

GCSE

Physical Education

Controlled assessment guide

Edexcel GCSE (Short Course) in Physical Education (3PE01)

First examination 2010

Edexcel GCSE in Physical Education (2PE01)

First examination 2011

Introduction

The Edexcel GCSE (Short Course) in Physical Education and the GCSE in Physical Education are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this publication

The controlled assessment guide:

- contains activity-specific assessment criteria for the Edexcel GCSE (Short Course) in Physical Education and Edexcel GCSE in Physical Education, first teaching from 2009
- is intended to be read in conjunction with the specification, and is designed to help teachers with the assessment of Unit 2: Performance in Physical Education
- includes the list of activities that can be undertaken for the Section 2.1: Practical performance
- includes the assessment criteria for the new activities that have been added to the list
- is structured in a similar way to Edexcel's traditional, popular Coursework Guide.

Key subject aims

Edexcel's GCSEs in Physical Education:

- encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education
- encourage creativity and decision-making skills to enable students to plan effectively for performances and to respond to changing situations
- prepare students to make informed decisions about further learning opportunities and career choices
- enable students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official
- enable students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

Contents

| | | |
|----------|---|----------|
| A | Introduction | 1 |
| | Overview of the GCSE (Short Course) in Physical Education | 2 |
| | Overview of the GCSE in Physical Education | 3 |
| | Unit 2: Performance in Physical Education | 4 |
| B | Detailed content | 5 |
| | Section 2.1: Practical performance | 5 |
| | 2.1.1: Player/participant | 8 |
| | 2.1.2: Official | 11 |
| | 2.1.3: Leader | 14 |
| | Activities and activity groups | 16 |
| | Forbidden combinations, and restrictions | 18 |
| | Additional and alternative activities | 19 |
| | Assessing students with physical disabilities for Section 2.1: Practical performance | 19 |
| | Section 2.2: Analysis of performance | 21 |
| | Controlled assessment task for Section 2.2: Analysis of performance | 22 |
| | Assessment criteria for controlled assessment task for Section 2.2: Analysis of performance | 24 |
| | Amateur boxing | 30 |
| | American football | 32 |
| | Archery | 40 |
| | Association football | 44 |
| | Athletics | 46 |
| | Badminton | 53 |
| | Baseball | 56 |
| | Basketball | 58 |
| | Canoeing/kayaking | 60 |
| | Clay pigeon shooting | 62 |
| | Climbing | 64 |
| | Competitive swimming | 66 |
| | Cricket | 68 |
| | Cross-country running | 70 |
| | Cycling | 72 |
| | Dance | 74 |
| | Fencing | 76 |
| | Field hockey | 78 |
| | Fitness training | 80 |

| | |
|-----------------------|-----|
| Gaelic football | 104 |
| Golf | 106 |
| Gymnastics | 108 |
| Handball | 112 |
| Horse riding | 114 |
| Hurling/camogie | 116 |
| Ice dance | 118 |
| Ice hockey | 120 |
| Inline hockey | 122 |
| Judo | 124 |
| Ju-jitsu | 126 |
| Karate | 128 |
| Korfball | 132 |
| Lacrosse | 134 |
| Lawn bowls | 136 |
| Lawn tennis | 138 |
| Life-saving | 140 |
| Mountain biking | 142 |
| Netball | 144 |
| Orienteering | 146 |
| Personal survival | 148 |
| Polo | 150 |
| Rounders | 152 |
| Rowing | 154 |
| Rugby league | 156 |
| Rugby union | 158 |
| Sailing | 162 |
| Skiing | 164 |
| Snowboarding | 166 |
| Softball | 168 |
| Squash | 170 |
| Surfing | 172 |
| Synchronised swimming | 174 |
| Table tennis | 176 |
| Tae kwon do | 178 |
| Trampolining | 180 |

| | |
|--|------------|
| Trekking | 184 |
| Volleyball | 188 |
| Wakeboarding | 190 |
| Water polo | 193 |
| Water skiing | 194 |
| Weightlifting | 196 |
| Windsurfing | 200 |
| C Assessment | 203 |
| Controlled assessment | 203 |
| Summary of conditions for controlled assessment | 203 |
| Internal standardisation | 204 |
| Authentication | 204 |
| Further information | 204 |
| D Appendices | 205 |
| Appendix 1 Controlled assessment record sheets | 207 |
| Appendix 2 Example trampolining student assessment sheet | 209 |
| Appendix 3 Example skiing student assessment sheet | 211 |
| Appendix 4 Example snowboarding student assessment sheet | 213 |
| Appendix 5 Analysis of performance matrix | 215 |

A Introduction

The Edexcel Controlled Assessment Guide covers both the GCSE (Short Course) in Physical Education (3PE01) and GCSE in Physical Education (2PE01), for first teaching from 2009.

The guide is designed to help teachers with the assessment for Unit 2: Performance in Physical Education, and contains all criteria and relevant documentation.

Centres and practising teachers carrying out the assessment procedures should familiarise themselves with the guide and use it as a reference for the assessment process for Unit 2.

The guide consists of:

- overviews of the GCSE (Short Course) and GCSE in Physical Education
- detailed overview of Unit 2
- the requirements of controlled assessment tasks 2.1 and 2.2
- the activity-specific assessment criteria for task 2.1.1: practical performance in the role of player/participant
- information regarding controlled assessment
- details of resources, support and training
- exemplar controlled assessment record sheets
- examples of student assessment sheets for trampolining, skiing and snowboarding to aid assessment.

Please note that for controlled assessment task 2.1: Practical performance, the roles of leader and official should be assessed using the generic leader and official criteria, on pages 11 and 14 respectively. **The role of player should be assessed using the activity-specific assessment criteria in this guide.**

For guidance on assessing activities which are not included in this guide and not listed on pages 16 and 17, please see page 19.

Overview of the GCSE (Short Course) in Physical Education

The Edexcel GCSE (Short Course) in Physical Education and GCSE in Physical Education comprise two units:

- GCSE (Short Course) – Units 1 and 2
- GCSE – Units 1 and 2.

GCSE (Short Course)

| | |
|--|---|
| Unit 1: The Theory of Physical Education | Unit code: 5PE03 |
| <ul style="list-style-type: none"> • Externally assessed • Availability: June • First assessment: June 2010 | 40% of the total GCSE (Short Course) |
| Overview of content | |
| <ul style="list-style-type: none"> • Section 1.1: Healthy, active lifestyles | |
| Overview of assessment | |
| <ul style="list-style-type: none"> • This unit is assessed through an externally set examination. • The examination is 1 hour, and includes multiple-choice, short-answer, and longer-answer questions* • The total raw mark available is 40. | |

| | |
|---|---|
| Unit 2: Performance in Physical Education | Unit code: 5PE04 |
| <ul style="list-style-type: none"> • Internally assessed • Availability: June • First assessment: June 2010 | 60% of the total GCSE (Short Course) |
| Overview of content | |
| <ul style="list-style-type: none"> • Section 2.1: Practical performance • Section 2.2: Analysis of performance | |
| Overview of assessment | |
| <ul style="list-style-type: none"> • This unit is assessed under controlled conditions. • This unit is externally moderated. • The total raw mark available is 30. | |

*The different assessment models for Unit 1 in the GCSE (Short Course) and GCSE mean that ‘fallback’ from the GCSE to the GCSE (Short Course) is not possible.

Overview of the GCSE in Physical Education

GCSE

| | |
|--|------------------------------|
| Unit 1: The Theory of Physical Education | Unit code: 5PE01 |
| <ul style="list-style-type: none"> Externally assessed Availability: June First assessment: June 2011 | 40% of the total GCSE |
| <p>Overview of content</p> <ul style="list-style-type: none"> Section 1.1: Healthy, active lifestyles Section 1.2: Your healthy, active body | |
| <p>Overview of assessment</p> <ul style="list-style-type: none"> This unit is assessed through an externally set examination. The examination is 1 hour and 30 minutes, and includes multiple-choice, short-answer, and longer-answer questions.* The total raw mark available is 80. | |

| | |
|---|------------------------------|
| Unit 2: Performance in Physical Education | Unit code: 5PE02 |
| <ul style="list-style-type: none"> Internally assessed Availability: June First assessment: June 2011 | 60% of the total GCSE |
| <p>Overview of content</p> <ul style="list-style-type: none"> Section 2.1: Practical performance Section 2.2: Analysis of performance | |
| <p>Overview of assessment</p> <ul style="list-style-type: none"> This unit is assessed under controlled conditions. This unit is externally moderated. The total raw mark available is 50. | |

*The different assessment models for Unit 1 in the GCSE (Short Course) and GCSE mean that ‘fallback’ from the GCSE to the GCSE (Short Course) is not possible.

Unit 2: Performance in Physical Education

Overview

Content overview

This unit has two sections:

- Section 2.1: Practical performance
- Section 2.2: Analysis of performance.

Assessment overview

This unit is assessed under controlled conditions, and students need to undertake two different controlled assessment tasks.

Section 2.1: Students need to undertake practical performances in different contexts, within selected physical activities, in the role of either player/participant, official or leader.

- In the **GCSE (Short Course) in Physical Education** students must offer **two performances**.
- In the **GCSE in Physical Education** students must offer **four performances**.

Section 2.2: Students need to undertake an analysis of performance in one of the selected physical activities undertaken in the role of player/participant in *Section 2.1: Practical performance*.

- The total number of raw marks available in the GCSE (Short Course) is 30.
- The total number of raw marks available in the GCSE is 50.

B Detailed content

Section 2.1: Practical performance

All students need to offer performances, in practical contexts, in the role of either player/participant, official or leader.

- **GCSE (Short Course) in Physical Education** students are required to offer **two performances**, in practical contexts, in the role of either player/participant, official or leader. At least one of the two performances must be in the role of player/participant.
- **GCSE in Physical Education** students are required to offer **four performances**, in practical contexts, in the role of either player/participant, official or leader. At least two of the four performances must be in the role of player/participant.

Performances must be taken from a minimum of **two different activity groups**.

See *Activities and activity groups* (pages 16-17) for the different activity groups and a list of accepted physical activities, including limitations and restrictions.

Task 2.1.1: Player/participant

Students must:

- know about the rules/regulations of selected physical activities, and how these relate to, and affect, participation
- demonstrate effective and suitable skills, in isolation and/or competitive situations, as appropriate.

2.1.2: Official

Students must:

- understand the role(s) of officials in selected physical activities
- know, and be able to apply the rules/regulations of selected physical activities
- understand, and be able to apply, principles relating to fair play in selected physical activities
- demonstrate effective, and suitable, officiating skills in selected physical activities (under supervision of a qualified/suitable individual where appropriate), including controlling a competitive situation or managing an event.

2.1.3: Leader

Students must:

- understand the role(s) of leaders in selected physical activities
- understand, and be able to apply, principles relating to fair play in selected physical activities
- demonstrate effective leadership skills in selected physical activities (under supervision of a qualified/appropriate individual where appropriate), including:
 - taking responsibility for the training and preparation, of an individual/team, for competitive situations in a selected physical activity
 - supporting players/participants in the performance of a physical activity with due consideration to health and safety issues.

Controlled assessment task for Section 2.1: Practical performance

2.1.1: Player/participant

Task setting – limited level of control

- Tasks must allow students to demonstrate effective and suitable skills, in isolation and/or competitive situations as appropriate, as well as the required knowledge and understanding.

Task taking – medium level of control

Authenticity control

- Students must complete all work, with the exception of their preparation, under informal supervision. Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual students are recorded accurately. This means that all work that students wish to form part of the assessed performance/performance must be completed in such a way as the teacher/assessor is able to ensure that contributions of individual students are recorded accurately.
- Preparation may be completed under limited supervision, (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example students can participate in the selected physical activities when the teacher/assessor is unable to ensure that contributions of individual students are recorded accurately. However, this cannot form part of the assessed performance/performance.

Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the assessed performance/performance, unless it is required for health and safety reasons, for example to reduce the risk of injury.

Time control

- It is suggested that the minimum duration for each student performance is nine hours (combining preparation and the assessed performance/performances).
The ideal model would be for this time to be a block, with one activity/role being followed for a term, or half a term, leading up to the assessed performance/performances.
Acceptable alternatives include intensive teaching programmes.
- The duration of assessed performance/performances in each role should be based on an appropriate time to allow students to demonstrate the requirements of a player/participant in the selected physical activity, for example the duration of competitive situations should/will differ for each selected activity.

Collaboration control

- The work of the individual may be informed by working with others but students must provide an individual response.
- Other parameters, listed above, must be maintained.

Resources

- Student access to resources is determined by the centre.
- Students should be given access to all appropriate/required resources for the physical activity.
- Resources and equipment used should follow governing body guidelines/rules, for example ESAA (English Schools Athletics Association) rules for athletics events.

Task marking – medium level of control

- The teacher/assessor must mark all performances using the assessment criteria for the role/activity (page 8); additional criteria specific to each physical activity are available in this document.
- The teacher/assessor must make all assessment decisions.
- The teacher/assessor must be present for all assessed performances, or suitable, clear, evidence must be made available to the teacher/assessor so that assessment decisions can be made. See *Guidance relating to the use of alternative evidence for Section 2.1: Practical performance* (page 20).

Assessment criteria for controlled assessment task for Section 2.1: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>The student shows low levels of skill and technique for the activity in the game/competitive type practice situations and this will be very clearly evident in the competitive situation itself.</p> <p>Their understanding of the rules limits their performance and they have a very low ability when applying strategies and tactics and a poor positional sense as appropriate for the activity. Their performance will clearly lack maturity.</p> |
| 3-4 | <p>The student shows limited advanced skill and technique for the activity in the game/competitive type practice situations and this may be even more evident in the competitive situation itself.</p> <p>They may not demonstrate a clear understanding of the rules when taking part and will be limited in their ability to apply strategies and tactics and also in their positional sense as appropriate for the activity.</p> <p>Their ability to improvise will be limited in activities which allow for this as will their touch and deception. Their performance will lack maturity.</p> |
| 5-6 | <p>The student shows good advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself.</p> <p>They will also demonstrate some understanding of the rules when taking part and good application of strategies and tactics and positional sense as appropriate for the activity.</p> <p>In activities which allow for improvisation, touch and deception they demonstrate this at a good level and their performance shows some maturity.</p> |
| 7-8 | <p>The student shows very good advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself.</p> <p>They will also demonstrate a clear understanding of the rules when taking part and very good application of strategies and tactics and positional sense as appropriate for the activity.</p> <p>In activities which allow for improvisation, touch and deception they demonstrate this at a very good level and their performance shows a very good level of maturity.</p> |
| 9-10 | <p>The student shows excellent advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself.</p> <p>They will also demonstrate a very clear understanding of the rules when taking part and an excellent application of strategies and tactics and positional sense as appropriate for the activity.</p> <p>In activities which allow for improvisation, touch and deception they demonstrate this at an excellent level and their performance shows an excellent level of maturity.</p> |

Assessors should use the published criteria specific to each physical activity, available in this guide, when assessing students in the role of player/participant.

Controlled assessment task for Section 2.1: Practical performance

2.1.2: Official

Task setting – limited level of control

- Tasks must allow students to demonstrate effective and suitable skills, in isolation and/or competitive situations as appropriate, as well as the required knowledge and understanding.
- Where the officiating of the selected activity includes more than one role, students must undertake all roles during the assessed performance/performances, for example:
 - the referee and referee's assistant in association football
 - the umpire, line judge and match/tournament referee in lawn tennis
 - a lane judge, timekeeper, place judge and starter for track athletics.

Task taking – medium level of control

Authenticity control

- Students must complete all work, with the exception of their preparation, under informal supervision. Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual students are recorded accurately. This means that all work, which forms part of the assessed performance/performances must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual students.
- Preparation may be completed under limited supervision (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example students can participate in the selected physical activities when the teacher/assessor is unable to ensure that contributions of individual students are recorded accurately. However, this cannot form part of the assessed performance/performances.

Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the assessed performance/performances, unless it is required for health and safety reasons, for example to reduce the risk of injury.

Time control

- It is suggested that the minimum duration for each student performance is nine hours (combining preparation and the assessed performance/performances).

The ideal model would be for this time to be a block, with one activity/role being followed for a term, or half a term, leading up to the assessed performance/performances.

- Acceptable alternatives include intensive teaching programmes.
- The duration of the assessed performance/performances in each role should be based on an appropriate time to allow students to demonstrate the requirements of an official/officials in the selected physical activity.

Collaboration control

- The work of the individual may be informed by working with others but students must provide an individual response.
- Other parameters, listed above, must be maintained.

Resources

- Student access to resources is determined by the centre.
- Students should be given access to all appropriate/required resources to officiate the activity.
- Resources and equipment used should follow governing body guidelines/rules.

Task marking – medium level of control

- Student evidence must include a 'log' detailing their participation.
- The teacher/assessor must mark all performances using the assessment criteria for the role (page 11).
- The teacher/assessor must make all assessment decisions.
- The teacher/assessor must be present for all assessed performances, or suitable, clear, evidence must be made available to the teacher/assessor so that assessment decisions can be made. See *Guidance relating to the use of alternative evidence for Section 2.1: Practical performance* (page 20).

Assessment criteria for controlled assessment task for Section 2.1: Practical performance

2.1.2: Official

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>The student has very limited knowledge and understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They may be able to apply some of them at an appropriate performance level but their communication, positioning and signalling skills will be poor and they will lack the confidence to assert any authority.</p> <p>The student may carry out a limited number of their responsibilities in the role of an official's assistant according to the relevant governing body's code of conduct.</p> |
| 3-4 | <p>The student has basic knowledge and understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They may be able to apply some of them at an appropriate performance level but their communication, positioning and signalling skills will be limited and they may lack the confidence to assert authority in certain situations.</p> <p>The student may carry out some of their responsibilities according to the relevant governing body's code of conduct, under the guidance of a qualified/experienced official.</p> |
| 5-6 | <p>The student has sound knowledge and understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They will have the ability to apply them at an appropriate performance level. They will display satisfactory communication, positioning and signalling skills and have the confidence to assert some authority by making well-informed and accurate decisions in some situations.</p> <p>The student will carry out their responsibilities according to the relevant governing body's code of conduct in most aspects of their role as an official. They may have gained a recognised qualification to officiate at beginner level.</p> |
| 7-8 | <p>The student has good knowledge and clear understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They will have the ability to apply them at an appropriate performance level. They will display good communication, positioning and signalling skills and have the confidence to assert authority by making quick, well-informed and accurate decisions in most situations.</p> <p>The student will carry out their responsibilities according to the relevant governing body's code of conduct in most aspects of their role as an official. They may have gained a recognised qualification to officiate at an intermediate level.</p> |
| 9-10 | <p>The student has thorough knowledge and very clear understanding of the rules/laws/regulations and safety issues related to the selected physical activity.</p> <p>They will have the ability to apply them at a high performance level. They will display excellent communication, positioning and signalling skills and have the confidence to assert authority by making instant, well-informed and accurate decisions in any given situation.</p> <p>The student will carry out their responsibilities according to the relevant governing body's code of conduct in all aspects of their role as an official. Where timekeeping/scoring forms part of the role, this should be completed accurately, according to recognised procedures. They may have gained a recognised qualification to officiate at either junior/youth or adult club level.</p> |

Controlled assessment task for Section 2.1: Practical performance

2.1.3: Leader

Task setting – limited level of control

- Tasks must allow students to demonstrate effective leadership skills in physical activity, as well as the required knowledge and understanding.

Task taking – medium level of control

Authenticity control

- Students must complete all work, with the exception of their preparation, under informal supervision. Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual students are recorded accurately. This means that all work, which forms part of the assessed performance/performances must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual students.
- Preparation may be completed under limited supervision (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example students can participate in the selected physical activities when the teacher/assessor is unable to ensure that contributions of individual students are recorded accurately. However, this cannot form part of the assessed performance/performances.

Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the assessed performance/performances, unless it is required for health and safety reasons, for example to reduce the risk of injury.

Time control

- It is suggested that the minimum duration for each student performance is nine hours (combining preparation and the assessed performance/performances).
 - The ideal model would be for this time to be a block, with one activity/role being followed for a term, or half a term, leading up to the assessed performance/performances.
 - Acceptable alternatives include intensive teaching programmes.
- The duration of the assessed performance/performances in each role should be based on an appropriate time to allow students to demonstrate the requirements of a leader in the selected physical activity.

Collaboration control

- The work of the individual may be informed by working with others but students must provide an individual response.
- Other parameters, listed above, must be maintained.

Resources

- Student access to resources is determined by the centre.
- Students should be given access to all appropriate/required resources for the role/activity.
- Resources and equipment used should follow governing body guidelines/rules.

