performances;

demonstrate a good understanding of analysis and evaluation of practical performances using a range of theoretical principles, and through this identify ways of improving performance;

clearly identify physical factors which affect training, exercise and energy systems and influence practical performance;

demonstrate a good understanding of how skilled performances are developed through the interaction of learning, practice and cognitive influences;

demonstrate a good understanding of social, moral and cultural influences and global trends and how these interact to affect the provision for and participation in physical activity;

display a clear ability to identify and draw together different areas of subject knowledge;

have a good range and application of technical language related to all subject areas.

**Grade E Candidates:**

use a basic range of theoretical principles and concepts and apply these to practical performances;

demonstrate a basic understanding of analysis and evaluation of practical performances using theoretical principles, and how performances might be improved;

identify how physical factors affecting training, exercise and energy influence practical performances;

understand how skilled performances are developed through learning, practice and the effects of cognitive factors;

demonstrate a sound understanding of social, moral and cultural issues and global trends and their effects on provision for and participation in physical activity;

have the appropriate ability to identify and draw together different areas of subject knowledge;

understand and apply a sound range of technical language.

**B**



# Coursework Record Forms

Centre-assessed work  
**Candidate Record Form**  
Series/Year

## AS Sport and Physical Education – Unit 3 (PE3E/P) (with Practical option)

Centre Name: ..... Centre No: 

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Candidate Name: ..... Candidate No: 

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*This side is to be completed by the candidate.*

### Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO).....
2. If you have answered YES, give details. Continue on a separate sheet if necessary.  
.....  
.....
3. If you have used **any** books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. Continue on a separate sheet if necessary. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.  
.....  
.....

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

**If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.**

### Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Candidate's signature: ..... Date: .....

*This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.*

**PTO**

This side is to be completed by the teacher/assessor.

Marks must be awarded in accordance with the instructions and criteria in sections 19 and 20 of the specification. Please complete the boxes to show the marks awarded.

Supporting information to show how the marks have been awarded should be given in the spaces provided.

**1. Exercise Programme (PE3E)**

Criteria for award of marks	Max. mark	Mark awarded	Teacher/assessor's supporting statement
Activity 1: .....			
<b>Planning</b>			
i Purpose/aim of programme	20		
ii Safety aspects	20		
iii Suitability of exercises	20		
iv Application to theory	20		
<b>Performing</b>			
i Manner of implementation	20		
ii Implementation	20		
iii Attitude/motivation	20		
<b>Critical Evaluation</b>			
i Ongoing evaluation	20		
ii Summative evaluation	20		
iii Appraisal of programme	20		
<b>Total mark for PE3E</b>	<b>200</b>		<i>Transfer this total to the Centre Mark Sheet for PE3E</i>

**2. Practical (PE3P)**

Criteria for award of marks	Max. mark	Mark awarded	Teacher/assessor's supporting statement
Activity 2: .....			
Skills in isolation	50		
Skills in context	50		
<b>Total mark for PE3P</b>	<b>100</b>		<i>Transfer this total to the Centre Mark Sheet for PE3P</i>

**Details of additional assistance given (if any)**  
 Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher/assessor's signature: ..... Date: .....



Centre-assessed work

# Candidate Record Form

Series/Year

## AS Sport and Physical Education – Unit 3 (PE3E/C)

(with Project option)

Centre Name: ..... Centre No: 

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Candidate Name: ..... Candidate No: 

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*This side is to be completed by the candidate.*

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO) .....
2. If you have answered YES, give details. Continue on a separate sheet if necessary.  
.....  
.....
4. If you have used **any** books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. Continue on a separate sheet if necessary. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.  
.....  
.....

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

**If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.**

**Declaration by candidate**

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Candidate's signature: ..... Date: .....

*This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.*

**PTO**

*This side is to be completed by the teacher/assessor.*

Marks must be awarded in accordance with the instructions and criteria in sections 19 and 21 of the specification. Please complete the boxes to show the marks awarded.

Supporting information to show how the marks have been awarded should be given in the spaces provided.