Task marking – medium level of control

- Student evidence must include a 'log' detailing their participation over the suggested timeframe.
- The teacher/assessor must mark all performances using the assessment criteria for the role (page 14).
- The teacher/assessor must make all assessment decisions.
- The teacher/assessor must be present for all assessed performances, or suitable, clear, evidence must be made available to the teacher/assessor so that assessment decisions can be made. See *Guidance relating to the use of alternative evidence for Section 2.1: Practical performance* (page 20).

Assessment criteria for controlled assessment task for Section 2.1: Practical performance

2.1.3: Leader

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>The student demonstrates a very basic level of performance helping the teacher deliver a practical session for beginners at an extra-curricular club/junior section of a club.</p> <p>They can help to set up activities within a session and play a minor role in encouraging participants. The student may identify some obvious strengths or areas for development but will be unable to make any evaluation.</p> <p>The student will lack confidence, displaying very limited organisational and communication skills.</p> |
| 3-4 | <p>The student demonstrates a basic level of performance in the role of a leader's assistant during a number of training/practice sessions for an extra-curricular club/junior section of a club.</p> <p>They can help to set up skills practices within a session and take an active role in encouraging participants during a fitness session. The student can identify and evaluate only the very basic strengths and areas for development.</p> <p>The student will lack confidence, displaying limited organisational and communication skills.</p> |
| 5-6 | <p>The student demonstrates their ability to assist in the planning and delivery of a number of training/practice sessions for younger students, individual participants/group/team at a club.</p> <p>They can plan a skills practice within a session and lead part of a fitness session. It will be evident that the performance of the group/team or individual has made some improvement. The student can evaluate performances, indicating strengths and areas for development, and be able to give some helpful feedback.</p> <p>As a leader, the student will be confident in certain situations, displaying some good organisational and communication skills.</p> |
| 7-8 | <p>The student demonstrates their ability to plan and deliver a number of training/practice sessions for junior individual participants/group/team at a club.</p> <p>They can plan basic skills practice/fitness sessions. It will be evident that the performance of the group/team or individual has made some improvement. The student can evaluate performances, indicating strengths and areas for development, and be able to give some positive feedback.</p> <p>As a leader, the student will be confident in most situations, displaying good organisational and communication skills.</p> |
| 9-10 | <p>The student demonstrates their ability to plan and deliver a number of training/practice sessions for individual participants/team representing, for example, centre/junior club/region.</p> <p>They can plan advanced skills practices and fitness sessions aiming to improve the performance of the group/team or individual. The student will accurately pinpoint a performer's strengths and areas for development and be able to give detailed feedback.</p> <p>As an inspirational leader, the student will be confident, highly organised, and display excellent communication skills.</p> |

Using the assessment criteria for Section 2.1: Practical performance

In applying the assessment criteria the following principles need to be adhered to.

- The basis of all assessment will be the student's technique (which underpins the skill and effectiveness with which skills are applied both in structured practices and full game situations) and the outcome, how well they perform.
- In individual activities the overall assessment will be based on the cumulative principle, reflecting the degree of difficulty of the movement, which enables the student to apply their skill in the context of the activity.
- The final marks will depend on the student's technique and effectiveness in applying the skills, together with the outcome of the performance (for example how fast they run or swim a given distance, or how well they perform a routine in trampolining or synchronised swimming).

In assessing students, centres also need to consider the following.

- When assessing skilled performance due consideration must be given to gender differentials:
 - whilst the assessment of technique will remain the same, the effectiveness of performance must be assessed in a 'like v like' situation (for example, boys should not play against girls in a competitive football or rugby match. However, they may play mixed badminton or tennis).
- Centres need to develop a rank order and apply it across the matrix.
- When assessing students with positional skills, the following must be considered.
 - Students who specialise in playing positions involving particular individual skills need to be assessed in these skills, alongside the skills stated in the assessment criteria for the physical activity.
 - Students should cover all aspects of the specification within the coursework but the practices used for assessment purposes should reflect, and enable them to demonstrate, their positional skills (for example, prop forward in rugby union, goalkeeper in hockey or a wicket-keeper in cricket).
 - Positional skills should be considered for the mark awarded.

Activities and activity groups

Group A: Outwitting opponents (for example in games activities)

| | | |
|----------------------|-----------------|--------------|
| Amateur boxing | Hurling/camogie | Rounders |
| American football | Ice hockey | Rugby league |
| Association football | Inline hockey | Rugby union |
| Badminton | Judo | Softball |
| Baseball* | Ju-jitsu | Squash |
| Basketball | Karate | Table tennis |
| Cricket | Korfball | Tae kwon do |
| Fencing | Lacrosse | Volleyball |
| Field hockey | Lawn tennis | Water polo |
| Gaelic football | Netball | |
| Handball | Polo | |

* *English or Welsh baseball*

Group B: Accurate replication of actions, phrases and sequences (for example in gymnastic activities)

Gymnastics*

Synchronised swimming

Trampolining

* *For gymnastics, students must offer agilities (floor work) and vaulting, plus one other sequence of their choice. See the assessment criteria for gymnastics for further guidance.*

Group C: Exploring and communicating ideas, concepts and emotions (for example in dance activities)

Dance*

Ice dance

* *Although a wide range of dance styles are acceptable (students may choose from any recognised style of dance, for example ballet, jazz, modern, tap) dance may be offered as only one practical activity. See the assessment criteria for dance for further guidance.*

| Group D: Performing at maximum levels in relation to speed, height, distance, strength or accuracy (for example in athletic activities) | | |
|---|-----------------------|---------------|
| Archery | Cross-country running | Cycling |
| Athletics* | Golf | Lawn bowls |
| Clay pigeon shooting | | Rowing |
| Competitive swimming | | Weightlifting |
| * For athletics, students must offer three events taken from at least two groups (running events, jumping events or throwing events). See the assessment criteria for athletics for further guidance. | | |
| Group E: Identifying and solving problems to overcome challenges of an adventurous nature (for example in outdoor and adventure activities) | | |
| Canoeing | Orienteering | Surfing |
| Climbing | Personal survival | Trekking |
| Horse riding | Sailing | Wakeboarding |
| Kayaking | Skiing | Water skiing |
| Life-saving | Snowboarding | Windsurfing |
| Mountain biking | | |
| Group F: Exercising safely and effectively to improve health and wellbeing (for example in fitness and health activities) | | |
| Fitness training* | | |
| * For fitness training, students must offer at least two of the following activities in combination: | | |
| – aerobics | | |
| – body pump | | |
| – circuit training | | |
| – continuous training | | |
| – interval training | | |
| – pilates | | |
| – weight training | | |
| – yoga. | | |

Guidance relating to activities and activity groups for Unit 2

Not all students from a centre need to offer the same physical activities for assessment for Section 2.1: Practical performance.

Centres should refer to *Additional and alternative activities* (page 19) for any other physical activity they may wish to consider offering.

Forbidden combinations, and restrictions, for activities for controlled assessment task for Section 2.1: Practical performance in the role of player/participant

Students may not offer both of:

Camogie *and* hurling

Judo *and* ju-jitsu

Karate *and* tae kwon do

Life-saving *and* personal survival

Netball *and* korfball

Orienteering *and* trekking

Inline hockey *and* ice hockey

Rugby league *and* rugby union

Skiing *and* snowboarding

Wakeboarding *and* water skiing

Yoga *and* pilates (as part of fitness training).

Students may offer only one of:

Baseball, rounders *and* softball.

In addition, students may offer only three of:

Competitive swimming, lifesaving, personal survival, synchronised swimming *and* water polo.

Additional and alternative activities

The rationale for including activities is based on the need to support centres in delivering the National Curriculum. This means that if centres want to offer activities not listed in the specification, they must be available to the whole GCSE cohort, and via the centre's curricular or extra-curricular activities.

The approval process for additional/alternative activities is called Meeting Local Needs (MLN).

A major feature of the design of these GCSEs is that it enables students to apply their developing knowledge and understanding to their personal training, with a desired outcome being an improvement in performance.

Activities that do not have a physiological basis for training will not be acceptable. Target activities such as darts and recreational table activities such as pool and snooker are, therefore, excluded. It is essential that an outcome of the competitive activity must not be to seek to injure opponents through attacking moves. This precludes activities such as kick boxing and certain martial arts. Finally, motorised activities, such as karting and scrambling, have been deemed inappropriate.

Centres wishing to offer activities that are not listed in *Activities and activity groups* (pages 16-17) must apply through the MLN process. The final date for applications is 30 October in the academic year of the examination series.

In addition, centres can and should be encouraged to use the MLN process if they wish to offer any specifically developed, or adapted, activities for individual students, or groups of students; for example, students who participate in activities such as boccia or wheelchair basketball.

Applications must be made in writing, centres will need to develop and submit to Edexcel a full activity specification design (in the format of the published activities), along with full and appropriate assessment criteria. The criteria must be applicable to male and female students alike.

All activities submitted will need to comply with all the appropriate recommendations related to the safety of students as recognised by the Association for Physical Education in their publication, *Safe Practice in Physical Education & School Sport 2008*.

Edexcel reserves the right to amend, modify or refuse applications and submissions.

Assessing students with physical disabilities for Section 2.1: Practical performance

When assessing students with physical disabilities, centres need to apply necessary amendments and adaptations to the practical activities to ensure that the individual student is neither advantaged nor disadvantaged within the assessment because of their specific disability.

Students with physical disabilities must fulfil the requirements of the examination and cover the required elements of the specification.

Where centres assess students who have amended techniques due to the nature of their impairment (for example catching, passing and kicking for amputees), it must be shown that the technique underpins the skill and it is the skill that is assessed.

As with all students, the overall assessment must be in a 'like v like' situation.

Students with physical disabilities often develop extremely effective techniques, which are very skilful, although their performance may not be as effective in a non-disabled competitive situation.

Guidance relating to the use of alternative evidence for Section 2.1: Practical performance

If the teacher/assessor cannot be present for/at a performance, then alternative evidence must be made available to them so that assessment decisions can be made.

This evidence must be suitable and clear, and ensure that the parameters of the related controlled conditions can be maintained. The teacher/assessor must be able to ensure that:

- while the work of the individual may be informed by working with others, each student must provide an individual response
- that the contributions of individual students are recorded accurately.

In addition, the controls relating to feedback must be maintained; unless it is required for health and safety reasons, feedback is not permitted during the assessed performance/performances.

The most suitable form of alternative evidence will probably be video.

Video evidence should be produced in a standard/common format, such as a DVD or VHS tape, or a 'free to access' IT application, such as Windows Media Player or Quicktime. This is important as it will ensure that the teacher/assessor is able to use the video for assessment purposes, and that Edexcel will be able to use the video where necessary/appropriate.

Video evidence should clearly show all the assessment requirements of the selected physical activity, which will probably require a combination of:

- wide-angled shots, to give an overall perspective
- closer range shots, to show aspects such as stance, posture and position
- close-up shots to show specific requirements and techniques, for example grips in racquet activities.

In order that all the assessment requirements are shown it may be useful for the video to be accompanied by a commentary, or storyboard, and also that, where possible, the assessment requirements be shown 'in order'.

Therefore, students being assessed must be easily identifiable, thus, if the video shows the student in a 'group performance' (for example a group dance performance or a team game), they should be identifiable by a number, or a particular item of clothing. Centres must consider the responsibilities relating to the acquisition, and use, of alternative forms of evidence, for example the need for parental, or even student, consent relating to the use of video and photographs.

Section 2.2: Analysis of performance

Section 2.2: Analysis of performance requires all students to undertake an analysis of performance, which is made up of five separate components:

- 2.2.1: Rules, regulations and terminology
- 2.2.2: Observe and analyse performance
- 2.2.3: Evaluate performance
- 2.2.4: Plan strategies, tactics and practices
- 2.2.5: Plan a Personal Exercise Programme (PEP).

The analysis of performance must be based on one of the physical activities undertaken in the role of player/participant in *Section 2.1: Practical performance*.

- The analysis of performance cannot be based on the roles of official or leader.
- Component 2.2.5 (the Personal Exercise Programme) can be based on a different physical activity to the other sections of the analysis of performance, but must be based on an activity undertaken in the role of player/participant in *Section 2.1: Practical performance*.

See *Activities and activity groups* (pages 16-17) for a list of accepted physical activities.

Section 2.2 provides a link between the practical performance in Section 2.1 and the theory relating to performance in *Unit 1: The Theory of Physical Education*.

As with all the content of the Edexcel GCSEs in Physical Education, Section 2.2 is best delivered practically, and through an integrated approach.

Students must be able to:

- show their knowledge and understanding of the rules, regulations and terminology of a selected physical activity
- observe and analyse performance in physical activity
- evaluate performance in physical activity and recognise strengths and areas for improvement
- plan strategies, tactics and practices to improve skills and performance
- plan a Personal Exercise Programme to improve their fitness and performance.

Controlled assessment task for Section 2.2: Analysis of performance

Task setting – limited level of control

Tasks must allow students to:

- show their knowledge and understanding of the rules, regulations and terminology of a selected physical activity
- observe and analyse performance in physical activity
- evaluate performance in physical activity and recognise strengths and areas for improvement
- plan strategies, tactics and practices to improve skills and performance
- plan a Personal Exercise Programme to improve their fitness and performance.

Students can complete the first four components of the task in a variety of appropriate formats, including:

- a question and answer session
- a written report
- a presentation.

The Personal Exercise Programme (component 2.2.5) must be presented in written form.

Task taking – medium level of control

Authenticity control

- Students must complete all work, with the exception of their preparation, under informal supervision. Informal supervision is confined to ensuring that contributions of individual students are recorded accurately and ensuring that plagiarism does not take place. This means that all work, which forms part of the assessments must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual students and ensure that plagiarism does not take place.
- Preparation may be completed under limited supervision (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes); for example students can undertake analyses of performance when the teacher/assessor is unable to ensure that contributions of individual students are recorded accurately and that plagiarism does not take place. However, this cannot form part of the work to be assessed.

Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the final assessed performance/performances.

Time control

- It is suggested that the minimum duration for the analysis of performance is nine hours (combining preparation and the final assessed analysis).
- The duration of the final assessed analysis should be based on an appropriate time to allow students to complete each of the components of the task (2.2.1-2.2.5), in the format(s) selected. For example it may take longer to 'write up' a written report than to complete a question and answer session or presentation.

Collaboration control

- The work of the individual may be informed by working with others but students must provide an individual response.
- Other parameters, listed above, must be maintained.

Resources

- Student access to resources is determined by the centre.
- Students should be given access to all the appropriate/required resources for the task. The resources that are appropriate/required may depend on the format used to complete the task, as well as the activity on which the analysis is based.

Task taking – medium level of control

- The teacher/assessor must mark all performances using the published assessment criteria (pages 24-25).
- The teacher/assessor must make all assessment decisions.

Assessment criteria for controlled assessment task for Section 2.2: Analysis of performance

Component 2.2.1: Rules, regulations and terminology

| | |
|----------|---|
| 0 | Performance not worthy of credit. |
| 1 | Students demonstrate some knowledge of the basic rules and regulations and their roles in physical activity and make use of simple terminology appropriate to the activity. |
| 2 | Students demonstrate a sound knowledge but may falter on the more complex rules and/or regulations of the activity. They have an understanding of the basic terminology but falter on the more technical aspects. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately. |
| 3 | Students demonstrate a clear understanding of the rules and regulations of competition. They will, on the whole, use correct terminology. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate. |
| 4 | Students demonstrate a clear understanding of the rules and/or regulations of competition and the ability to apply them. They show a clear understanding of the technical terms appropriate for the activity at this level. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used. |

Component 2.2.2: Observe and analyse performance

| | |
|----------|---|
| 0 | Performance not worthy of credit. |
| 1 | Students may describe what they have seen but not analyse the performance. |
| 2 | Students will make a sound observation and are able to analyse simple, but not technical, aspects of techniques, movements, tactics or strategies. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately. |
| 3 | Students will make a detailed observation and analyse performance making use of a variety of recognised techniques applicable to the activity. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate. |
| 4 | Students will observe and analyse performance and make and use a variety of recognised techniques. They link detailed analysis of all aspects into comprehensive feedback. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used. |

| Component 2.2.3: Evaluate performance | |
|--|--|
| 0 | Performance not worthy of credit. |
| 1 | Students will identify and evaluate only the very basic strengths and areas for improvement in performance. |
| 2 | Students will evaluate performances and compare one with another, indicating strengths and areas for improvement. They will refer to the perfect model, but sometimes inaccurately. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately. |
| 3 | Students will make a good assessment of the strengths and areas for improvement in performances. They can evaluate and give a good explanation against the perfect model. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate. |
| 4 | Students will evaluate the strengths and limitations of performances accurately against the perfect model. They provide a detailed evaluation that will link all aspects of the analysis into comprehensive and detailed feedback. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used. |

| Component 2.2.4: Plan strategies, tactics and practices | |
|--|---|
| 0 | Performance not worthy of credit. |
| 1 | Students will suggest simple strategies and practices to improve skills and/or performance. |
| 2 | Students will suggest simple practices to improve basic skills in order to improve performance. They can plan simple strategies and explain basic tactics. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately. |
| 3 | Students will make sound suggestions to improve skills and/or performance. They will suggest and discuss tactics to take performance to a higher level. They will have sound evidence of a structured quantitative analysis for some aspect of their physical activity. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate. |
| 4 | Students demonstrate a very good knowledge of and ideas for practices to improve performance. They plan more complex strategies and explain advanced tactics to improve performance. They have very good and clear documentation for the analysis. They will evaluate the evidence and suggest ways to improve performance on the basis of this evidence. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used. |

| Component 2.2.5: Plan a Personal Exercise Programme (PEP) | |
|--|---|
| 0 | Performance not worthy of credit. |
| 1 | Students will show little understanding of planning, performing, monitoring and evaluating their fitness and training. Students' work will show weaknesses in grammar, spelling and punctuation, and if technical language is used it may not be correct or used accurately. |
| 2 | Students will produce a Personal Exercise Programme to improve their personal fitness over a six-week period of planned, personal training and can discuss their programme in relation to performance. Students' work may show weaknesses in grammar, spelling and punctuation, and the use of technical language may not be accurate. |
| 3 | Students will show clear evidence of planning improvement in fitness to take their own practical performance to a higher level. Students' work will, on the whole, be grammatically sound and spelling and punctuation will be correct. The use of technical language will, mostly, be accurate. |
| 4 | Students will produce clear and ample evidence of a well-designed Personal Exercise Programme which shows improvement in their personal fitness over a six-week period, taking their performance to a higher level. Students' work will show sound grammar, spelling and punctuation and appropriate technical language will be used accurately. |

| Using the assessment criteria for Section 2.2: Analysis of performance |
|--|
| <p>The teacher/assessor should mark all five components of the controlled assessment task for Section 2.2: Analysis of performance using the published assessment criteria (pages 24-25).</p> <p>The five components of this task are marked separately.</p> <p>Each component is marked out of four.</p> <ul style="list-style-type: none"> • The marks for the five components are combined to give a mark out of 20. • The mark out of 20 must be divided by two to give a mark out of 10, which is the contribution of the controlled assessment task, for Section 2.2: Analysis of performance, towards the GCSE. <p>If dividing the mark out of 20 by two generates a fraction this should be 'rounded up', as the mark out of 10 should be a whole number; for example, 17 out of 20, when divided by two is eight and a half, which should be rounded up to give nine, which is the mark that should be submitted.</p> |

Quality of Written Communication (QWC) in Section 2.2: Analysis of performance

QWC forms an integral part of all GCSEs and is part of the controlled assessment task for Section 2.2: Analysis of performance.

Quality of written communication takes account of grammar, spelling, punctuation and legibility, and these are accounted for in the assessment criteria for the task.

QWC is taken into account if students present their work in a related/appropriate format (for example a written report) in components 2.2.1-2.2.4, and in the Personal Exercise Programme (component 2.2.5), which must be completed in a written format.

Quality of written communication also includes the use of technical language, which is an important part of Section 2.2: Analysis of performance, and is also accounted for in the associated assessment criteria.

Glossary of terms for Unit 2: Performance in Physical Education (controlled assessment regulations)

Controlled assessment

A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking.

Component

A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported, where the awarding body records the marks.

A component may contain one or more tasks.

Unit

The smallest part of a qualification that is formally reported and can be separately certificated. A unit may comprise separately assessed components.

A unit may contain one or more tasks.

Task

A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects.

Mark scheme

A scheme detailing how credit is to be awarded in relation to a particular unit, component or task. The mark scheme normally characterises acceptable answers, or levels of response, to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts. It may also include information about unacceptable answers.

Supervision

Informal supervision (medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) that the contributions of individual students are recorded accurately, and (ii) that plagiarism does not take place. The supervisor may give limited guidance to students.

Limited supervision (low level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Task marking

This specifies the way in which credit is awarded for students' outcomes. Marking involves the use of mark schemes and/or marking criteria produced by Edexcel.

Task setting

The specification of the assessment requirements. Tasks may be set by Edexcel and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with Edexcel's specified requirements.

Task taking

The conditions for student support and supervision, and the authentication of students' work. Task taking may involve different parameters from those used in traditional written examinations, for example students may be allowed supervised access to sources such as the internet.

Amateur boxing

Skills, knowledge and understanding

It is essential that the student has a basic understanding of boxing skills and tactics, the rules of amateur boxing, and the need for health and safety. Attacking skills can be demonstrated on hitting equipment and defensive skills can be assessed with or without partner work, as appropriate. The skill focus is on the attacking straight punches to the head and body and defences to those punches.

Skill area

An assessment can be made of the (orthodox or southpaw) student's ability by demonstrating the selected skills in a stationary or moving situation with the aid of the following: shadow boxing; drills; hitting equipment; partner pad work; sparring (technique, conditioned or open).

Skills to be assessed:

- **stance and guard:** maximum protection; position of body weight in relation to feet; position of feet, hands, elbows, trunk and chin; relaxation; maintenance of stance and guard on the move
- **footwork:** maintenance of base on the move; relaxed movement in all directions; short sliding and movement of the feet; front foot range finder; rear leg power source; balls of the feet; feet at approximately 30 degrees to the right

attack:

- **using straight punches, with either hand, to the target area:** the role of the lead hand; the role of the rear hand; power source; relaxation; rotation; protection in attack; bodyweight distribution; good start position; power line; use of single and combination punches; position of hands, knees and chin; use of switch attack; use of single and combination punches
- **against straight punches to the body target:** using the feet (push away; step back with rear foot; lateral step to either left or right, aiding the parry; pivot); using the trunk (rotation to aid the elbow block); using the arms (tuck and load; elbow/arm block with either arm; inside and outside parries)

defences:

- **against straight punches to the head target:** using the feet (push away; step back with rear foot; lateral step to either left or right; pivot); using the trunk (ducking; slipping inside; slipping outside; lay back); using the arms/shoulders (the block/catch; the parry; shoulder block).

Knowledge and understanding:

- Preparation for and completion of training – warm-up and warm-down, as well as principles of training, especially the need for rest
- Clothing and equipment; fluid and energy intake; hygiene
- Second Impact Syndrome – concussion
- **Fundamental rules of amateur boxing:** target area; scoring blow; the ring; medical scheme; tournament officials; referee's commands; the three-day rule; head guards; duration of rounds; bandages; classification of boxers
- **Tactical awareness** (boxing skills to be used against the southpaw, orthodox boxer, counter puncher, aggressive boxer, taller boxer and shorter boxer)

Additional information

Students **must** wear headguards and boxing gloves whilst participating in amateur boxing, and be supervised by someone with specialist experience in this area. Punches/defences using hooks/uppercuts will not be assessed. Students must adhere to the Amateur British Association ABA guidelines.

Assessment criteria for Amateur boxing: Practical performance

2.1.1: Player/participant

| | |
|------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Stance and guard: demonstrates the basic shape of a base. Guard attempted but appears awkward. Footwork: attempts to move but shows loss of base and balance when on the move. Feet lack co-ordination, move different lengths and sometimes the feet cross.</p> <p>Attack: unable to control hands when punching in attack, for example hands not returning to start position, lack of accuracy, loss of power line etc. Defence: when defending limited to use of hands. Unable to use trunk. Loss of balance and guard when attempting to defend.</p> |
| 3-4 | <p>Stance and guard: base is aided by suitable distance between the feet with flexed front knee, bent rear leg. High guard is used with palms facing each other, looking through the gloves. Footwork: attempts to move to and fro but loses base. Limited coordination using feet and hands to punch. Not able to correct mistakes with footwork.</p> <p>Attack: uses rotation in a stationary position to hit the target area using either hand. Ability to attack from a stationary position by sliding the front foot forward to assist the lead hand. Defence: stationary ability to guard with hands and trunk. Able also to demonstrate feet defences from a stationary position, for example step back with the rear foot when attacked with a lead hand.</p> |
| 5-6 | <p>Stance and guard: base aided by rear foot being off-set and feet pointing in the same and correct direction. Guard aided by elbows resting on the torso, rear hand guarding the chin. Trunk aligned with feet, with lead shoulder pointing forward. Footwork: able to attack and retreat maintaining balanced base and guard. Uses short sliding steps, moving the same distance with the feet. Feet co-ordinate with the hands when punching.</p> <p>Attack: able to use the lead hand to attack and defend. Accurately hits the target area, using single and combination punches, whilst stationary and on the move. Able to use the trunk and feet to demonstrate power source. Demonstrates control of timing and distance with straight punches to target area. Able to vary power of punching. Demonstrates switch attack. Defence: able to defend using arms, trunk and feet on the move.</p> |
| 7-8 | <p>Stance and guard: guard relaxed, chin down, lead hand off-set. Footwork: relaxed movement of the feet and demonstrates the ability to move (and punch) in all directions, maintaining base and guard. Changes direction without loss of upper body balance.</p> <p>Attack: as previous level and able to change punching tempo. Uses combination punching. Demonstrates tactical work, eg moving the opponent with the use of the feet and hands, boxing the taller opponent etc. Defence: demonstrates knowledge of defensive skills by selecting the correct defensive skill to use, determined by the opponent, eg parrying the lead hand of an opponent with a longer reach.</p> |
| 9-10 | <p>Stance and guard: with bodyweight correctly distributed and on the balls of the feet, gloves closed but not clenched. Hands held at the correct power line. Footwork: demonstrating the ability to change speed in defence and attack, using the feet. Maintains body balance at all times.</p> <p>Attack: able to use feints to out think/deceive the opponent. Uses hands and feet in phased combination attacks. Demonstrates ring control using hands and feet to judge distance. Defence: demonstrates anticipation skills using single punch counters and counter attacks using either hand. Maintains good defence at all times.</p> |

American football

Skills, knowledge and understanding

Skills required to perform during assessment in drills, skeleton plays and full structured plays

Offensive lineman:

- Technique of the three point and two point stance.
- Initial footwork out of stance.
- Correct identification of player to block.
- Blocking footwork.
- Cut blocking.
- Run blocking: locking onto opposing player; down blocking; outside blocking; penetration of the block in a vertical direction; awareness of the play development; finishing the block; sealing an edge.
- Pass blocking: mirroring opponents moves; lateral shuffle and slide; creating a pocket away from the quarterback.

Quarterback:

- Fundamental mechanics: securing the snap; effectiveness of three and five step drops; hand offs; arm mechanics of the throw; footwork throughout the throwing action.
- Accuracy of the throw: spiral of the ball; throwing to receivers target zone; throwing away from the defender; timing and velocity of the throw.
- Decision making: when and where to throw the ball.
- Deception: use of eyes; pump fake; play action fakes.

Running back:

- Stance.
- Receiving a hand off.
- Going in motion.
- Ball carrying technique – ball security.
- Running with the ball; identifying the gap; running north and south; breaking tackles; stiff arm; duke; side step.
- Use of up field blockers.
- Running style arm action and leg action.
- Running speed and acceleration.
- Lead blocking: identifying the player to block; creating a gap.
- Pass blocking; identifying the unblocked pass rusher or lineman who needs assistance.
- Cut and shoulder blocking.

Wide receiver:

- Stance.
- Going in motion.
- Route running: speed off the line of scrimmage; punch and go; swim move; wide variety of routes, eg slant, in, fade, corner, out, hook, flat and seam; conciseness of the route; beating the defender/getting open; identification of space; early identification of the ball.
- Catching and securing the ball post-catch.
- Ability to continue running after the catch
- Up field blocking.

Defensive lineman:

- Stance.
- Playing the gap or player appropriate to the play call.
- Footwork.
- Power rush/bull rush.
- Speed rush.
- Swim move.
- Spin move.
- Early identification and appropriate adjustment for run or pass.
- Level of penetration.
- Hands up at the throw.
- Ability to beat the offensive lineman.
- Tackling: basic technique and side, front and rear tackling.

Defensive secondary (linebackers, cornerbacks and safetys):

- Stance.
- Moving laterally and staying in a good hitting position.
- Backwards running with speed and agility.
- Getting out of a back peddle to attack the ball.
- Switching running styles as appropriate to the development of the play.
- Footwork within each running style.
- Keeping eyes fixed on the reads.
- Zone defense; play recognition (early identification of the play and calling to others, knowledge of individual zone responsibility, picking up player as they enter their zone, identifying pass patterns), Blitzing.
- Playing the man: tracking and keeping with opponents movements; getting the head back to identify the ball; making a play on the ball.
- Run play: stepping up to fill assigned gap; avoiding blocks and running to the football making the tackle.
- Tackling: basic technique; side, front and rear tackling.

Tactics for all positions:

- Understanding and coping with the players' responsibility within a certain play.
- Understanding and coping with the overall intended goals and outcomes of a play.
- Understanding and coping with no huddle play calling.
- Understanding and coping with the use of deception within a play.

Laws of the game and their application, including refereeing signals**Additional information**

Sometimes, the ability of opposing players need to be taken into account when awarding marks, for example an average offensive lineman going up against a very poor defensive lineman will get good penetration and do very well, however, against a very good defensive lineman may get no penetration and do less well.

Students' performances will be assessed primarily on their overall effectiveness **and** technique, for example a running back with poor technique but great speed that is incredibly dominant on the field of play will not be awarded as high marks as a running back with good technique, that also has great speed and dominance on the field of play.

Students that play a specialist position not listed should be assessed in the most appropriate of the following ways.

- Where the specialist position can be seen as a combination of two of the listed positions, the student should be assessed against the sets of skills for both positions, eg a tight end should be assessed against the skills of both offensive linesman and wide receiver.
- Where the specialist position is similar to one of the listed positions the student should be assessed against the set of skills for that position, eg a full back should be assessed against the skills of a running back.
- Where the specialist position is considered to be part of the special teams, the student must be assessed in another position.

Students can perform in either one or two positions. Students that perform in two positions can achieve higher marks, although they are not required to do so to achieve higher marks.

If a student performs in two positions, and performances in both positions meet the criteria of the same mark band then they should receive the higher mark in that band, eg if a student's performance in both positions meet the criteria of the 7-8 mark band, they should receive an 8, not a 7, even if considering each performance individually they would receive a 7, not an 8.

If a student performs in two positions, and the performances for each position meet the criteria of different mark bands, they should receive the mark bands they should receive the mark for the position that the superior performance is in.

Assessment criteria for American football: Practical performance

2.1.1: Player/participant

| | |
|------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Offensive lineman: Has the ability to get into a stance and gets out of the stance on the correct snap count more often than not. Blocks with some effectiveness in the right direction and is at least able to significantly slow down the opposing player if only for a brief period. Has no real blocking technique. Is relatively slow, not dynamic and struggles to keep pace with those around. Has very limited awareness of play development but is at least able to stay focused on a specific assignment.</p> <p>Quarterback: Has the ability to get back into some sort of drop and hand off or make a throw. Throws with limited accuracy but at least in the vicinity of the receiver. Has limited technique and puts an inconsistent spiral on the football. Has limited vision but at least has an idea of where his receivers are on the field. Can complete a certain percentage of throws. Has a degree of decision-making ability and throws to a receiver that is in some position to make a catch. Is not good under pressure and is not able to adapt when a play breaks down.</p> <p>Running back: Has little ball security and runs with limited acceleration and speed. Often does not choose the correct gap but makes some attempt to beat a player and gets positive yardage some of the time. In pass protection can at least slow a player down if only for a very limited period.</p> <p>Wide receiver: Rarely gets free and has very little concept of any gaps in zone coverage. Runs the correct route correctly but sloppily and without accuracy. Can catch a ball but not that often and drops even simple catches reasonably often. Has very limited awareness of play development but is at least able to stay focused on specific assignments. Is very ineffective at getting further yardage when possible.</p> <p>Defensive lineman: Has the ability to get into a stance but gets out of the stance with no real speed. Does not get bowled over by the offensive lineman all the time but lacks any significant penetration and makes the lineman's job relatively easy. At least gets their body into the correct gap assigned and has some ability to reduce the gap being created for the running back. Is relatively slow and un-dynamic and struggles to keep pace with those around. Has very limited awareness of play development but is at least able to stay focused on a specific assignment.</p> <p>Defensive secondary: Has generally poor technique and is slow to read the play as it develops. Can stay focused on simple assignments but rarely has the ability to stop a play. Has poor tackling technique and has trouble with any blockers. Has very little influence in any given play.</p> |

| | |
|-----|--|
| 3-4 | <p>Offensive lineman: Shows some technique in coming out of the stance and blocking a player but is generally sloppy and still limited in blocking effectiveness. Has some degree of dynamism and can at least keep pace with those around. Stays focused on specific assignment and shows signs of adaptability.</p> <p>Quarterback: Throws with some accuracy and can often complete short throws. Has an inconsistent spiral but gets the ball in the vicinity of the receiver often. Technique may still be sloppy but some basic fundamentals exist. Has knowledge of the receivers' routes and can sometimes pick out the open receiver. Has some degree of athleticism and can scramble enough to keep a play alive for a short period.</p> <p>Running back: Has adequate ball security, can run through a gap and get positive yardage when the offensive line is doing their job. Has very little ability to adapt if the gap closes. Shows some running technique and has some speed but has a lot of trouble breaking a tackle or beating a man. In pass protection can at least slow a player down if only for a very limited period.</p> <p>Wide receiver: Can get free occasionally but still has a very limited vision in spotting the gaps. Runs simpler routes with some degree of accuracy and can hold onto simple catches most of the time. Has limited awareness of play development and is often sloppy in running plays and may give up when the play goes elsewhere. Can make a run after the catch where possible but with sloppy technique.</p> <p>Defensive lineman: Gets into a reasonable stance and has some speed out of it. Can cause the offensive lineman some problems but usually loses the battle at the line of scrimmage. Is not very powerful and struggles to make anything other than the simplest tackles. Has enough knowledge to run the correct assignment but sloppily and with limited impact. Has little awareness of the play development around them.</p> <p>Defensive secondary: Has some technique and can follow a play within their field of responsibility. Can be in a position to attempt to make a play that enters their assigned area. Has some ability to tackle but has trouble dealing with blockers. Does not have good awareness and is slow to react to a play as it develops. Can stay with a player sometimes but is easy to shake off.</p> |
|-----|--|

| | |
|-----|--|
| 5-6 | <p>Offensive lineman: Has reasonable technique in the stance and coming out of the stance. Is relatively effective at blocking a player and does not get beaten regularly. Shows reasonable blocking technique and can demonstrate the different types of blocks. Has some awareness as a play develops and may be able to adapt some of the time to new stimuli. Has a presence as a lineman and can function adequately within an offensive line.</p> <p>Quarterback: Has fundamentally sound technique and can complete the majority of throws between 1-10 yards and a good amount of throws from 10-20 yards. Has good timing and can throw away from defenders keeping some degree of safety from interceptions. Has reasonable vision and can often pick out the open man. Can adapt and scramble with some degree of success when called to do so and whilst not extremely effective has at least some degree of responsibility and can mostly keep the ball out of defenders' hands.</p> <p>Running back: Has reasonable fundamentals, safely carries the football and has speed and agility. Can sometimes break a tackle and has got some skill in beating a man. Can identify the gap most of the time but often hesitates before running north and south and does not do so hard and at full speed. Has a reasonable degree of athleticism and has some ability to make good chunks of yards when the opportunities present themselves. Can perform a reasonable block in pass protection and offers the quarterback a decent level of extra protection.</p> <p>Wide receiver: Can get free and find space and has reasonable technique and running style. Runs all routes with some accuracy but changes in direction are not crisp. Can catch the majority of simple balls and some more difficult and longer passes as well but still drops a number of passes.</p> <p>Defensive lineman: Has speed out of the stance and can sometimes get penetration against a lineman but technique and footwork are still sloppy. Can tackle with some effectiveness but often lets a strong running back get passed. Has some awareness as the play develops and may change direction towards the ball but often gets blocked out of the play and is relatively ineffective when the ball moves away from their specific assigned area. Defensive secondary: Shows reasonable level of technique that will breakdown under pressure. Has some success in dealing with blockers and can sometimes make a play on the ball. Can follow receivers on simple patterns and has reasonable vision on the development of a play but often lets field of vision narrow. Can tackle effectively when it is simple and straight forward but is often beaten. Reacts to the play with relative speed and has some success in maneuvering around blockers.</p> |
|-----|--|

| | |
|-----|---|
| 7-8 | <p>Offensive lineman: Demonstrates good technique in the stance, coming out the stance and in all the different blocks. Is a reliable member of the line and should be able to cope very adequately with blocking assignments. Rarely gets beaten and can often get penetration in run blocking. Is often able to adapt to the play as it develops. Is at least reasonably athletic and has a reasonable level of power and agility.</p> <p>Quarterback: Has sound technique and a good throwing arm with a mostly consistent spiral. Throws with reasonable accuracy and can complete the majority of throws between 1-15 yards and can throw the deep ball with some success. Has good vision and can pick out the open receiver. Has relatively high level of success and can be effective in moving the chains and leading a sustained drive.</p> <p>Running back: Has sound fundamentals and is a strong runner with reasonable technique. Has some finesse and can sometimes break tackles. Identifies gaps well and takes advantages of opportunities when the line presents them but can sometimes hesitate and does not always attack the line at full speed. Has the ability to beat a defender one-on-one quite often and is a solid and reliable player. Runs well north and south when committed but sometimes runs too much sideways and does not get vertical. Can get in trouble if the blocking scheme breaks down.</p> <p>Wide receiver: Is able to beat an opponent and find space often. Rarely drops a simple catch and can often catch the longer balls and balls that are not thrown exactly on target. Runs routes effectively and with a reasonable degree of accuracy. Has a reasonable degree of athletic ability but still lacks some finesse required to really sell play action or any sort of double move. Is reasonable effective in adapting to a play that breaks down but does not necessarily do a good job of presenting a easy throw for the quarterback. This player can be extremely fast and effective because of their speed but still lacking in the fundamentals. Alternatively they can have really good fundamentals but lack the speed to be greatly effective in a game situation.</p> <p>Defensive lineman: Demonstrates all around good technique, reacts well to the offensive lineman and has some success in getting penetration. Is solid in their duties and fills gaps well. Can pressure the quarterback and adjusts to follow the ball with some degree of success. Is a solid tackler and a reliable member of the defensive line.</p> <p>Defensive secondary: Has good all round technique and footwork throughout a play and is solid in their gap or zone. Marks a player effectively but may still get beaten with a well-run route or play action pass. Tackles well with good technique but lacks some presence and aggression. Plays the player and often does not get head around in time to see the ball. Has good athleticism and is a solid all-round defender.</p> |
|-----|---|

| | |
|-------------|--|
| <p>9-10</p> | <p>Offensive lineman: Demonstrates excellent technique in the stance and coming out of the stance. Is quick to block the correct player and use the appropriate block with good blocking technique. Is able to convincingly win the battle at the line of scrimmage locking onto the opponent and getting penetration. Has good awareness as the play develops and is able to adapt effectively to new stimuli during the play and go above and beyond a particular assignment perhaps to help out others or to change blocking direction as the quarterback scrambles to save a play. Is powerful and aggressive in movement whilst showing enough agility to cope with all that the defense throws at them.</p> <p>Quarterback: Has very good fundamental mechanics and footwork both for dropping back, throwing and handoffs. Throws with very high degree of accuracy and puts a good consistent spiral on the ball. Is able to complete the majority of throws between 1-20 yards and has the accuracy to complete throws over 20 yards. Has good vision and knowledge of the playbook knowing which routes the receivers are running. Is able to go through each read and identify the open receiver if one is open. Has the ability to scramble and be patient to buy receivers more time to get open but does not hang onto the ball for too long showing good decision-making. Is a good leader and is very effective at producing scoring drives throughout a game.</p> <p>Running back: Has very good fundamentals in the stance and receiving a hand off. Carries the ball safely and securely and always uses two hands when running at the line switching to one hand in open space. Identifies the correct gap and adapts when the gap closes in. Has good running style. Can perform different blocks with reasonable technique and relative effectiveness. Does not hesitate and makes a strong north south move attacking the line hard and at full speed. Has the ability to beat a defender one-on-one and is able to get forward penetration when tackled. Can often make a play out of nothing even when the blocking scheme breaks down. Is able to use up field blockers where appropriate and has the ability to break away with superior speed. When used for pass protection is effective in identifying and blocking any extra opponents coming at the quarterback.</p> <p>Wide receiver: Is able to effectively beat an opponent and get free to receive a catch. Rarely drops a catch and is able to make an adjustment to the ball in order to make the catch. Runs routes with a high degree of accuracy and adapts routes to maximize gaps in a zone coverage. Is able to put double moves on defenders in order to get free and relies on deception and good body movement and positioning as much as speed. Has good awareness as the play develops and is able to adapt effectively to new stimuli during the play to remain free or come back to the quarterback if the quarterback is scrambling. Secures the ball quickly and efficiently after the catch and is able to make a move on a defender to continue running vertically to the goal line where possible. Is active and effective during running plays and sells play action fakes well.</p> <p>Defensive lineman: Demonstrates excellent technique in the stance and coming out of the stance. Reacts quickly to the offensive lineman and is able to effectively deal with the lineman getting past to make the tackle or at least pressuring the quarterback. Is able to convincingly win the battle at the line of scrimmage. Has good awareness as the play develops and is able to adapt effectively to new stimuli during the play chasing the football. Tackles hard, well and effectively with good technique and can make a good attempt at a tackle even with an offensive lineman still blocking them. Is powerful and aggressive in movement whilst showing enough agility to cope with all that the offense throws at them. Has a strong influence at the line of scrimmage.</p> <p>Defensive secondary: Demonstrates excellent technique throughout the play and does a very effective job of getting involved in the play as it develops. Identifies the play quickly and shouts out to other team mates. Is able to run effectively with a player that they are marking whilst keeping eyes up and aware of how the play is developing. Is very quick to swarm to the ball and avoid blockers. Plays assigned gap or zone effectively and has a positive influence on the play as it enters their area of responsibility. Tackles hard, well and effectively with good technique. Identifies a poorly thrown ball and tries to make a play on the ball where possible. Has a strong overall presence in each play. Is fast, agile and dynamic.</p> |
|-------------|--|

Archery

Skills, knowledge and understanding

Knowledge and understanding

Students should:

- understand the role of rules and conventions in archery to prevent cheating, encourage fair play, maintain safety and prevent injury as practised by both GNAS and FITA
- know the roles and responsibilities of each player and be able to recognise how they are being carried out
- observe all the safety rules and regulations to ensure the safety of themselves, other participants and the general public
- understand and observe whistles or verbal commands
- have a basic knowledge of shooting and etiquette rules
- be able to define a shooting line and a waiting line
- be able to complete a score sheet correctly.