**1. Exercise Programme (PE3E)**

Criteria for award of marks	Max. mark	Mark awarded	Teacher/assessor's supporting statement
Activity 1: .....			
<b>Planning</b>			
i Purpose/aim of programme	20		
ii Safety aspects	20		
iii Suitability of exercises	20		
iv Application to theory	20		
<b>Performing</b>			
i Manner of implementation	20		
ii Implementation	20		
iii Attitude/motivation	20		
<b>Critical Evaluation</b>			
i Ongoing evaluation	20		
ii Summative evaluation	20		
iii Appraisal of programme	20		
<b>Total mark for PE3E</b>	<b>200</b>		<i>Transfer this total to the Centre Mark Sheet for PE3E</i>

**2. Written Investigation (PE3C)**

Criteria for award of marks	Max. mark	Mark awarded	Teacher/assessor's supporting statement
Activity 2: .....			
A Planning	3		
B Observation	24		
C Analysis	15		
D Evaluation	6		
E Bibliography	3		
F Communication	9		
<b>Total mark for PE3C</b>	<b>60</b>		<i>Transfer this total to the Centre Mark Sheet for PE3C</i>

**Details of additional assistance given (if any)**

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher/assessor's signature: ..... Date: .....



Centre-assessed work  
**Candidate Record Form**  
Series/Year

**GCE Advanced Sport and Physical Education – Unit 6 (PE6P)**  
(with Practical option)

Centre Name: ..... Centre No: 

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Candidate Name: ..... Candidate No: 

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*This side is to be completed by the candidate.*

**Sources of advice and information**

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO) .....
2. If you have answered YES, give details. Continue on a separate sheet if necessary.  
.....  
.....
3. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. Continue on a separate sheet if necessary. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.  
.....  
.....

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

**If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.**

**Declaration by candidate**

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Candidate's signature: ..... Date: .....

*This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.*

*PTO*

*This side is to be completed by the teacher/assessor.*

Marks must be awarded in accordance with the instructions and criteria in section 23 of the specification.

Please complete the boxes to show the marks awarded.

Supporting information to show how the marks have been awarded should be given in the spaces provided.

Activity .....

Criteria for award of marks	Max. mark	Mark awarded	Teacher's supporting statement
Area of assessment 1	30		
Area of assessment 2	30		
Area of assessment 3	30		
Area of assessment 4	30		
Section B	40		
Section C	80		
Total mark for PE6P	240		<i>Transfer this total to the Centre Mark Sheet for PE6P</i>

**Concluding Comments**

**Details of additional assistance given (if any)**  
 Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher/assessor's signature ..... Date .....



**Centre-assessed work**  
**Candidate Record Form**  
**Series/Year**

**GCE Advanced Sport and Physical Education – Unit 6 (PE6C)**  
**(with Project option)**

Centre Name: ..... Centre No: 

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Candidate Name: ..... Candidate No: 

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*This side is to be completed by the candidate.*

**Sources of advice and information**

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO) .....
2. If you have answered YES, give details. Continue on a separate sheet if necessary.  
 .....  
 .....
3. If you have used **any** books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. Continue on a separate sheet if necessary. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.  
 .....  
 .....

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

**If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.**

**Declaration by candidate**

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Candidate's signature: ..... Date: .....

*This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.*

**PTO**

***This side is to be completed by the teacher/assessor.***

Marks must be awarded in accordance with the instructions and criteria in section 24 of the specification.

Please complete the boxes to show the marks awarded.

Supporting information to show how the marks have been awarded should be given in the spaces provided.

<b>Project Title</b>
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**Activity** .....

	Max. mark	Mark awarded	Teacher's supporting statement
A Abstract	3		
B Planning	3		
C Observation & Analysis	6		
D Evaluation	9		
E Relevant Literature	9		
F Method	12		
G Results	9		
H Discussion/Conclusion	12		
I Appraisal	3		
J Bibliography	3		
K Communication	6		
<b>Total mark for PE6C</b>	<b>75</b>		Transfer this total to the Centre Mark Sheet for PE6C

<b>Concluding Comments</b>
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<b>Details of additional assistance given (if any)</b>
Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

**Teacher/assessor's signature** ..... **Date** .....



Externally-assessed coursework  
**Candidate Record Form**  
 Series/Year

**GCE Advanced Sport and Physical Education – Unit 6 (PED6/W)**

Centre Name: ..... Centre No: 

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Candidate Name: ..... Candidate No: 

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*This side is to be completed by the candidate and countersigned by the teacher.*

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO) .....
2. If you have answered YES, give details. Continue on a separate sheet if necessary.  
 .....  
 .....
3. If you have used **any** books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. Continue on a separate sheet if necessary. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.  
 .....  
 .....

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

**Declaration by candidate**

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

Candidate's signature: ..... Date: .....