Students should demonstrate:

- correct stance, posture and shooting position including:
 - bow hand placement
 - stance and body alignment
 - bow control, loading the arrow
 - preparation, draw, reference, release and follow through
 - correct use of sight/sighting method to consistently group arrows on the target
- a suitable and sufficient warm-up and cool-down
- knowledge of their equipment and its component parts
- ability to select appropriate draw weight of bow and arrows of a safe length
- ability to safely string a bow and check bow and arrows for defects
- the correct procedures to be used whilst shooting in details.

Range, layout and safety

- Observe all the safety rules and regulations to ensure the safety of themselves, other participants and the general public.
- Understand and observe whistles or verbal commands.
- Define a shooting line and a waiting line.

Equipment

- Knowledge of equipment and its component parts.
- Selection of appropriate draw weight of bow and arrows of a safe length.
- Safely string a bow and check bow and arrows for defects.

Shooting and technique

- Warm-up/cool-down.
- Correct stance.
- Differences between freestyle and POA.
- Adjusting sights to take into account distance changes or weather conditions.

Rules and etiquette

- Complete a score sheet.
- Correct procedures to be used whilst shooting in details.
- Know the roles and responsibilities of each player and be able to recognise how they are being carried out.

Score to be achieved for 18 arrows at 15 metres on 80cm face with 10 zone scoring

Based on GNAS table 15-3 dozen at 15 m on 80 cm face with 10 zone scoring.

| | Point of aim (POA): no sight | Freestyle: with a sight |
|------|-------------------------------------|--------------------------------|
| 1-2 | Below 70 | Below 100 |
| 3-4 | 70-88 | 100-115 |
| 5-6 | 89-106 | 116-129 |
| 7-8 | 107-121 | 130-139 |
| 9-10 | 122-133 | 140-148 |

Assessment criteria for Archery: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Shows little knowledge of all aspects of rules/tactics/requirements; little or no understanding of their own role and responsibilities in the activity; some knowledge of the equipment being used; little knowledge of warming up/cooling down, combining a small range of appropriate elements that covers some of the body. Occasionally demonstrates the ability to adjust the equipment to improve their scores; a small range of technically correct shots; little or no competence in any areas of shot preparation and execution. Has little understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session. |
| 3-4 | Shows reasonable knowledge of all aspects of rules/tactics/requirements; reasonable understanding of their own role and responsibilities in the activity; some knowledge of the equipment being used; reasonable knowledge of warming up/cooling down, combining a reasonable range of appropriate elements that covers some of the body. Occasionally demonstrates the ability to adjust the equipment to improve their scores; a reasonable range of technically correct shots; some competence in most areas of shot preparation and execution. Has a reasonable understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session. |
| 5-6 | Shows moderate knowledge of all aspects of rules/tactics/requirements; moderate understanding of their own role and responsibilities in the activity; moderate knowledge of the equipment being used; moderate knowledge of warming up/cooling down, combining a reasonable range of appropriate elements that covers some of the body. Occasionally demonstrates the ability to adjust the equipment to improve their scores; a moderate range of technically correct shots; some competence in most areas of shot preparation and execution. Has a moderate understanding of the roles of Field Captain, Judge and Archer for the successful completion of a tournament or practice session. |
| 7-8 | Shows good knowledge of all aspects of rules/tactics/requirements; good understanding of their own role and responsibilities in the activity; good knowledge of the equipment being used; good knowledge of warming up/cooling down, combining a range of appropriate elements that covers most of the body. Mostly demonstrates the ability to adjust the equipment to improve their scores; a good range of technically correct shots; good competence in all areas of shot preparation and execution. Has a good understanding of the roles of Field Captain, Judge and Archer that are required for the successful completion of a tournament or practice session. |
| 9-10 | Shows excellent knowledge of all aspects of rules/tactics/requirements; thorough understanding of their own role and responsibilities in the activity; excellent knowledge of the equipment being used; excellent knowledge of warming up/cooling down, combining a wide range of appropriate elements that covers the whole body. Demonstrates the ability to adjust the equipment to improve their scores; an excellent range of technically correct shots; complete competence in all areas of shot preparation and execution. Has a excellent understanding of the roles of Field Captain, Judge and Archer that are required for the successful completion of a tournament or practice session. |

Please see score sheet on page 42, when awarding marks within the mark band.

Association football

Skills, knowledge and understanding

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

- Control in pressurised situations: use of chest, thigh, feet and head.
- Passing:
 - short pass – including use of both feet; use of the inside and the outside of the foot
 - long pass (along the ground, lofted pass) – skills to include use of both feet, outside of the foot and the chip pass
 - body pass – use of head and chest.

All students should show an accuracy of pass as well as the ability to ‘weight the pass’.

- Shooting: power shots (short and long range); shots with inside and outside of foot (swerving shots); first time shots (volleys and half volleys); heading; shooting on the move; penalty kicks and direct free kicks.
- Tackling: block tackle; side tackle; sliding tackle.
- Dribbling: close control; use of either foot; feints; changes of pace and direction.
- Heading: defensive and attacking; for distance and for accuracy.
- Jockeying: pressurising and attacking; closing down a player.
- Goalkeeping skills: throwing for distance and accuracy, punching, palming, handling of shots and crosses – to include pressurised situations; kicking dead ball and clearance; narrowing the angle and diving saves.

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

- Wall pass; pass and go; one touch play.
- Dribbling past an opponent – both sides, feints, close control.
- Pressurised practices and games, eg 3 v 3 or 4 v 4 illustrating spatial awareness; timing – when to run/pass; judgement – where to run, which pass.
- Positional sense; support; weighting the pass.

Tactics

- Attack: depth, width and penetration in attack; use of space and timing; mobility; support play; positional sense. Movements of the ball.
- Defence: close marking; lateral running; covering; depth, width and concentration in defence; delay in defence; man to man and zonal marking.
- Set pieces: direct and indirect free kicks.
- Corner kicks.
- Throw-in and goalkeeper’s kicks.

Systems of play.

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

Assessment criteria for Association football: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Passes with some accuracy. Passes will tend to be under or over hit. Eyes taken off ball prior to contact. Shows reasonable skills but the ball is often played too far in advance and control is often lost. Appears uncomfortable with the ball at his/her feet. Unable to take pace off ball so that it bounces off part of body used to control it. Looks awkward with the ball coming towards them. Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Shows uncertainty in comprehending team tactics. |
| 3-4 | Passes accurately with correct part of foot. The pass sometimes lacks correct weighting. Shows more basic control and technique. Ball kept within easy reach, but sometimes loses control. Control is dominated by the inside of the foot. Demonstrates control in isolation. Ball pushed forward slightly, ready for the dribble or pass. Some control may fail to remove 'pace' from ball. Experiences difficulty with ball coming at differing heights. Starts to become more effective in game situation. May exhibit some individual skills in chosen position although they may be affected by pressures of the game. Will prefer others to take control. |
| 5-6 | Passes ball with accuracy while on the move. Demonstrates correct technique and timing while making various passes. Can run at opponent and dribble past on chosen side with close control of the ball and a high rate of success. Able to exercise control with either foot, having judged the pace and direction of oncoming ball. Ability to use chest and thigh as means of control is evident, although ball may not drop as close to feet as desired. Shows some ability to influence game either in attack or defence. Use of skills is evident under pressure. Able to switch quickly from attack to defence and appreciates the main tactics involved. |
| 7-8 | Passes ball with accuracy while on the move. Demonstrates different types of pass. Using correct technique and timing – displays accuracy with all types of pass. Shows tight control while dribbling past opponent on either side and is beginning to develop a feint action with the upper body. Able to control with all parts of body and apply this frequently in pressurised competitive situations. Able to exert an influence on game in both attack and defence. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness. |
| 9-10 | Demonstrates all types of pass with accuracy, good timing and correct pace. Can pass accurately while on the move, with both inside and outside of the foot. Shows high level of balance and ball control when dribbling past an opponent. Able to 'wrong foot' opponent using feint to go in one direction and move off in other. Able to control ball with both feet, demonstrating ability to push ball in front of body while moving forward, to create space while controlling the ball. Controls ball effectively with all parts of the body. Creates space as ball is controlled. Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors, even under competitive pressure. |

Athletics

Skills, knowledge and understanding

Students must offer **three events** taken from **at least two** groups (running events, jumping events or throwing events detailed below).

Students who base their Analysis of Performance (Section 2.2) on athletics.

The assessment of practical activities is not based on objective tests but is concerned with the application of technique to produce a skilful action resulting in the student's best overall performance in terms of time, height and/or distance. This final performance will be an indicator of the standard of the student.

Centres that use the shine: awards may use these performance standards as guidelines for the assessment of athletic performance.

Jumping events (vertical and horizontal)

- **High jump (vertical)**
 - Approach run: measure accurately, check marks.
 - Take off: gathering of arms, sink position, uncoiling upwards.
 - Flight.
 - Style: one of straddle, scissors, fosbury flop (only if facilities permit).
 - Landing.
- **Long jump (horizontal)**
 - Approach run: measure accurately, check marks.
 - Take off: closeness to board, sink and lift.
 - Flight.
 - Style: one of hang, hitchkick and sail.
 - Landing: feet together, use of arms and hands.
- **Triple jump (horizontal)**
 - Approach: measure accurately, check marks.
 - Hop, step and jump phases.
 - Flight: maintaining height and momentum.
 - Landing: feet together, use of arms and hands.
- **Pole vault (vertical)**
 - Grip.
 - Approach run.
 - Plant.
 - Take off.
 - Flight, release and push.
 - Landing.

Running events

- Position at start (use of blocks where appropriate).
- Arm action and leg action.
- Posture and head carriage.
- Tactics during a race.
- Finish: use of body.
 - **Hurdles:** approach, flight over hurdle – leading leg and arm positions, trailing leg, pick up from hurdle, stride pattern.
 - **Relay:** start, methods of baton exchange and placement of runners; use of check marks.

Throwing events

- **Discus**
 - Initial stance, grip and preparation.
 - Preliminary swings.
 - Movement across the circle.
 - The throwing action.
 - The release: angle, body position and flight.
- **Shot putt**
 - Initial stance, grip and preparation.
 - Movement across the circle.
 - The throwing action.
 - The release: angle, body position and flight.
- **Javelin**
 - Initial stance, grip and preparation.
 - The approach run to point of release – use of cross-over step.
 - The throwing action.
 - The release: angle, body position and flight.
- **Hammer**
 - Initial stance, grip and preparation.
 - Preliminary swings.
 - Movement across the circle.
 - The throwing action.
 - The release: angle body position and flight.

Tactics

- Running events: for example, pacing of races.
- Throwing events: for example, selection of throws.
- Jumping events: for example, selection of starting heights.

Students are expected to know the rules applicable to their athletic events.

**Assessment criteria for Athletics (General performance levels):
Practical performance**

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance(s) not worthy of credit. |
| 1-2 | Performs one event with outstanding level of technique or performance. |
| 3-4 | Performs one event with moderate technique and performance. |
| 5-6 | Performs one event with good level of technique and performance, or performs two events with moderate levels of technique and performance. |
| 7-8 | Performs one event at a high level of technique and performance and one event at a good level, or performs two events with good technique and performance. |
| 9-10 | Performs one event with outstanding level of technique and performance, or performs two events at a high level of technique and performance, or performs three events at a very good level of technique and performance. |

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

For example mark band Level 7-8, if the student can demonstrate **two** events with good performance but not with good technique, she/he would be awarded at 7 not 8.

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

For example mark band Level 7-8: if the candidate can demonstrate **two** events with good performance but not with good technique, he/she would be assessed at 7 not 8.

**Assessment criteria for Athletics (vertical jumping events):
Practical performance**

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Run-up: lacks speed, conviction and rhythm. May show some idea of shape in high jump.</p> <p>Take-off: lacks attack and lift.</p> <p>Flight: poor technique over the bar, may drop hips in Fosbury, may look more like scissors.</p> <p>Landing: lands on wrong part of the body and facing wrong direction.</p> |
| 3-4 | <p>Run-up: shows some attack on approach and an elementary idea of setting out the run-up.</p> <p>Take-off: lacks speed and attack. May be too close to or too far away from the bar.</p> <p>Flight: shows some technique but may still be rather crouched.</p> <p>Landing: may still not land on the correct part of the body and jump still resembles a scissors jump.</p> |
| 5-6 | <p>Run-up: shows correct shape.</p> <p>Take-off: shows some attack. The leading leg shows some drive upwards, assisted by the leading arm.</p> <p>Flight: lay out position shows more arch.</p> <p>Landing: may land on correct part of the body but facing the direction of run-up rather than the bar.</p> |
| 7-8 | <p>Run-up: accurate and shows good rhythm.</p> <p>Take-off: shows good attack, and from the correct position in relation to the bar.</p> <p>Flight: leading arm rises high over the bar and flight is controlled.</p> <p>Landing: lands on correct part of the body, correct position on the bed.</p> |
| 9-10 | <p>Run-up: shows correct shape with excellent rhythm and aggression at take-off.</p> <p>Take-off: leading leg drives vigorously, assisted by leading arm. Correct position in relation to the bar.</p> <p>Flight: excellent shape in flight, legs raised high to complete the jump.</p> <p>Landing: lands well on correct part of body and facing back towards the bar.</p> |

**Assessment criteria for Athletics (horizontal jumping events):
Practical performance**

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Run-up: has little idea of how to set out the run-up, which is also slow.</p> <p>Take-off: lacks attack and lift.</p> <p>Flight – long jump: no idea of hang or other chosen technique in flight, lacks height.</p> <p>Flight – triple jump: no rhythm, no step and runs out of speed in the jump.</p> <p>Landing: no leg shoot, legs may well be underneath on landing.</p> |
| 3-4 | <p>Run-up: has some idea of how to set out the run-up, which may be faster but still lack sprinting speed.</p> <p>Take-off: may show some attack but not real conviction.</p> <p>Flight – long jump: some simple form of technique may start to emerge.</p> <p>Flight – triple jump: the three phases may not be well spaced, probably lacking in the step phase. Lacks rhythm.</p> <p>Landing: still lacking in leg shoot.</p> |
| 5-6 | <p>Run-up: much more idea of how to set out the run-up. Has some speed in the approach with a good sprinting action.</p> <p>Take-off: shows much more attack but may still lack the lift due to lack of technique.</p> <p>Flight – long jump: some idea of technique, probably the hang, may start to appear.</p> <p>Flight – triple jump: may still lack rhythm and distribution in phasing. May run out of speed in the jump.</p> <p>Landing: attempts to get the legs forward of the body assisted by more speed.</p> |
| 7-8 | <p>Run-up: able to set out a good run-up and adjust accordingly. Has a faster, more powerful approach with good sprinting action.</p> <p>Take-off: much more capable of transferring the speed into attack and lift.</p> <p>Flight – long jump: flight shows much more technique.</p> <p>Flight – triple jump: phasing should now be much better with step contributing more to the complete jump.</p> <p>Landing: leg shoot beginning to appear.</p> |
| 9-10 | <p>Run-up: very fast and aggressive on the board, with very good sprinting action.</p> <p>Take-off: speed transferred into excellent lift at take-off.</p> <p>Flight – long jump: achieves good height with correct technique and little forward rotation.</p> <p>Flight – triple jump: three phases well spaced with good use of the arms, thigh lift and drive off the ground. Very good rhythm.</p> <p>Landing: good leg shoot and sink to complete the jump.</p> |

Assessment criteria for Athletics (Running events): Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Starts: has little or no idea of how to set out start position. May come upright too soon.</p> <p>Sprints – posture: poor head carriage and tight in shoulders.</p> <p>Sprint: relay – giving the baton: may carry baton in wrong hand, react too early, slow down too soon, fail to place the baton properly, or combinations of these.</p> <p>Sprint: relay – receiving the baton: sets off too early/late/slowly. May offer wrong hand, or offer hand incorrectly, or stand in the wrong position in the lane.</p> <p>800 m, 1500 m, steeplechase: shows no pace judgement or tactical awareness. Uneconomical style which gets worse as the race progresses.</p> |
| 3-4 | <p>Starts: some idea of how to set out start position, but head may be too high or hips high in set.</p> <p>Sprints – posture: head may lack stability with tight shoulders, lacking drive from arms, legs.</p> <p>Sprint: relay – giving the baton: probably does not sprint hard into the box, may lack confidence in the exchange.</p> <p>Sprint: relay – receiving the baton: may have check marks but in the race may not make best use of them. Unsure when offering back hand, too high or too low, may not make it easy for incoming runner.</p> <p>800 m, 1500 m, steeplechase: shows some pace judgement but little tactical awareness. A more economical style.</p> |
| 5-6 | <p>Starts: has a good idea of how to set out the start position and position at set.</p> <p>Sprints – posture: stable head action, more loose in shoulders. Arms drive in good line. Leg drive more apparent.</p> <p>Sprint: relay – giving the baton: uses correct hand appropriate to position in team, comes into the box with some speed.</p> <p>Sprint: relay – receiving the baton: has some knowledge of check marks, knows when to set off but may lack confidence. Gets back the correct hand but may be too high or too low.</p> <p>800 m, 1500 m, steeplechase: able to judge pace more accurately; economical style is apparent, but becomes less so towards end of race.</p> |
| 7-8 | <p>Starts: sprint start shows quite a good pick-up.</p> <p>Sprints – posture: good and maintained for most/all of the race.</p> <p>Sprint: relay – giving the baton: comes in with confidence and speed, knows which hand to use and why. Uses the correct position in the lane.</p> <p>Sprint: relay – receiving the baton: can set out check marks and assumes correct position in the lane, demonstrates effective technique in either the down or upsweep.</p> <p>800 m, 1500 m, steeplechase: shows good pace judgement with economical style throughout. Begins to show tactics suitable to ability.</p> |
| 9-10 | <p>Starts: drives from the correct leg, keeping low.</p> <p>Sprints – posture: good knee lift appropriate to the event. Powerful leg drive apparent, good technique on the bend as appropriate.</p> <p>Sprint: relay – giving the baton: drives hard into the box, giving the baton with good technique and understands both up/down techniques.</p> <p>Sprint: relay – receiving the baton: can use check marks appropriately, goes at correct time, offers hand in correct position, accepts baton smoothly using either technique.</p> <p>800 m, 1500 m, steeplechase: shows good technique over full distance. Could be paced by 2 or 3 runners in relay to give opportunity to show pace judgement, tactics and ability to compete.</p> |

Assessment criteria for Athletics (Throwing events): Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Grip: has little idea of correct grip. Probably uses standing throw.</p> <p>Preparation: may over-prepare, for example discus swings, or show no preparation.</p> <p>Movement: little or poor preparation.</p> <p>Release: wrong or poor angle and point of release – poor timing.</p> <p>General: technique may be hampered by body shape or size. Has clear idea of safety and some simple rules of competition.</p> |
| 3-4 | <p>Grip: has some idea of the grip in chosen throw(s). Has a reasonably effective standing throw.</p> <p>Preparation: may not get into the correct position, for example ‘T’ position in shot, straight leg or position of shot in neck.</p> <p>Movement: may have problems with the turn in discus and hammer.</p> <p>Release: may finish incorrectly, for example poor balance.</p> <p>General: shows a high awareness of safety rules and knows the basic rules of competition.</p> |
| 5-6 | <p>Grip: uses correct grip appropriate to event.</p> <p>Preparation: gets a better position, for example bend of the leg in shot.</p> <p>Movement: travel and trunk position good, but may lack speed, for example across shot circle.</p> <p>Release: arrives in the wrong position, for example be standing up in the shot. May lack drive from the leg.</p> <p>General: shows a high awareness of safety and good knowledge of the rules of competition. Timing beginning to be evident.</p> |
| 7-8 | <p>Grip: uses correct grip appropriate to event.</p> <p>Preparation: good position, balanced, relaxed and controlled.</p> <p>Movement: shows some speed and aggression in the run-up, turn or glide/step back.</p> <p>Release: shows much more drive at release which will make better angle.</p> <p>General: has a high awareness of safety and very good knowledge of the rules of competition. Good timing and rhythm of the event starting to appear.</p> |
| 9-10 | <p>Grip: uses correct grip appropriate to event.</p> <p>Preparation: clearly correct, well balanced, relaxed and controlled.</p> <p>Movement: has good rhythm and timing, for example slow build-up, fast finish, correct feet movement and placement.</p> <p>Release: reaches front of the circle in correct delivery position. Throwing arm left behind until the last moment, hip driving into powerful release, made at the correct angle.</p> <p>General: shows high awareness of safety and good knowledge of the rules of competition. Good timing of each phase, smooth rhythm and transition.</p> |

Badminton

Skills, knowledge and understanding

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

- Grips and their uses.
- Clears: defensive and attacking.
- Drop shots: fast/slow.
- Service:
 - high
 - low
 - flick
 - drive
 - low backhand
 - flick backhand.
- Smash: forehand.
- Sidearm strokes: forehand and backhand drives and push returns.
- Net shots: forehand and backhand.
- Underarm strokes: both on the backhand and forehand the underarm clear; block return of the smash.

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

- Stroke restriction and court restriction drills.
- Structured rallies and plays.
- Tactics – for singles, level doubles and mixed doubles.
- Positioning in attack and defence; ie formations: front and back; side by side.
- Correct choice and use of the appropriate stroke when attacking or defending.
- Variation:
 - in the length of shots
 - in the pattern of play
 - in the angle of shots.
- Anticipation.
- Deception.
- Serving strategy, ie the service and the receiving of service in relation to the above points.

Laws of the game and their application

Knowledge of court layout, as well as scoring and umpiring.

Assessment criteria for Badminton: Practical performance

2.1.1: Player/participant

| | |
|------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Grip: poor – often pan handle. Hitting action: a tap back to partner. High clear (rally): not recognisable. Drop shot: unable to recognise this. Smash: little power. No footwork positioning. Serve: a tap over the net or if a high serve is attempted it is very short. General stroke play: has difficulty in playing basic strokes. Difficult to distinguish between individual strokes, ie drop shot and clear land midcourt. Has a tendency to stand mid-court. Foot movement is poor, fairly static. Only able to return shots which are within easy reach. Grip is generally incorrect and most strokes are played in a square position. Serve lacks disguise and all end up in the mid-court area. Game situation: unable to influence game. Very limited contribution with skills not in evidence during play. Understanding of tactics is poor; content just to get shuttle over the net. Unable to comprehend changes in tactics. Shows large degree of uncertainty. Participation in game minimal, only return shots within reach. Needs guidance as to where to stand in the court at service and which side to serve/receive from. Unsure of scoring system and court markings for singles/doubles; appears lost and confused at times.</p> |
| 3-4 | <p>Grip: pan handle. Hitting action: poor action which may be unbalanced. High clear (rally): a midcourt rally (½ court). Poor footwork to move to shuttle behind. Drop shot: high over net or too long with much inaccuracy. Smash: flat though may have power. Serve: high: erratic only reaches two thirds of court. Low: too high/too short. General stroke play: able to play a range of forehand strokes. Clear technically more correct than other strokes, hit to a length of two thirds of court. Drop shot rather high over net. Able to maintain stroke during rallies. Smash plays with some direction but no real power and rarely wins the rally. Does try to maintain sideways position when returning from the back court but anticipation is poor and does not play in front court with racket leg forward. High serves travel two thirds of court, low serves are high and lack disguise. Game situation: more effective. May exhibit some individual skills although these sometimes break down under pressures of a game. Rallies are maintained but made up of forehand strokes hit above head from mid-court to mid-court. Rallies ended by mistakes rather than point winning shots. Game play needs greater variation of angles and length to become more effective. Has a good understanding of positioning at service but during a rally fails to reposition especially when playing doubles. Can score but can get confused with court markings.</p> |

| | |
|------|---|
| 5-6 | <p>Grip: may have correct grip for some shots or effective in pan handle.</p> <p>Hitting action: action may be correct for some shots.</p> <p>High clear (rally): a rally usually two thirds of court. May attempt backhand with difficulty and little success.</p> <p>Drop shot: accurate though sometimes long or too high.</p> <p>Smash: downward flight. Hard but lacks consistency.</p> <p>Serve: high: correct and accurate. Low: accurate/may show disguise.</p> <p>General stroke play: performs most basic strokes with good standard of technique, good length and placement is obvious, particularly when clearing. Drop shot is played with disguise, although sometimes too high. Underarm clear is played with racket leg forward and generally to the back of the court. Attempts backhand clear but experiences difficulty. The correct grips are used and the sideways stance is evident when appropriate. High serves reach the required depth, low serves are more disguised, the flick serve is evident.</p> <p>Game situation: plays effectively in game situation. Demonstrates a good level of skill. When under pressure of a game may make an unforced error occasionally. Shows some understanding of front and back and side by side formations. Rallies demonstrate ability to anticipate opponent's shot. Moves efficiently around court. Attempts to place shots and vary angles although not always successful. In doubles is aware of partner but often repositions too late. Understands scoring and court markings.</p> |
| 7-8 | <p>Grip: good grip forehand and maybe some backhand.</p> <p>Hitting action: good action which is effective and some backhand.</p> <p>High clear (rally): a good rally which should reach full court with follow through.</p> <p>Drop shot: good technique – low over net. Good close to net. Some disguise.</p> <p>Smash: downward with power and consistent. May be able to defend.</p> <p>Serve: good technique for both low/flick from backhand.</p> <p>General stroke play: demonstrates a good standard of technique whilst performing all basic strokes. Plays smash downwards with power. Can attempt backhand smash. Net shots are played with finesse and disguise, racket leg forward. Drop shots are played with disguise and are low over the net. Backhand drive reaches back of court. Can backhand low serve although often a little too high.</p> <p>Game situation: able to exert an influence on game. Good range of strokes and tactics in evidence even under pressure in rallies. Shows anticipation of opponent's shots and the ability to disguise own shots. Moves well about court allowing preparation time to return shots. Is able to effectively vary angle and depth making very few unforced errors when doing so. In doubles is very aware of partner and anticipates movement in order to cover court effectively. Uses a combination of front and back and side by side formations moving anti-clockwise about the court.</p> |
| 9-10 | <p>Grip: good in forehand and backhand.</p> <p>Hitting action: excellent action forehand and backhand for all shots played.</p> <p>High clear (rally): excellent baseline rally with good style and movement. Some may be backhand with distance.</p> <p>Drop shot: excellent disguise and movement of shuttle. Able to show fast/slow drop shots to beat net player.</p> <p>Smash: excellent smash and able to follow up. Able to defend effectively.</p> <p>Serve: able to show a variety of serves – some with disguise. Good backhand and flick.</p> <p>General stroke play: displays excellent level of performance while demonstrating full range of strokes, all played with correct technique, power and direction. Moves efficiently about court taking few steps, lunging onto racket leg when playing in the front court. Can perform all serves including backhand flick serve.</p> <p>Game situation: exerts significant control over game. Shows outstanding level of skill and tactical awareness making very few unforced errors. A very accomplished player who plays with variation, depth, disguise and placement. Reacts quickly to the situation selecting the correct stroke according to the opponent's stroke/position. In doubles interacts well with partner ensuring the whole of the court is covered at all times. Has an excellent understanding of the laws of the game.</p> |

Baseball

Skills, knowledge and understanding

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

Batting

- Grip, stance, foot placement ('toeing the peg'), swing, follow through.
- Hitting to all fields ('off and leg').
- Baserunning.

Bowling

- Fundamental bowling mechanics.
- Pendulum action.

Fielding

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

Positional play

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

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

Shot restriction and structured drills.

Tactics

- Defence:
 - Bowling: 'off-peg' and 'leg-peg'.
 - Fielding positions.
- Offence: Shot selection (positional hitting) – hitting to leg/off/over the slips.

Knowledge and understanding

Laws of the game and their application

- Umpiring.
- Scoring.

Additional information

This criteria applies to both English and Welsh versions of baseball. Please note that students may **not** offer rounders **or** softball as well.

Assessment criteria for Baseball: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Batting: demonstrates an idea of where to stand at bat, rarely makes contact. Bowling: demonstrates ‘static’ bowling action. Standard is very inconsistent with a high percentage of bad balls. Fielding: demonstrates basic catching and throwing action over short distances but poor technique with little consistency. Little success catching high balls. No evidence of returning ball from outfield with accuracy/power.</p> <p>Game situation: participates in the game situation with little effectiveness, struggles to perform even the most basic skills, looks uncomfortable when batting, bowling or fielding.</p> |
| 3-4 | <p>Batting: clearly demonstrates how to ‘toe the peg’. Evidence of good grip, makes contact with the ball less than 50 per cent of the time. Contact made but with little control of direction. Bowling: Some evidence of correct movement across the bowling box. Delivery is more consistent but little evidence of variation in speed of delivery. Fielding: can throw accurately over short distances/around bases. Struggles to return the ball from deep but can make the easy catch.</p> <p>Game situation: starts to play a more effective role in the game. May display some individual skills but these may be affected by pressure of a competitive situation.</p> |
| 5-6 | <p>Batting: ‘Toes the peg’ correctly with the correct stance, makes more regular contact with the ball and displays evidence of shot placement according to field placings. Bowling: movement across the box becoming more fluent. Delivery becoming more consistent with more ‘goods’ being bowled. Is able to vary deliveries over ‘off’ and ‘leg’ pegs and can use slower/quicker deliveries. Fielding: throws with consistent accuracy, catches with confidence, displays ability to adjust to speed and direction of ball. Shows evidence of ability to pick up ball on the run and can demonstrate the ‘long barrier’ technique.</p> <p>Game situation: makes a positive contribution to the game and displays more consistent skill level under the pressure of a competitive situation.</p> |
| 7-8 | <p>Batting: demonstrates good ready position at the batting ‘pegs’. Technique of striking the ball is good and shows ability to make regular contact. Shows clear evidence of shot placement according to field settings. Bowling: more ‘rhythmic’ movement across the length of the bowling box. Demonstrates a consistent level of bowling with only occasional ‘bad’ balls. Can display variation of height and direction within ‘good ball’ area. Fielding: can demonstrate all skills with consistency. Is able to anticipate direction of ball and adjust position accordingly. Has ability to pick up ball on the run and use the ‘long barrier’ technique to good effect.</p> <p>Game situation: exerts considerable influence on the game in at least two of the three areas: batting, bowling or fielding. Makes few errors, shows evidence of backing-up other fielders.</p> |
| 9-10 | <p>Batting: has confident approach to batting ‘pegs’ and adopts a very positive batting stance. Makes regular contact and places the shot confidently, accurately hitting to ‘off and leg’. Tactical awareness to get team mates home. Bowling: clearly demonstrates excellent technique in all variations of height, speed and direction with very few ‘bads’ being delivered. Is able to bowl to field setting. Fielding: demonstrates outstanding fielding ability, displays authority and exerts pressure on the batsman.</p> <p>Game situation: exerts significant influence over the game, displays outstanding skills, tactical awareness and anticipation. Makes few errors.</p> |

Basketball

| Skills, knowledge and understanding |
|--|
| <p>Advanced skills developed in structured plays to enable students to perform in the context of the assessment</p> <ul style="list-style-type: none">• Passing: chest pass; bounce pass; javelin pass (long) and overhead pass.• Receiving and rebounding.• Dribbling: either hand; using changes of hand; direction and pace; high, low and reverse dribble; roll.• Shooting: lay-up shots; set shot; jump shot; hook shot and free shots.• Footwork: pivoting; changes of pace and direction; stopping.• Fakes: for example fake shot and drive.• Positions: guard; forward; post play (pivot). |
| <p>Application of advanced skills in a structured game situation providing the basis for the assessment of the individual student</p> <ul style="list-style-type: none">• Defence: defence close to basket (against forwards and guard); defence away from basket (against forwards and guard); 1 versus 1; 2 versus 2; sliding defence; switching defence; guarding: rebounding and blocking.• Offence: give and go (wall pass); cut to the basket; offensive roll; 1 versus 1; post play; screen play; blocking out and rebounding. <p>Tactics</p> <ul style="list-style-type: none">• Defence: man to man; pressing defence (full and half court); zone defence 1-2-2; 2-1-2; 1-3-1; double teaming.• Offence: one to one; fast-break offence; zone offence: 2 on 1 situations; horse shoe; overload offence; post plays; screen plays; offence against half court and full court, zone presses and plays.• Special situations: jump ball; out of bounds ball. |
| <p>Laws of the game and their application, including refereeing signals.</p> |

Assessment criteria for Basketball: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Displays some control. Uses only one hand. Looks at ball. May lack weight and/or direction. Catching lacks consistency. Student will not signal or signals in the wrong place. Unable to show correct legal technique. Places ball at wrong spot on backboard. Cannot dribble and look at the backboard. Shoots from wrong position, for example ball shot from the chest. Feet incorrectly positioned. May jump forward. No co-ordinated jump action. Has limited effectiveness in game. Has difficulty with basic skills in the game situation. Poor defence techniques both in his/her positioning and stance. Lacks positional sense in offence. |
| 3-4 | Maintains control. Correct contact (fingers on ball). Uses one hand but may adopt very upright body position. Shows better technique (especially chest pass) and passes over long distance. Feet correctly positioned. Catching is more consistent but does not show for the ball. May show correct legal technique. Lacks drive. May look at the ball for too long. More use of the legs. Shot may lack height. No 'point' at the end of shot. No effective shot phase. Poor timing of leg and arm action. More effective in the game. Demonstrates basic skills in the game but unlikely to threaten opponents' basket regularly. Gets into better defensive positions and shows some idea of attacking positions |
| 5-6 | Shows higher level of control. Uses either hand, but one is weaker. Shows correct body position with legs slightly bent. Head up for maximum vision. Good technique including bounce (skid) pass. Uses javelin and overhead. Catching is consistent including overhead. Uses fake/deception. Signals for ball effectively. Correct leg technique. Head up during dribble. Some drive and ball laid up correctly from strong side. Shot has clear leg, arm and follow through action but may lack height and accuracy. Effective standing jump shot. Timing may be poor. May land away from take-off spot. May be used effectively in the game. May threaten opponents' basket and will have an understanding of their defensive role and personal defence, for example stance. May have some understanding of his/her role in offence. |
| 7-8 | Able to change speed and direction and is effective with either hand. Appropriate use of bounce and ball protection. Passes effectively with good technique while on the move. Can use a variety of passes with deception. Signals effectively and shows good timing. Good standard of technique and control. Strong drive in drills. Can drive from weaker side but may not lay up with weaker hand. Good standard of technique with a good level of success. Very effective standing jump shot. Good technique. Very good timing landing in correct position. Shows a good level of skill even under pressure. Can have an influence on the game in defence and offence. Understands and plays to the team's tactics. Can exploit openings and threaten opponents by scoring and/or assisting. |
| 9-10 | Can drive at speed and with control. May be able to reverse on to the other hand. Can drive off either hand. Excellent technique. Can pass at speed whilst on the move. Very good accuracy and timing and very good use of signals. Excellent technique. High level of success. Can drive under the ring and reverse lay-up. Flowing action with clear follow through. Can shoot correctly off the drive. Very good technique. Very good timing landing in the correct position with a good point to the ring. High level of skill in his/her chosen position. Shows significant control over the game. Makes few unforced errors. Excellent timing to exploit openings and is able to drive to basket. Demonstrates an understanding of tactics in defence and offence. |

Canoeing/kayaking

Skills, knowledge and understanding

The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the student and the weather/water condition. The course is intended for students to use kayaks and canoes with elementary skills relating to kayaks and extension manoeuvres relating to open canoeing.

Knowledge and equipment

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

Safety

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

Skills/manoeuvres

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

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

Environmental issues

Impact of canoeing/kayaking on the environment.

Assessment criteria for Canoeing/Kayaking: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Can launch their kayak, paddle forwards and backwards and stop. Can perform a clean capsize and paddle along a simple course. |
| 3-4 | Can turn by tilting the kayak, reverse the craft with control along a figure of eight course, and propel it sideways. The capsize is performed with good control. |
| 5-6 | Can rescue a capsized canoeist from deep water, reverse the craft with control along a figure of eight course, show the use of support stroke; move the craft sideways using two different strokes. |
| 7-8 | Can perform a capsize drill and swim to shore with the equipment. All strokes are performed efficiently with good posture and control. They can perform a rescue giving clear commands to the capsized canoeist. |
| 9-10 | Can, in a capsize, swim with the paddle to the craft and swim to shore. Moves across, in and out of currents efficiently; shows command of rescue situations; and demonstrate all strokes to a high level. Shows the beginnings of rolling. |

Skills/manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment

| | | | |
|-----------|--|-----------|--|
| 1 | Launching | 11 | Supporting low brace (with high brace kayak only) |
| 2 | Forward paddling | 12 | Rescue a capsized canoeist from deep water |
| 3 | Backward paddling | 13 | All in rescue |
| 4 | Stopping forwards | 14 | Capsize drill (with spraydeck fitted kayak only) |
| 5 | Capsize and swim | 15 | Show beginnings of rolling (kayak only) |
| 6 | Stopping backwards | 16 | Paddle in a straight line using J stroke (canoe only) |
| 7 | Tilting craft to assist turning | 17 | Show beginning of Reverse J, cross deck draw and C stroke (canoe only) |
| 8 | Turning whilst on the move – strokes applicable to craft | 18 | Demonstrate sculling for support (kayak only) |
| 9 | Reverse craft on a figure of eight course | 19 | Ferry glide |
| 10 | Moving sideways – strokes applicable to craft | 20 | Move across, in and out of the current |

The assessment must enable the student to demonstrate their level of technical ability in order to overcome increasingly demanding and challenging situations and problems. For higher-level marks, these will necessarily require a range of experiences in the natural environment.

Clay pigeon shooting

| Skills, knowledge and understanding |
|---|
| <p>Coaching</p> <p>To be carried out by a Clay Pigeon Shooting Association (CPSA) or Great Britain Target Shooting Federation coach Level 2 or above, who will assess the student's ability to shoot safely, and verify the scores achieved. Four 25 target rounds of the discipline or 100 targets will be shot to achieve the required scores on a range to suit the specific discipline (Trap, Skeet or Sporting).</p> <p>The student will achieve the desired levels of performance in accordance with the CPSA system of classification which is based on the average percentage of hits for all competitors, from C Class, which equates to a novice, through C, B and A classes to AA Class at the elite end of the scale.</p> <p>However the CPSA 'Shotgun Skills' Certificate can be used as supporting evidence during the course as a measure of satisfactory gun handling, safety and basic shooting skills.</p> |
| <p>Knowledge</p> <p>Knowledge of their own shotgun, forcing cones, barrel length, chokes and loads, and the use of the pattern plate to determine the effect of choke and cartridge on pellet distribution.</p> <p>General rules of the sport. Range layout for the chosen discipline. Scoring procedures for CPSA and FITASC (Federation Internationale de Tir Aux Sportives de Chasse) or ISSF (International Shooting Sport Federation) versions of their chosen discipline. The student must be able to demonstrate their improvement through personal records.</p> |
| <p>Advanced skills</p> <p>Stance and body position. Pre-shot routine, mount, trigger discipline, visual pick-up, and gun hold points, break zone, sight picture, firing, gun down and unload, and shot analysis (quality of the hit).</p> <p>Other methods of applying lead to a target should be known: CPSA method, swing through and maintained lead.</p> <p>An understanding of the effects of forward allowance caused by target speed, height and angle are important in this area. Forward allowance will need adjustment at the various distances shot. Wind and weather conditions may affect these allowances.</p> |
| <p>Measurement of competition skills</p> <p>The ability to compete in a clay target competition, completing personal score sheets, and being able to act as scorer if required. Knowledge of scoring and procedures for 'no target' for on report and simultaneous pairs.</p> <p>Basic knowledge of discipline rules and complete knowledge of the rules of etiquette.</p> |
| <p>Safety</p> <p>Knowledge of the required safety standards, in order for a practice or training session to be allowed. The standards of personal safety and that of others during a shoot and awareness of the general public, the use of flags and notices.</p> |

Assessment criteria for Clay pigeon shooting: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Has difficulty in hitting targets, is inconsistent and unable to apply the necessary concentration. Requires constant guidance as to shot preparation, stance and points. Has little idea of the sport and loses interest quickly. Does not achieve the minimum performance standard on the day of the assessment. |
| 3-4 | Has a basic understanding of the shooting techniques required to complete the shot*. Displays a limited ability to perform the shots consistently and accurately with little knowledge of how to correct the performance. The student is required to achieve a CPSA classification of Lower C** to reach the relevant standard of shooting on the day of assessment. |
| 5-6 | Has a good knowledge of the shooting process, is able to analyse their own performance and make the necessary adjustments. Able to ascertain whether the equipment or the technique must be adjusted. The student is required to achieve a CPSA classification of Upper C** to reach the relevant standard of shooting on the day of assessment. |
| 7-8 | Has an excellent knowledge of the shooting process, but this is not always reflected in performance. Knows the causes of a poor shot, and has the ability to adjust themselves or the equipment to improve the score but is not always successful in doing so. The student is required to achieve a CPSA classification of Lower B** to reach the relevant standard of shooting on the day of assessment. |
| 9-10 | Uses an outstanding range of technically correct shots with excellent knowledge of the equipment being used. Shows complete competence in the pre-shot routine, mount, trigger discipline, visual pick-up, and gun hold points, break zone, sight picture and taking the shot, and can adjust these to improve scores. The student is required to achieve a CPSA classification of upper B** to reach the relevant standard of shooting on the day of assessment. |

* Satisfactory completion of the CPSA Shotgun Skills Certificate is an indication that basic gun handling, safety and shooting skills have been achieved.