**Details of additional assistance given (if any) – to be completed by the teacher**

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher's signature: ..... Date: .....

*This form should be completed and sent to the examiner with the candidate's Investigation report.*

***This side is to be completed by the examiner.***

Candidates are to be awarded **up to three marks**, in accordance with the instructions given, for how well they attempt, and their level of success in achieving, each of the following criteria (listed in section 31.2 of the specification).

Candidates are expected to provide information which is relevant and appropriate to the context of their specific assignment to gain the marks.

Criteria for award of marks	Max. mark	Mark awarded
<b>Did the candidate:</b>		
A. Give a brief description of the performance?	3	
B. Include accurate and appropriate information from Module 1 topics?	3	
C. Include accurate and appropriate information from Module 2 topics?	3	
D. Include accurate and appropriate information from Module 4 topics?	3	
E. Include accurate and appropriate information from Module 5 topics?	3	
F. Show an understanding of selected topic 1?	3	
G. Discuss the appropriateness of selected topic 1 to the performance observed?	3	
H. Show an understanding of selected topic 2?	3	
I. Discuss the appropriateness of selected topic 2 to the performance observed?	3	
J. Show an understanding of selected topic 3?	3	
K. Discuss the appropriateness of selected topic 3 to the performance observed?	3	
L. Show an understanding of selected topic 4?	3	
M. Discuss the appropriateness of selected topic 4 to the performance observed?	3	
N. Show an understanding of selected topic 5?	3	
O. Discuss the appropriateness of selected topic 5 to the performance observed?	3	
P. Show an understanding of selected topic 6?	3	
Q. Discuss the appropriateness of selected topic 6 to the performance observed?	3	
R. Produce a well-organised Synoptic Assignment?	3	
S. Produce a well-written Synoptic Assignment?	3	
T. Keep within the word limit?	3	

Total mark	60	
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Examiner's signature: ..... Date: .....

## C

## Overlaps with Other Qualifications

GCE Dance

There are no significant overlaps with the Sport and Physical Education specification.

GNVQ (Advanced) in Leisure and Tourism

Some units within the GNVQ include some skills and/or subject content which overlap with that in the Sport and Physical Education specification.

To enable co-teaching of AS/A2 and GNVQ to take place, or to enable transfer between AS/A Level/GNVQ courses, assessment units which include material which can be linked with the requirements of GCE and GNVQ are listed below.

While candidates may transfer from GCE to GNVQ courses and from GNVQ to GCE courses, there is no *credit transfer* provision between Advanced Subsidiary/Advanced GCE and the Advanced GNVQ. No marks or grades relating to the assessment of completed units can be transferred.

Links with GNVQ Mandatory Units

Unit 1 –

Investigating Leisure and Recreation

**GCE Modules 2 and 5**

Defining leisure and tourism.  
The development of the leisure and recreation industry.  
Structure of the leisure and recreation industry.

Unit 3 –

The Sports Industry

**GCE Modules 2 and 5**

The nature of the sports industry.  
The organisation and funding of sport.  
Sport and mass media.  
Trends in sport.

**Links with draft AQA GNVQ**

**Optional Units**

Unit 11 –

Investigating Anatomy and Physiology

**GCE Modules 1 and 4**

Human anatomy.  
Cardio-respiratory systems.  
Energy systems.  
Physical training and improvements in physical performance.

Unit 12 –

Sponsorship in Sport

**GCE Module 5**

Forms of sponsorship.  
Government organisation and sponsorship?  
Ethnics.

Unit 13 –

Leisure and Recreation for Clients with Special Needs

**GCE Modules 2, 3 and 6**

The limitations on participation for clients with special needs.  
The opportunities for improved provision for clients with special needs.

Unit 14 –

Health Promotion

**GCE Modules 1, 2 and 4**

The components of fitness.  
Planning health related exercise sessions.  
Exercise related fitness.  
Fitness testing.  
Barriers to participation in fitness programmes.

Unit 17 –

Outdoor Activities

**GCE Modules 2, 3 and 6**

The development of outdoor activities.  
Planning an outdoor activity.  
Carrying out the project.  
Evaluating the outdoor activity.

Unit 19 –

Sports Officiating

**GCE Modules 2, 3, 5 and 6**

Health and safety awareness.  
Rules, regulations, scoring systems and strategies.  
Breaches in discipline.

Unit 20 –

Diet and Nutrition

**GCE Modules 4**

Nutrients in food  
Dietary and nutritional needs of clients groups