** As adjusted for juniors and male and female students.

| Clay target range to suit the specific discipline with 100 targets to be shot in total | | | | |
|--|----------------------|---|-------|----------|
| Band | Required performance | Trap | Skeet | Sporting |
| 1-2 | Male | The student fails to reach the CPSA's required Lower C class boundary (handicap by distance: 15.5 m (17 yd) behind the datum point) | | |
| | Female | | | |
| 3-4 | Male | 45+ | 48+ | 30+ |
| | Female | 41+ | 44+ | 26+ |
| 5-6 | Male | 55+ | 58+ | 40+ |
| | Female | 51+ | 54+ | 36+ |
| 7-8 | Male | 65+ | 68+ | 50+ |
| | Female | 61+ | 64+ | 46+ |
| 9-10 | Male | 75+ | 78+ | 60+ |
| | Female | 71+ | 74+ | 56+ |

The assessment must be carried out by a CPSA Coach Level 2 or above or a GBTSF regional coach, who will assess the student's ability to shoot safely, and verify the scores achieved. Students will shoot 100 targets to achieve the required scores.

Climbing

Skills, knowledge and understanding

The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the students and the weather conditions.

Safety

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

Environmental issues

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

Skills/manoeuvres

- | | |
|---|---|
| <ul style="list-style-type: none"> • Tie 'figure of eight' and 'bowline' knots with stopper knot. • Attach rope to harness/belt. • Climb, showing three points of contact. • Low-level traverse. • Use of correct climbing calls. • Anchor the belayer. • Belay a climber using belay device. • Assist the climber with indication of holds and route during the climb. | <ul style="list-style-type: none"> • Demonstrate a foot jam or heel hook. • Demonstrate a hand jam or palm plant. • Perform a short abseil controlling own descent using a descending device. • Ascend a mantle shelf or overhang. • Perform a short layback. • Belay a climber during a fall. • Tie a retied figure of eight knot. • Demonstrate a multiple belay and single point belay system. |
|---|---|

Knowledge and equipment

- | | |
|--|---|
| <ul style="list-style-type: none"> • Ropes and storage. • Footwear. • Climbing hardware. • Rock features, eg slabs, overhangs. • Grading systems. | <ul style="list-style-type: none"> • Improvised techniques, eg classic belay, to release jammed belay device. • Developments in the sport. • Access. |
|--|---|

Assessment criteria for Climbing: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Able to perform skills/manoeuvres 1-4. |
| 3-4 | Be able to perform skills/manoeuvres 1-7. |
| 5-6 | Able to perform skills/manoeuvres 1-10. |
| 7-8 | Able to perform skills/manoeuvres 1-13. |
| 9-10 | Able to perform skills/manoeuvres 1-16. |

Skills/manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment

| | | | |
|----------|--|-----------|---|
| 1 | Tie 'figure of eight' and 'bowline knots with stopper knot | 9 | Demonstrate a foot jam or heel hook |
| 2 | Attach rope to harness/belt | 10 | Demonstrate a hand jam or palm plant |
| 3 | Climb showing the three points of contact | 11 | Perform a short abseil controlling own descent, using a descending device |
| 4 | Low level of traverse | 12 | Ascend a mantle shelf or overhang |
| 5 | Use of correct climbing calls | 13 | Perform a short layback |
| 6 | Anchor the belayer | 14 | Belay a climber during a fall |
| 7 | Belay a climber using a belay device | 15 | Tie a retied figure of eight |
| 8 | Assist a climber with indication of holds and route during the climb | 16 | Demonstrate a multiple belay and single point belay system |

The assessment must enable the student to demonstrate their level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

Competitive swimming

Skills, knowledge and understanding

Skills

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

Students should be taught:

- the rules for competition, and how to prepare for, and participate in, races in the various sprint, distance, medley and team events
- to use **advanced** techniques and skills with precision and accuracy
- to use **advanced** techniques and skills with control, power or stamina and technical efficiency.

General performance levels

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Performs one stroke with some evidence of technique or performance. |
| 3-4 | Performs one stroke with moderate technique and performance. |
| 5-6 | Performs one stroke with good level of technique and performance or performs two strokes with moderate levels of technique and performance. |
| 7-8 | Performs one stroke at a high level of technique and performance and one stroke at a good level or performs two strokes with good technique and performance. |
| 9-10 | Performs one stroke with outstanding level of technique and performance or performs two strokes at a high level of technique and performance or performs three strokes at a very good level of technique and performance. |

Additional information

In deciding the final mark, a major factor is whether the student performs at the level with the required standard of technique **and** performance. For example Level 7-8, if the student can demonstrate **two** strokes with good performance but not with good technique, she/he would receive 7 not 8.

NB: Technique and performance must be maintained over 100m for a student to be marked in the 9-10 band.

Assessment criteria for Competitive swimming: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Demonstrates a limited level of technique that allows for a very basic application of skill in an appropriate environment. Level of technical efficiency and the use of strategies results in a very inefficient technique. Performs one stroke with some evidence of technique and may attempt another stroke but with little evidence of technique. Body position and breathing are likely to be poor, eg hips low in the water and head permanently held high out of the water in the front crawl. Does not offer a racing start and finishes are slow and inefficient. Turns are slow and show a poor technique with possibly illegal turns and no tumble turns are offered. |
| 3-4 | Demonstrates a moderate level of technique that allows for a limited application of skill in an appropriate environment. Level of technical efficiency and use of basic strategies make student unable to maintain technique throughout the swim and fatigue is evident after a relatively short distance. Performs one stroke with moderate technique and will attempt two strokes but below a moderate level. Body position is a little more streamlined and eg in front crawl breathing may be better for part of the swim, but will deteriorate towards the end. Offers a racing start but at an elementary level and finishes may break some competition rules. Turns are quicker and show a good drive from the side but tumble turns if offered, are at a very modest level. |
| 5-6 | Demonstrates a sound level of technique that allows for a developing application of skill in an appropriate competitive environment. Level of technical efficiency and the use of basic strategies enables him/her to maintain his/her technique for part of a 100m swim but fatigue is evident towards the end. Performs one stroke with a good level of technique or performs two strokes with a moderate level of technique. In two better strokes has a good body position and efficient breathing and timing, but the style and efficiency may deteriorate towards the end of the swim. Lacks speed at this level. Offers a racing start in at least two strokes, but these are likely to lack speed and efficiency. Demonstrates legal starts and finishes in the two strokes and throw-away turns are fast and legal. Tumble turns may be shown, but the lack speed and efficiency. |
| 7-8 | Demonstrates a good level of technique that allows for the consistent application of skill in an appropriate competitive environment. Level of technical efficiency and the use of advanced strategies will enable him/her to maintain his/her technique throughout most of a 100 metre swim. Performs one stroke at a high level of technique and one stroke at a good level or performs two strokes with good technique. Two best strokes are efficient in terms of technique, body position, breathing and timing, with the arm pull and leg kick being mechanically sound. Timing, especially in breaststroke, if offered is correct. May be let down by third stroke. Racing starts and finishes are shown in three strokes and are efficient, complying with the rules of competition with a good underwater action at the start and the turn. Tumble turns are shown as appropriate and are legal and efficient with some finesse. |
| 9-10 | Demonstrates a consistently high level of technique that allows for the consistent application of skill in an appropriate competitive environment. Level of technical efficiency and the use of advanced strategies enables student to maintain technique throughout the swim. Performs one stroke with an outstanding level of technique and performance, or performs two strokes with a high level of technique or performs three strokes with a very good level of technique. Three best strokes are carried out very efficiently and at speed maintaining technique throughout the swim. Legal and very efficient starts and finishes are demonstrated in at least three strokes with an excellent underwater action gaining maximum advantage. Tumble turns are shown as appropriate and are legal, fast and efficient. |

Cricket

Skills, knowledge and understanding

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

Batting

- Approach: grip; taking guard; stance; the backlift.
- The forward and back strokes: in defence – use of feet; in attack – the drives; leg glance.
- Strokes played with horizontal bat: hitting a full pitch to leg; the pull; the hook; the sweep; the cut.
- Running between the wickets; calling and backing up.

Bowling

- The basic action: grip; run-up; delivery stride; release; follow through.
- Length and direction.
- Swing: outswing (grip, rotation at shoulders, use of outswing); inswing (grip, bowling action, use of inswing).
- Cutters: off-cutter (grip, action, when to use); leg-cutter (grip, action, when to use).
- Medium and fast pace bowling: run-up; action; grip; variation of pace.
- Spin: grip; action; when to use spin, googly, top spin, offspin, leg spin.

Fielding

- Concentration: backing up; getting behind ball; meeting the ball.
- Stopping and returning: barrier position.
- Throwing: long, high, flat, hard – at the wicket.
- Chasing and returning: over short distance; over long distance.
- Catching: away from wicket; close to wicket.
- Positions: away from wicket; close to wicket; specialist positions.
- Wicket keeping: stumping; run outs; receiving the ball from bowling/fielding; catching; use of pads.

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

- Shot restriction.

Tactics

- Field placing for attacking and defensive fields.
- Bowling changes.

Laws of the game and their application

- Umpiring signals.

Assessment criteria for Cricket: Practical performance

2.1.1: Player/participant

| | |
|------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Performs one component with some evidence of technique or performance. Batting: has some idea of basic batting stance. Shows forward defensive shot but does not keep ball down very well because of limited footwork. Attacking shots still aim too much to leg-side and often in air. Bowling: some control of run-up. Some sideways action although only limited control of line and length, with some erratic deliveries. Fielding: demonstrates basic stops and simple throws. Ability to take a simple catch evident. Game situation: participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. |
| 3-4 | Performs one component with appropriate technique and performance. Batting: plays forward and backward defensive shots, although technique may be rather awkward. Attacking skills evident but technique affected by incorrectly positioned front foot. Bowling: fairly well co-ordinated run-up and basic action with reasonable control of line and length. May demonstrate some spin, but usually not well controlled. Fielding: can stop and perform a 'long barrier'. Throws accurately over short distances. Game situation: becoming more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game. |
| 5-6 | Performs batting or bowling with a good technique and performs all elements of fielding effectively or performs batting and bowling with correct technique and performance and performs all elements of fielding to a good level of ability. Batting: uses correct technique in defensive and attacking shots. Able to play appropriate shot to a variety of balls bowled. Applies correct technique to forward and backward defensive shots. Bowling: uses correct technique in bowling action, with appropriate control of line and length. Demonstrates either some spin or swing or movement of the ball off the seam. Fielding: able to anticipate and adjust position according to pace of ball. Shows consistent catching ability and accurate return to wicketkeeper. Wicketkeeper will cleanly field all returns and take all bowling Game situation: shows some ability to influence game either in batting or bowling. Has good command of skills. Shows some anticipation of opposition and makes adjustments. Able to switch from attack to defence. |
| 7-8 | Performs batting or bowling to a high level of technique and performs all elements of fielding to a high level of ability or performs batting and bowling with good technique and performance and performs all elements of fielding to a high level of ability. Batting: displays high level of technique in defensive and attacking shots, including drives, cuts, pulls, glances. Demonstrates the ability to control shots and place the ball. Forward and backward defensive shots are dominant. Drives, cuts and pulls are played correctly. Bowling: full use of run-up, demonstrating correct foot placement and follow through when releasing ball. Effective in either spin or swing bowling. Shows good control of line and length. Consistently bowls a good length of ball. Fielding: able to stop, catch and pick up ball using either hand. Very competent in all aspects of fielding. Throws accurately to the wicketkeeper. Wicketkeeper moves effectively behind the stumps. Game situation: able to exert considerable influence on game in batting, bowling and fielding. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness even under pressure. |
| 9-10 | Performs batting or bowling with outstanding level of technique and performs all elements of fielding to a very high level or performs batting and bowling at a very high level of technique and performs all elements of fielding to a very high level. Batting: excellent in execution of all shots. Uses full range of defensive and attacking shots, with confidence and appropriate to type of ball bowled. Uses feet to cover drive spin bowling. Places drives accurately along the ground. Bowling: demonstrates with excellent control one of: pace/spin/swing/seam. Able to defeat batsmen with controlled deliveries. Fielding: demonstrates outstanding fielding ability in a variety of positions. Will pick-up and throw accurately in one action. Wicketkeepers will stand up to spin bowling and take all deliveries cleanly. Will effectively stump batsmen. Game situation: exerts significant control over game. Shows excellent level of skill, tactical awareness and anticipation, making very few unforced errors. |

Cross-country running

Skills, knowledge and understanding

Race distances for boys approximately 5000 m and girls approximately 3000 m in this activity are related to the distances for the *English schools under 17 age group* (intermediate boys and girls).

The assessment is not based on an objective test as courses and distances may vary in terms of terrain and weather conditions but the performance will indicate the standard of the student in terms of quality, fitness, technique and tactical knowledge and awareness.

Students are expected to know the rules and scoring system used in cross-country running.

Students are expected to demonstrate the following skills:

- Performance level.
- Fitness level.
- Technique and fluency of running style.
- Tactics
- The start of the race (pens).
- Pace judgement.
- Hill running (both running up hills and down hills).
- Running over different terrain.
- Overcoming obstacles, for example ditches, gaps and turnings.

Assessment criteria for Cross-country running: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Very unlikely to represent their school and if they do compete will not be a dependable scoring runner for their team. Training is light and spasmodic and not developed systematically over a period of time. Has difficulty on hills and shows poor technique and tactical knowledge. Lacks determination and race experience. |
| 3-4 | Unlikely to be a regular competitor or to train on a regular basis over a season and lacks fitness and the ability to run strongly, particularly up hills or in the later stages of the race. Lacks the tactical awareness of experienced runners and the drive and determination to run hard when tired. |
| 5-6 | May compete but not on a regular basis or at better than an average level. May train and be a scoring runner for the school team, but may lack the fitness levels to achieve better than an average performance. May lack strength and the fitness required to work hard on hills and the experience and tactical ability to place high in competition and will tire towards the end of the race. |
| 7-8 | Very likely to have race experience and a very good level of fitness built up from regular training over the season which will enable them to compete strongly on hills and over difficult terrain. Tactically aware when breaking out of the pen, and with good pace judgement and tactically aware at all stages of the race. Running style and technique quite fluent and student can adapt to running up hills, and to cope with obstacles such as gaps and ditches. May tire towards the end of a hard race. |
| 9-10 | Likely to have reached county standard, score well in the district championships and/or compete regularly at club level, train regularly and have an outstanding fitness level. Able to work hard on hills and knows how to use hills to advantage both going up and down. Breaks quickly out of the pen and has excellent technique. Running very fluent and has a very good understanding of both tactics and pace judgement. Able to cope with difficult terrain and obstacles such as gaps and ditches and be tactically very sound and still be able to compete strongly in the latter stages of the race. |

Race distances for boys approximately 5000m + and girls approximately 3000m + in this activity are related to the distances for the *English schools under 17 age group* (intermediate boys and girls).

Cycling

Skills, knowledge and understanding

The teacher-examiner should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the students and the weather/road conditions.

Safety

- Clothing.
- Bike check.
- Helmet.
- Level of fitness for task.
- Essential equipment to carry while cycling.

Skills

Mounting

- Clipping in.
- Starting in a bunch.

Dismounting

- Unclipping.
- Mechanical problem.

Gear selection

- Measure gear sizes.

Cornering

- Line selection.
- Group cornering.

Climbing

- Gear selection.
- Body position.

Knowledge

- Types of bikes and equipment.
- Types of maps.
- Highway Code.
- Types of clothing and helmets.
- Bike maintenance

Pedalling

- Pace judgement
- Out of the saddle acceleration

Balance and coordination

- Taking a bottle from a feed zone.
- Track stand.

Group riding

- Riding in a line.

Map reading

Basic bike repairs

Descending

- Control speed.
- Body position.

Assessment criteria for Cycling: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Applies a limited level of knowledge and understanding to the route planning, preparation and performance of the activity. Has acquired a very basic awareness of safety factors (clothing/bike maintenance) and uses a limited range of basic technical skills: pedalling technique, downhill riding, hill climbing, road positioning, braking, gear selection, appropriate to the environment (urban or rural). Unable to act responsibly under supervision and will only work with a limited appreciation of their own capabilities. Has little 'fitness for purpose'. |
| 3-4 | Applies a basic level of knowledge and understanding to the route planning, preparation and performance of the activity. Has a limited awareness of safety factors (clothing/bike maintenance) and the ability to use a range of basic technical skills: pedalling technique, downhill riding, hill climbing, road positioning, braking, gear selection, appropriate to the environment (urban or rural). Able to act responsibly under supervision, as a member of a group, with a limited appreciation of their own capabilities. Has developed a limited 'fitness for purpose'. |
| 5-6 | Applies a sound level of knowledge and understanding to the route planning, preparation and performance of the activity. Has a sound awareness of safety factors (clothing/bike maintenance) and the ability to use a range of basic and some advanced, technical skills: pedalling technique, downhill riding, hill climbing, road positioning, braking, gear selection, appropriate to the environment (urban or rural). Able to act responsibly and ride on their own or work positively as a member of a group with a developing appreciation of their own capabilities. Has developed a satisfactory 'fitness for purpose'. |
| 7-8 | Applies a good knowledge and understanding to the route planning, preparation and performance of the activity. Has a good awareness of safety factors (clothing/bike maintenance) and the ability to use a range of advanced technical skills: pedalling technique, downhill riding, hill climbing, road positioning, braking, gear selection, appropriate to the environment (urban or rural). Able to act responsibly and ride on their own or as a member of a group with a maturing appreciation of their own capabilities. Has a developed 'fitness for purpose'. |
| 9-10 | Applies a detailed depth of knowledge and understanding to the route planning, preparation, and performance of the activity. Has a significant awareness of safety factors (clothing/bike maintenance) and the ability to use a range of advanced technical skills: pedalling technique, downhill riding, hill climbing, road positioning, braking, gear selection, appropriate to the environment (urban or rural). Able to act responsibly and ride on their own or as a member of a group with a mature appreciation of their own capabilities. The student has developed a 'fitness for purpose' relative to the physical requirements of the specific activity. The student is confident in the outdoor environment and displays significant ability in a range of conditions and environments, where appropriate. |

Dance

Skills, knowledge and understanding

Performance

Students should demonstrate:

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

Choreography

Students should develop their skills in choreography to support their analysis of performance.

Areas of analysis that may be covered are:

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

Students should develop their skills in choreography to support their analysis of performance in this area of activity.

Assessment criteria for Dance: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Explores theme through some relevant movement content. Demonstrates a limited mastery of basic effort actions and is able to use some gestures and movements which are expressive of the chosen theme. The dance shows evidence of motif development through the use of speed and directional changes. Demonstrates limited control of bodily movements and limited mastery of basic effort actions. Lacks confidence and concentration in performance. |
| 3-4 | Conveys by clear and relevant movement content. Demonstrates a wide variety of actions using the body in a fluid manner and displays an understanding of linking body actions and movement phrases throughout the dance. The motif is developed through the dance, showing various choreographic methods in structured form. Contrast, repetition and accent are evident. Demonstrates control of bodily movements and a variety of basic effort actions, some of which are linked, using the body as an expressive instrument. Projects self with some confidence but focus tends to be inward. |
| 5-6 | Effective use of the chosen theme, the student explores the scope for variations in tempo and accent. He/she demonstrates a clarity of expression through intended body action, showing some fluency of movement and rhythmic awareness. The motif shows a clear development, enabling the dance to be performed with some style and elegance, with some movement in both personal and general space. The student demonstrates clarity of expression through a wide variety of intended body actions, showing some fluency of movement and rhythmic awareness. The student projects him/herself with confidence but focus lacks continuity. |
| 7-8 | Effective use of the chosen theme shows clear variation in tempo and accent. Demonstrates a clear understanding of expression through well-structured movements. Rhythmic patterns show fluency, continuity and logical progression. The motif shows a clear development of choreographic devices and is performed with style and elegance, showing confidence and spatial awareness. Demonstrates a clarity of expression through a mastery, fluency and control of the body as an instrument with rhythmic awareness. Projects with confidence and is focused. |
| 9-10 | Appropriate and effective use of theme is evident. Skilfully varies the tempo, dynamics and accents of movement showing a deep understanding of ways of developing movement potential and individual style. The motif is complex, thus making the dance a sensitive and skilful performance, demonstrating unity and coherence. A close link is evident between the student's own physical ability and the art of successful expression. Demonstrates clarity of expression by skilful mastery, fluency and control of the body as an instrument through varied use of tempo, dynamics and accents of movement. Is highly confident and well-focused. |

Fencing

Skills, knowledge and understanding

Skills

- Stance: on guard positions (Sixte, Quarte, Octave and Septime).
- Movement: advance and retire at various speeds; lunge with recovery (backwards and forwards); and combine above actions (maintaining fencing line with balance).
- Hit:
 - designated area of target: at close quarters, at arm's length, with a step forward, with a half lunge, with a full lunge, with a step-lunge
 - use supinate or pronate sword hand, when appropriate.

Attacks

- simple attacks:
 - straight thrust
 - disengage: (from engagement into an open line, from engagement, as the coach closes one line, into the opening line, from absence of blade, as the coach attempts to engage the blade)
 - cut-over (coupe) (from engagement into an open line, from engagement, as the coach closes one line, into the opening line, from absence of blade, as the coach attempts to engage the blade)
 - counter-disengage – on the coach's change of line of engagement
- compound attacks:
 - feint to straight thrust: disengage
 - feint to straight thrust: counter-disengage
 - disengage: disengage (one-two)
 - disengage: counter-disengage (Double).

Defence

- following parries: Lateral Parries of Quarte and Sixte, Circular Parries of Quarte and Sixte, semicircular parries of Octave, Septime, Sixte and Quarte
- all parries should be followed by a riposte, either direct or indirect, and an understanding of which one to choose should be shown.
- Counter ripostes: first counter-riposte, second counter-riposte (advanced students with second intention).
- Preparations: footwork (steps forward and backward), beats, pressure, engagements.

Knowledge and understanding

- Safety (equipment, fencing behaviour).
- Limits of valid target.
- Parts of the weapon; dimensions and markings of fencing piste
- Number of hits and time limits applied to various bouts, both in pools and Direct Elimination (DE).
- Basic rules of fencing: priority of action (Right of way), illegal use of unarmed hand (covering/substituting valid target), turning one's back during fencing, body to body contact (Corps à Corps), crossing the limits of the piste, penalties for breach of rules.
- Basic tactics against an observed fencer.

NB Skills and knowledge listed based on the use of the foil, can be adapted to the épée or the sabre.

Assessment criteria for Fencing: Practical performance

2.1.1: Player/participant

| | |
|------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Accuracy: can occasionally hit designated areas of a static target from on guard position but has difficulty from lunge. Mobility: has some difficulty in maintaining control while advancing/retiring at moderate speed, lunging and recovery.</p> <p>Manual dexterity: has imprecise command of simple and compound attacks by disengage and of simple and circular parries.</p> <p>Tactical: shows little appreciation of how to observe patterns of opponent's attack/defence.</p> |
| 3-4 | <p>Accuracy: can occasionally hit designated areas of a static target from on guard position and with lunge. Mobility: able to advance/retire at moderate speed with occasional loss of control or deviation from fencing line, integrating with recovery forwards and backwards.</p> <p>Manual dexterity: can usually manipulate weapon with precision in simple and compound attacks by disengage or cut-over and defend using simple and circular parries with subsequent riposte. Tactical: can identify simple patterns of opponent's attack/defence and devise appropriate counter-strategy.</p> |
| 5-6 | <p>Accuracy: can normally hit designated areas of a static target from on guard position and with lunge. Mobility: able to advance/retire at moderate speed without loss of control or deviation from fencing line, integrating with lunging and with recovery forwards and backwards.</p> <p>Manual dexterity: can usually manipulate weapon with precision in simple and compound attacks by disengage or cut-over and defend using simple and circular parries with subsequent riposte. Tactical: can identify simple patterns of opponent's attack/defence and devise appropriate counter-strategy.</p> |
| 7-8 | <p>Accuracy: can often hit designated areas of a moving target from on guard position and with lunge. Mobility: able to advance/retire at reasonable speed, without loss of control or deviation from fencing line, integrating with lunging and with recovery forwards/backwards.</p> <p>Manual dexterity: can usually manipulate weapon with precision in simple and compound attacks by disengage or cut-over with or without preparatory beat and defend using simple, circular and semi-circular parries with subsequent riposte.</p> <p>Tactical: usually able to analyse pattern of opponent's attack/defence and to devise appropriate counter-strategy.</p> |
| 9-10 | <p>Accuracy: can hit consistently, designated areas of a moving target from on guard position and with lunge. Mobility: able to advance/retire at varying speeds up to fast, without loss of control or deviation from fencing line, integrating with lunging with recovery forwards and backwards.</p> <p>Manual dexterity: can manipulate weapon with precision in simple and compound attacks by disengage or cut-over without preparatory beat, and defend using simple, circular and semi-circular parries with subsequent riposte.</p> <p>Tactical: in set situation, can analyse pattern of opponent's attack/defence and devise appropriate strategy to counter this.</p> |

Field hockey

Skills, knowledge and understanding

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

- Use of the stick: grip, movement of hands.
- Passes:
 - the drive (hitting from left to right, right to left, footwork)
 - the push (straight, from right to left, left to right, footwork)
 - the flick (straight, right to left, left to right, footwork)
 - the scoop
 - reverse stick pass
 - the hit-on; ‘slap-hit’ on astro surface.
- Receiving the ball: grip; position of body; receiving from right and left, in front, behind and side.
- Stopping the ball: hands on stick; position of feet (on grass and on astroturf surfaces).
- Dribbling: grip, footwork, body position: push, tap, Indian.
- Tackling: block, lunge, jab from front and side, use of channelling and shadowing.
- Beating an opponent: stick side; non stick side; scoop; pull back and touch stop; bully.
- Shooting: from forward line attack; from penalty corner; from long corner.
- Goalkeeping skills: kicking; use of hand; use of stick.

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

- Dribbling past an opponent: both sides, feints and close control.
- Pressurised small games: 3 versus 1, 3 versus 3, 4 versus 2.
- Positional sense; movement on and off the ball; cover; depth in attack and defence; use of width.

Tactics

- Principles of attack and defence:
 - triangular passes
 - through and square passes
 - zonal defence
 - one to one marking
 - attacking through left and right.
- Corners: in attack from left and right; in defence from left and right.
- Attacking goalkeeping; defensive goalkeeping.
- Systems of play.
- The link system.

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

Assessment criteria for Field hockey: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Demonstrates push and slap hit but both lack power and accuracy. Able to receive and control easy passes. Little effort to move feet to receive in correct position. When moving with the ball body position is upright and there is little evidence of stick and ball control. Able to show action of block tackle but rarely wins ball. Little or no footwork evident. Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation when under pressure. Rarely moves with the ball. Passing lacks accuracy and direction. Avoids tackling. |
| 3-4 | Demonstrates competent push and slap hit but both lack power. Able to receive and use basic footwork to bring ball under control whilst stationary or on the move. When moving with the ball maintains good control but ball kept too close to body with no peripheral vision. Mainly uses open side of stick – little evidence of ability to turn the stick over. Overall movement slow and awkward. Achieves some success when tackling but there is little evidence of timing the tackle or of adopting the correct body position. Often stick tackles. Starts to become more effective in the game. May attempt some skills but these may be affected by the pressures of the game. Attempts to pass the ball but lacks awareness of other players' positioning. Often caught in possession of the ball. Little awareness of basic positioning. |
| 5-6 | Demonstrates good push, slap hit and hit, adjusting footwork to give direction and accuracy. Attempts flick pass although not always successful. Can receive ball and bring under control on both open and reverse stick side. Begins to show evidence of use of reverse stick whilst moving with ball. Ball and stick in front and to the right of the body to allow for efficient movement. Able to demonstrate jab, open and reverse side tackles. Achieves some success with jab and open but often too slow to execute reverse stick tackle effectively. Plays competently in the game. Individual skills in evidence when trying to outwit opponents. Passes ball with some degree of success. Tackling attempted with some success but may not be able to use the ball effectively after winning it. Evidence of understanding the main tactics involved in chosen position. |
| 7-8 | Performs push, slap hit, hit and flick with accuracy, direction and power. Brings ball under control quickly and efficiently to strongest side when receiving. Stick 'gives' to cushion the ball. Makes effective use of push and Indian dribbling techniques and is able to get past a defender with either a dodge or a well timed pass. Adopts a strong, low balanced position when tackling and able to 'time' the tackle thus achieving a good success rate at winning the ball. Plays effectively in the game, exerting an influence in either attack or defence. Good level of individual skill performed with accuracy and speed under the pressures of the game. Evidence of support play and movement off the ball. |
| 9-10 | Performs different types of passes appropriate to the situation showing accuracy and ball pace. Able to receive ball from different directions showing good first touch ball control both on the open and reverse stick sides. When dribbling, the ball in close contact with the stick and student shows changes of pace and direction as well as demonstrating body and stick feints to outwit the opponent. A strong, balanced body position is evident. Able to select an appropriate tackle to dispossess his/her opponent, and then use the ball to advantage showing vision and good tactical awareness. Uses intelligent positioning of the body to limit the attacker's options giving evidence of 'shadowing' and 'channelling'. Exerts significant control over the game. Has high individual skill level making few unforced errors and assists team mates with effective support play. |

Fitness training

Skills, knowledge and understanding

Area of activity

Students should be taught:

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

Students should be aware of and able to perform two of the following types of training:

- circuit training
- resistance training (free/fixed weights)
- exercise to music (step/aerobics/aqua aerobics)
- continuous training (running/cycling/swimming).

Students must also be:

- aware of all safety procedures concerned with each type of training
- familiar with a variety of tests used to measure individual performance in the above fitness areas for example 12 min run, Harvard Step Test, Sit and Reach SBJ, Sargeant Jump, etc
- familiar with simple monitoring procedures to record levels of performance in the above activities for example timing/measuring distances, recovery rate
- able to answer/devise a questionnaire concerning feelings, mood, outlook on life and attitude to being active.

Application of knowledge

Students should:

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

**Assessment criteria for Aerobics as part of Fitness training:
Practical performance**

2.1.1: Player/participant

| | |
|------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Has a poor level of fitness, works to a poor level of intensity (for example about 60 per cent or below of maximum heart rate) and has poor technique on each exercise, and set for most of the training session. May not be able to select appropriate or suitable choices of music or be able to work to the beat. May not understand the importance of contra-indicated exercises. Unable to lead the group. Has very little or no knowledge of the muscles they are using, and the effect of training on their muscles, heart and circulatory system. Unable to plan their Personal Exercise Programme (PEP) without considerable assistance. Needs prepared worksheets, and guidance in how to use them, and in choosing appropriate principles of training. Does not know how to take pulse rates or have knowledge and understanding of the importance, and significance, of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels and for selecting appropriate tests for measuring and evaluating their programme. Needs prepared templates for planning, monitoring, recording and evaluating their programme. Understands how to work safely in this activity but does not demonstrate it in practice. May not know how to devise and carry out an appropriate warm-up for this activity or only at a superficial level. Unable to lead the group warm-up and may not support the teacher in preparing, during or concluding the session. Unable to evaluate the training session and does not have the insight to produce a critical evaluation for the PEP. |
| 3-4 | Has a moderate level of fitness, works to a moderate level of intensity (eg over 60 per cent maximum heart rate) May show good technique early in the session but technique and fitness level may deteriorate in the later stages, especially towards the end of the session. May not understand how to plan a session in any depth and needs help in choosing appropriate music. May have some difficulty keeping to the beat. Understands the importance of contra-indicated exercises, and performs safely. May not be able to lead the group. Lacks knowledge of the muscles they are using and the effect of training on their muscles, heart and the circulatory system. May not be able to plan their PEP without some assistance. Needs prepared worksheets and some guidance in choosing appropriate principles and methods of training. May know how to take heart rates but may not show knowledge and understanding of the importance, and significance, of resting heart (pulse) rate, working heart (pulse) rate and recovery rates, in terms of training effect and fitness levels. Unlikely, or unable, to use this knowledge in testing, measuring and evaluating their programme. May not understand how to plan in any depth and needs help in setting out their plan and choosing appropriate testing, measuring and evaluating procedures. Likely to need prepared templates for planning, monitoring, recording and evaluating their programme. Understands the importance of working safely in this activity and normally demonstrates this in practice. May know about and apply a warm-up, main activity and cool-down but may not apply good technique throughout. May not always support the teacher in preparing, during and concluding the training session. Unable to evaluate their training sessions and overall programme in depth and unable to offer any real insight into the critical planning of the PEP. |

| | |
|-----|--|
| 5-6 | <p>Has a good fitness level and works to a good level of intensity (eg 60 to 80 per cent maximum heart rate) with good technique on each repetition and set for most of the training session. May need some direction and guidance in choosing appropriate exercises and music. May be able to work to the beat and has a good knowledge of contra-indicated exercises. Able to work safely. Has a little knowledge of the muscles they are using and the effect of training on their muscles, heart and the circulatory system. Able to produce a plan for their PEP after initial teaching and with guidance on the use and application of the principles and methods of training. Knows how to take pulse rates and knows the importance, and show some understanding of the significance, of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to choose appropriate testing, measuring and evaluating procedures for their programme, but needs some direction in setting out their plan. Has set out a good plan and may have devised their own, or used prepared, templates for setting, monitoring, recording and evaluating their programme. Has good knowledge of safety and plans and carries out an appropriate warm-up, main activity and cool-down/recovery with good technique. Capable of supporting the teacher in preparing equipment and storing the equipment after use. Able to monitor and record their programme and make useful notes and comments, briefly evaluates each training session and the overall PEP and makes some clear, relevant suggestions for the future development of their training programme.</p> |
| 7-8 | <p>Has a very good fitness level, works at a very high level of intensity (eg towards the high end of their target zone) and shows very good technique throughout the training session. Knows which order to perform the exercises in and can work to the beat and the phrase of the chosen music. May be able to choose appropriate music for each section of the class. Has very good knowledge of contra-indicated exercises and how to work safely. Able to lead the group in the activity at some point. Has good knowledge of the muscles, joints and joint actions used in the exercises. Able to produce a plan for their PEP, understands the principles of training and uses them in their programme. Knows how to take pulse rates and knows and understands the importance and significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Uses this knowledge in testing, measuring and evaluating their programme. Plan is clearly set out and student may have devised their own, or used prepared templates for setting out, monitoring, recording and evaluating their programme. Has very good knowledge of working safely, can plan and apply this in an appropriate warm-up, main activity and cool-down for each session. Capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example the equipment needed for the exercise stations and heart rate monitors, and storing them after use. Monitors, records and briefly evaluates each training session, makes useful notes. Overall PEP has a detailed evaluation with clear and relevant suggestions to develop their training programme over a further period of time using appropriate principles and training methods.</p> |

| | |
|--------------------|---|
| <p>9-10</p> | <p>Has an excellent fitness level, and works at an excellent level of intensity (eg at the high end of their target zone) with excellent technique throughout the training session, most noticeably towards the end of the session. Knows in which order to perform the exercises (and understands why) and how to progress the exercise intensity. Chooses appropriate music for each section of the class and can work to the beat and the phrase consistently. Has a clear understanding of contra-indicated exercises and can lead the group in the activity. Has a very good working knowledge of the muscles, joints and joint actions used in the exercises. Has researched and planned their PEP with little guidance. Has a clear understanding of, and applies the principles of training. Knows how to take pulse rates accurately and knows and understands the importance and significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. Plan is clearly set out and student may have devised their own, or used prepared, templates for setting out, monitoring, recording and evaluating their programme. Has a clear understanding of and is very capable of working safely. Plans and carries out an appropriate warm-up, main activity and cool-down for each training session. Very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example the equipment needed for the exercise stations and heart rate monitors, and storing them after use. Monitors, records and evaluates each training session and makes detailed notes provides a detailed critical evaluation of their overall PEP and is able to show and apply their knowledge to explain how their whole programme has worked and should progress and improve fitness levels using appropriate principles and methods of training.</p> |
|--------------------|---|

Note: Students could use heart rate monitors to show exercise/work intensity.

**Assessment criteria for Body pump as part of Fitness training:
Practical performance**

2.1.1: Player/participant

| | |
|-----|--|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Produces a limited level of performance, reflecting little accuracy within each exercise. Such performers are characterised by lack of strength, very little body control, lack of stability and a general lack of balance. Level of technique allows only basic moves to be undertaken. The use of the correct breathing technique is used at times. Ability to co-ordinate moves with fluency and control is limited. Has little sense of timing or fitness for purpose, relative to the performance. Has little understanding and knowledge of the purpose of the activity. The compositional element requires guidance, which will be directed at a basic level of complexity. Unable to plan their Personal Exercise Programme (PEP) without considerable assistance. Needs the help of prepared worksheets and guidance in how to use them and in choosing appropriate principles of training. Does not know how to take pulse rates or understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unable to use this knowledge or understand how to use it when selecting appropriate tests for measuring and evaluating their programme. Needs the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the safety in this activity but does not always demonstrate it in practice. May not know how to devise and carry out an appropriate warm up for this activity or only at a superficial level. Unable to lead the group warm up and may not support the teacher in preparing, during or concluding the session. Unable to evaluate the training session and will not have the insight to produce a critical evaluation for the PEP.</p> |
| 3-4 | <p>Produces a moderate performance, reflecting some degree of accuracy within each movement. Such performers are characterised by their limited strength, body control and balance. Basic moves are achieved with practice. Can breathe correctly at times and can demonstrate some of the easier exercises. Has some aesthetic appreciation. Ability to co-ordinate exercises lacks fluidity and timing. Is developing a sense of awareness and has some degree of muscular control and stability. Produces a basic sequence of exercises with teacher help. Has some idea about the basics of what each exercise is trying to achieve. Can perform exercises without a breakdown of technique for at least a short period at a reasonable weight. May not be able to plan their PEP without some assistance. Needs help and prepared worksheets and some guidance in choosing appropriate principles of training and training methods. May know how to take heart rates but does not understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unlikely or unable to use this knowledge in testing, measuring and evaluating their programme. May not understand how to plan in any depth and needs help in setting out their plan and choosing appropriate testing, measuring and evaluating procedures for their programme. Likely to need the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the importance of safety in this activity and will normally apply them in practice. May know about and apply a warm up main activity and cool down but may not apply good technique throughout. May not always support the teacher in preparing, during and concluding the training session. Lacks depth in their ability to evaluate their training sessions and overall programme and unable to offer any real insight into the critical planning of their PEP.</p> |

| | |
|-----|--|
| 5-6 | <p>Produces an average level of performance reflecting some degree of accuracy in each exercise. Shows some degree of strength and strength endurance and maintain some stability when performing an exercise or group of exercises. Has a developing sense of breathing technique when carrying out each exercise but has some difficulty with fluency. Has a basic knowledge of why each exercise is being carried out and which muscle groups the exercise relates to. Needs guidance to develop a sequence of exercises to achieve a higher level of complexity. Performs exercises for a reasonable period of time lifting a reasonable weight without losing significant form and technique. Produces a plan for their PEP after initial teaching and with guidance on the use and application of the principles of training and training methods. Knows how to take pulse rates and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to choose appropriate testing and measuring and evaluating procedures for their programme but needs some direction in setting out their plan. Has set out a good plan and they may have devised or used prepared templates for setting out their programme and for monitoring, recording and evaluating their programme. Has a good knowledge of safety and plan and carry out an appropriate warm up, main activity and cool down/recovery with good technique. Capable of supporting the teacher in preparing equipment and storing the equipment after use. Able to monitor, record their programme and make useful notes and comments. Briefly evaluates each training session and the overall PEP and make some clear and relevant suggestions for the future development of their training programme.</p> |
| 7-8 | <p>Regularly produces a very good level of performance, reflecting accurate movement and a good level of control throughout each movement. Can name specific exercises and has a good level of understanding of the benefits each exercise has to a particular muscle. Breathing is focused and in tune with most exercises and has a degree of control and timing. Has the muscular strength to perform each exercise for an extended period of time with a minimal loss of control and technique. Composes exercises with some guidance. Can lead a class with some effectiveness, comment on others technique and has a sound knowledge of the correct technique for the majority of exercises. Shows a good level of knowledge on the overall benefits of body pump and the specific benefits for each exercise. Produces a plan for their PEP and demonstrate an understanding of the principles of training and use them in their programme. Knows how to take pulse rates and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out and the student may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Has a very good knowledge of working safely and plan and carry out and apply this in an appropriate warm up, main activity and cool down for each training session they perform. Capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session. Monitors, records and briefly evaluates each training session and make useful notes and their overall PEP will have a detailed evaluation with clear and relevant suggestions to develop their training programme over a further period of time using appropriate principles and methods of training.</p> |

| | |
|--------------------|--|
| <p>9-10</p> | <p>Consistently demonstrates a high level of technique and knowledge. Is characterised by the level of body tension, precision of movement, strength and stability demonstrated within various exercises consisting of compound and isolation based exercises centring on the major muscle groups. Produces, performs and hold these exercises with precision and control throughout the entire movement. Can amend their body position to gain alignment showing good safe technique, appropriate posture and showing total control in all muscles throughout. Where students are displaying coordinated movements there must appear to be a continuous flow between movements throughout. Has developed a sense of timing for each exercise. Understands the importance of breathing within each movement and is able to perform for the whole time with regular and correct breathing. Has significant knowledge and understanding and can relate the moves to the specific muscle groups being worked. Produces a series of exercises for each major muscle group independently with a high level of complexity and minimal guidance. Performs each exercise for a significant amount of time without loss of technique and has a good level of strength and strength endurance in each major muscle group. Effectively leads a session calling out appropriate names of exercises and demonstrating in such a way so that others can understand and follow. Comments and corrects technique of others where necessary showing superior knowledge of technique. Researched and planned their PEP needing little guidance. Understands and applies the principles of training. Knows how to take pulse rates accurately and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Uses this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out and the student may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Has a clear understanding of and be very capable of working safely. Plans and carries out an appropriate warm up, main activity and cool down for each training session they perform. Very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session. Monitors, records and evaluates each training session, making detailed notes and provides a more detailed critical evaluation of their overall PEP. Explains how their whole programme has worked and should progress and fitness levels improve using appropriate principles and methods of training.</p> |
|--------------------|--|

**Assessment criteria for Circuit training as part of Fitness training:
Practical performance**

2.1.1: Player/participant

| | |
|------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Has a poor fitness level, works to a poor intensity level (eg about 60 per cent or below of maximum heart rate) and is unable to sustain a moderate level of intensity throughout the training session. Has poor technique on each exercise, and set for most of the training session. Does not understand how to choose the appropriate exercises and number of repetitions, the appropriate time for recovery between sets and the training effects of this training method. Very little or no knowledge of the muscles they are using, and the affect on their muscles, heart and circulatory system and know how they work during training. Unable be able to plan their Personal Exercise Programme (PEP) without considerable assistance. Needs the help of prepared worksheets and guidance in how to use them and in choosing appropriate principles of training. Does not know how to take pulse rates or understand the importance and significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels and for selecting appropriate tests for measuring and evaluating their programme. Needs the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands how to train safely but does not always demonstrate it in practice. May not know how to devise and carry out an appropriate warm-up for this activity or only at a superficial level. Unable to lead the group warm-up. May not support the teacher in preparing, during or concluding the session. Unable to evaluate the training session. Does not have the insight to produce a critical evaluation for the PEP. |
| 3-4 | Has a moderate fitness level in performing their training session working to a moderate intensity level (eg over 60 per cent maximum heart rate) and will not be able to sustain a good intensity level throughout the session. May show good technique early in the session but their technique and fitness level may deteriorate in the later stages especially on the final circuit. Needs clear guidance in choosing the appropriate exercise and number of repetitions, the appropriate time for recovery between sets and to understand the training affects of this training method. Lacks knowledge of the muscles they are using and the effect of training on their muscles, heart and circulatory system and know how they are working during their training sessions. May not be able to plan their PEP without some assistance. Needs help and prepared worksheets and some guidance in choosing appropriate principles and methods of training. May know how to take heart rates but may not show knowledge, and understand the importance and significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unlikely or unable to use this knowledge in testing, measuring and evaluating their programme. May not understand how to plan in any depth and needs help in setting out their plan and choosing appropriate testing, measuring and evaluating procedures for their programme. Likely to need the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understand the importance of safety in this activity and normally applies these principles in practice. May know about and apply a warm-up, main activity and cool-down but may not apply good technique throughout. May not always support the teacher in preparing, during and concluding the training session. Lacks depth in their ability to evaluate their training sessions and overall programme. Unable to offer any real insight into the critical planning of their PEP. |

Note: Students could use heart rate monitors to show exercise/work intensity.

| | |
|------|--|
| 5-6 | <p>Has a good fitness level and works to a good intensity level (eg 60 per cent to 80 per cent maximum heart rate) with good technique on each repetition and set for most of the training session. Able to produce a plan for the PEP after initial teaching and with guidance on the use and application of the principles of training and training methods. Has a little knowledge of the muscles they are using and the effect of training on their muscles, heart and circulatory system and how they work during training sessions. Knows how to take pulse rates and knows the importance and show some understanding of the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to choose appropriate testing and measuring and evaluating procedures for their programme but needs some direction in setting out their plan. Has set out a good plan and they may have devised their own or used prepared templates for setting out their programme and for monitoring, recording and evaluating their programme. Has a good knowledge of safety and can plan and carry out an appropriate warm-up, main activity and cool-down/recovery with good technique. Capable of supporting the teacher in preparing equipment and storing the equipment after use. Able to monitor and record their programme and make useful notes and comments. Evaluates briefly each training session and overall PEP, making some clear, relevant suggestions for the future development of their training programme.</p> |
| 7-8 | <p>Has a very good fitness level, which will be demonstrated by working at a very high intensity level (eg working towards the high end of their target zone) and show very good technique throughout the training session. Knows what exercises to include, in which order and understand why, how to calculate the number of repetitions or time for each exercise, and number of circuits they should perform. May be able to set up their circuit using music to help them. Has a good knowledge of the muscles, joints and joint actions used in the exercises and know how they work. Can produce a plan for their PEP and demonstrate an understanding of the principles of training and use them in their programme. Knows how to take pulse rates and knows and understand the importance and significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out and the student may have devised their own or used prepared templates for setting out, monitoring, recording and evaluating their programme. Has a very good knowledge of working safely and plan and carry out and apply this in an appropriate warm-up, main activity and cool-down for each training session they perform. May be capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example the equipment needed for the exercise stations and using the heart rate monitors if available, and storing after use. Monitors, records and briefly evaluates each training session and makes useful notes and their overall PEP has a detailed evaluation with clear and relevant suggestions to develop their training programme over a further period of time using appropriate principles and methods of training.</p> |
| 9-10 | <p>Has an excellent fitness level, which will be demonstrated in working at an excellent level of intensity (eg at the high end of their target zone) and technique throughout the training session (this may be most noticeable on the final circuit). Knows what exercises to include, in which order, and understands why, how to calculate the number of repetitions or time for each exercise, and the number of circuits they should perform. May be able to set up their circuit using music to motivate them. Has a very good working knowledge of the muscles, joints and joint actions used in the exercises and know how they work. Researched and planned their PEP needing little guidance. Shows a clear understanding of, and apply the principles of training. Knows how to take pulse rates accurately and knows and understands the importance and significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out and the candidate may have devised their own templates or used prepared templates for setting out, monitoring, recording and evaluating their programme. Has a clear understanding of and very capable of working safely. Plans and carries out an appropriate warm-up, main activity and cool-down for each training session they perform. Very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example the equipment needed for the exercise stations and using the heart rate monitors if available, and storing after use. Monitors, records and evaluate each training session, makes detailed notes and provides a more detailed critical evaluation of their overall PEP. Shows and applies their knowledge in explaining how their whole programme has worked and should progress and fitness levels improve using appropriate principles and methods of training.</p> |

**Assessment criteria for Continuous training as part of Fitness training:
Practical performance**

2.1.1: Player/participant

| | |
|------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Has a poor level of fitness in performing their training session working to a poor level of intensity (eg about 60 per cent or below of maximum heart rate) and is not be able to sustain a moderate level of intensity throughout the training session, and has a poor technique for most of the training session. Does not understand the requirements and how to choose or plan an appropriate continuous exercise session and may lack the motivation or understand the training affects and benefits of this method of training and may not sustain their training throughout the PEP. Unable to plan their PEP without considerable assistance. Needs the help of prepared worksheets and guidance in how to use them and in choosing appropriate principles of training. Has a little or no knowledge of the muscles they are using, and the effect on their muscles, heart and the circulatory system and how they work during their training sessions. Does not know how to take pulse rates or understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unable to use this knowledge or understand how to use it when selecting appropriate tests for measuring and evaluating their programme. Needs the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the safety in this activity but not always demonstrate it in practice. May not know how to devise and carry out an appropriate warm up for this activity or only at a superficial level. Unable to lead the group warm up and may not support the teacher in preparing, during or concluding the session. Unable to evaluate the training session and will not have the insight to produce a critical evaluation for the PEP. |
| 3-4 | Has a moderate level of fitness in performing their training session working to a moderate level of intensity (eg over 60 per cent maximum heart rate) but is not be able to sustain a good level of intensity throughout the session. May show moderate technique early in the session but their technique and performance level will deteriorate in the later stages. Needs clear guidance and direction in choosing the appropriate exercise sessions and suitable cardiovascular activity and they may find it difficult to sustain a worthwhile programme throughout the duration of their PEP. May not be able to plan their PEP without some assistance. Needs help and prepared worksheets and some guidance in choosing appropriate principles of training and methods of training. Lacks knowledge of the muscles they are using and the effect on their muscles, heart and the circulatory system and how they work during their training sessions. May know how to take heart rates but may not understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unlikely or unable to use this knowledge in testing, measuring and evaluating their programme. May not understand how to plan in any depth and needs help in setting out their plan and choosing appropriate testing, measuring and evaluating procedures for their programme. Likely to need the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the importance of safety in this activity and normally applies them in practice. May know about and apply a warm up main activity and cool down but may not apply good technique throughout. May not always support the teacher in preparing, during and concluding the training session. Lacks depth in their ability to evaluate their training sessions and overall programme and unable to offer any real insight into the critical planning of their PEP. |

Note: Students could use heart rate monitors to show exercise/work intensity.

| | |
|-------------------|--|
| <p>5-6</p> | <p>Has a good fitness level in performing their training session working to a good intensity level (eg 60 per cent to 80 per cent maximum heart rate) with good technique for most of or all of the training session. Able to choose a suitable continuous training cardiovascular exercise programme which could include a variety of equipment including running, cycling, swimming, rowing or other suitable means or the challenge could be solely in their preferred activity. Able to produce a plan for their PEP after initial teaching and with guidance on the use and application of the principles of training and methods of training. Has a little knowledge of the muscles they are using and the effect on their muscles, heart and the circulatory system and how they work during their training sessions. Knows how to take pulse rates and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to choose appropriate testing and measuring and evaluating procedures for their programme but needs some direction in setting out their plan. Has set out a good plan and they may have devised or used prepared templates for setting out their programme and for monitoring, recording and evaluating their programme. Has a good knowledge of safety and plans and carries out an appropriate warm up, main activity and cool down/recovery with good technique. Capable of supporting the teacher in preparing equipment and storing the equipment after use. Able to monitor and record their programme and make useful notes and comments. Briefly evaluates each training session and the overall PEP and make some clear and relevant suggestions for the future development of their training programme.</p> |
| <p>7-8</p> | <p>Has a very good fitness level, demonstrated by working at a very high intensity level (eg working towards the high end of their target zone), showing very good technique throughout the whole of the training session. Should devise and follow a challenging continuous training cardiovascular exercise programme which could include a variety of tasks and could include running, treadmill, cycling, swimming, rowing or other suitable challenges or the challenge could be solely in their preferred activity. Will have a good knowledge of the muscles, joints and joint actions used in the exercises and know how they work. Able to produce a plan for their PEP and demonstrate an understanding of the principles of training, using them in their programme. Will understand the importance of a suitable training course. Will know how to take pulse rates and know and understand the importance and significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Will be able to use this knowledge in testing, measuring and evaluating their programme. Plan will be clearly set out and the candidate may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Will have a very good knowledge of working safely and plan and carry out and apply this in an appropriate warm up, main activity and cool down for each training session they perform. Capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example the equipment needed for the exercise stations and using the heart rate monitors if available, and storing after use. Will monitor record and briefly evaluate each training session and make useful notes. Their overall PEP will have a detailed evaluation with clear and relevant suggestions to develop their training programme over a further period of time using appropriate principles and training methods.</p> |

| | |
|--------------------|---|
| <p>9-10</p> | <p>Has an excellent fitness level, which will be demonstrated in working at an excellent level of intensity (eg at the high end of their target zone) and technique throughout the whole of the training session this will be most noticeable towards the end of the activity. Understands, devises and follows a high quality and challenging continuous training cardiovascular exercise programme which could include a variety of tasks and could include for example hill running, treadmill, cycling, swimming, rowing or other suitable challenges or the challenge could be solely in their preferred activity. Researched and planned their PEP needing little guidance. Shows a clear understanding of, and apply the principles of training. Knows how to take pulse rates accurately and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. Plan is clearly set out and the student may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Has a clear understanding of and be very capable of working safely. Plans and carries out an appropriate warm up, main activity and cool down for each training session they perform. Very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example using the heart rate monitors if available, and storing after use. Monitors, records and evaluates each training session and make detailed notes and provide a more detailed critical evaluation of their overall PEP. Explains how their whole programme has worked and should progress and fitness levels improve using appropriate principles and training methods.</p> |
|--------------------|---|

**Assessment criteria for Interval training as part of Fitness training:
Practical performance**

2.1.1: Player/participant

| | |
|------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Has a poor level of fitness in performing their training session working to a poor level of intensity (eg about 60 per cent or below of maximum heart rate) and is unable to sustain a moderate level of intensity throughout the training session. Has poor technique on each repetition and set for most of the training session. Does not understand how to choose the distance or time of each repetition, the number of sets and the appropriate time for recovery between repetitions and sets and the training affects of this method of training. Has very little or no knowledge of the muscles they are using, and the effect on the muscles, heart and the circulatory system and know how they are working during their training sessions. Unable to plan their Personal Exercise Programme (PEP) without considerable assistance. Needs the help of prepared worksheets and guidance in how to use them and in choosing appropriate principles of training. Does not know how to take pulse rates or understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unable to use this knowledge or understand how to use it when selecting appropriate tests for measuring and evaluating their programme. Needs the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the safety in this activity but not always demonstrate it in practice. May not know how to devise and carry out an appropriate warm up for this activity or only at a superficial level. Unable to lead the group warm up and may not support the teacher in preparing, during or concluding the session. Unable to evaluate the training session and does not have the insight to produce a critical evaluation for the PEP. |
| 3-4 | Shows a moderate level of fitness in performing their training session working to a moderate level of intensity (eg 60 per cent to 70 per cent maximum heart rate) and unable to sustain a good level of intensity throughout the session. May show good technique early in the session but their technique and fitness level may deteriorate in the later stages, especially on the final set or they may show moderate technique on each repetition and set for most of the training session. Needs clear guidance to in choosing the distance or time of each repetition, the number of sets and the appropriate time for recovery between repetitions and sets and the training affects of this method of training. Lacks knowledge of the muscles they are using and the affect on the muscles, heart and the circulatory system and know how they are working during their training sessions. May not be able to plan their PEP without some assistance. Needs help and prepared worksheets and some guidance in choosing appropriate principles of training and training methods. May know how to take pulse rates but may not understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unlikely or unable to use this knowledge in testing, measuring and evaluating their programme. May not understand how to plan in any depth and needs help in setting out their plan and choosing appropriate testing, measuring and evaluating procedures for their programme. Needs the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the importance of safety in this activity and normally applies them in practice. May know about and apply a warm up main activity and cool down but may not apply good technique throughout. May not always support the teacher in preparing, during and concluding the training session. Lacks depth in their ability to evaluate their training sessions and overall programme and will not be able to offer any real insight into the future planning of their PEP. |

| | |
|-------------------|---|
| <p>5-6</p> | <p>Shows a good level of fitness in performing their training session working to a good level of intensity (eg 70 per cent to 80 per cent maximum heart rate) with good technique on each repetition and set for most of the training session. May need guidance in planning and using appropriate distances or time for each repetition, and the number of sets and appropriate rests/recovery periods between repetitions and sets, and unclear about the reasons why. Has a little knowledge of the muscles they are using and the effect on the muscles, heart and the circulatory system and know how they are working during their training sessions. Able to produce a plan for their PEP after initial teaching and with guidance on the use and application of the principles of training and training methods. Knows how to take pulse rates and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to choose appropriate testing and measuring and evaluating procedures for their programme, but needs some direction in setting out their plan. Has set out a good plan and may have devised or used prepared templates for setting out, monitoring, recording and evaluating their programme. Has a good knowledge of safety and plan and carry out an appropriate warm up, main activity and cool down/recovery with good technique. Capable of supporting the teacher in preparing equipment and storing the equipment after use. Monitors, records their programme and makes useful notes and comments. Briefly evaluates each training session and the overall PEP and make some clear and relevant suggestions for the future development of their training programme.</p> |
| <p>7-8</p> | <p>Has a very good fitness level, and work at a high level of intensity (eg 80 per cent to 90 per cent maximum heart rate) with very good technique throughout the whole of the training session. Knows and has some understanding of planning and using appropriate distance or time of each repetition and the number of sets and appropriate rests/recovery periods between repetitions and sets. Has some knowledge of the muscles they are using and the effect on the muscles, heart and the circulatory system and how they work during their training sessions. Produces a plan for their PEP and demonstrate an understanding of the principles of training and use them in their programme. Knows how to take pulse rates and has some understanding of the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. The plan will be well set out and the student may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Has a very good knowledge of working safely and plan and carry out and apply this in an appropriate warm up, main activity and cool down for each training session they perform. Capable of supporting the teacher in leading a warm-up for example and preparing the equipment for the training session, such as the heart rate monitors if available, and storing after use. Monitors, records their programme with useful notes and comments and evaluate each session. briefly evaluates each training session and the overall PEP has an evaluation with clear, relevant suggestions to develop their training programme over a further period of time.</p> |

| | |
|--------------------|---|
| <p>9-10</p> | <p>Has an excellent level of fitness, which will be demonstrated in working at an excellent level of intensity (eg 90 per cent maximum heart rate) and technique throughout the whole of the training session. Knows and understands how to calculate the distance, or time of each repetition, the number of repetitions, and the number of sets and appropriate rest/recovery periods between repetitions and sets and able to explain the reasons why. Has a good working knowledge of the muscles they are using and the effect on the muscles, heart and the circulatory system and how they work during their training sessions. Researched and planned their PEP needing little guidance and they show a clear understanding of, and apply the principles of training. Knows how to take pulse rates and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out and may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Has a clear understanding of and be very capable of working safely. Plans and carries out an appropriate warm up, main activity and cool down for each training session they perform. Very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example using the heart rate monitors if available, and storing after use. Monitors, records and evaluates each training session and makes detailed notes and provide a more detailed critical evaluation of their overall PEP. Explains how their whole programme has worked and should progress and fitness levels improve using appropriate principles and methods of training.</p> |
|--------------------|---|

**Assessment criteria for Pilates as part of Fitness training:
Practical performance**

2.1.1: Player/participant

| | |
|------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Produces a limited level of performance, reflecting little accuracy within each exercise. Such performers are characterised by lack of strength, very little body control, lack of stability and a general lack of balance. Level of technique allows basic moves to be undertaken. Correct breathing technique is used at times. Ability to co-ordinate moves with fluency and control is limited. Has no aesthetic awareness or presence. Has little sense of timing or fitness for purpose, relative to the performance. Has little understanding and knowledge of the purpose of the activity. Compositional element requires guidance, which will be directed at a basic level of complexity. Unable to plan their Personal Exercise Programme (PEP) without considerable assistance. Needs the help of prepared worksheets and guidance in how to use them and in choosing appropriate principles of training. Does not know how to take pulse rates or understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unable to use this knowledge when selecting appropriate tests for measuring and evaluating their programme. Needs the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the safety in this activity but not always demonstrate it in practice. May not know how to devise and carry out an appropriate warm up for this activity or only at a superficial level. Unable to lead the group warm up and may not support the teacher in preparing, during or concluding the session. Unable to evaluate the training session and will not have the insight to produce a critical evaluation for the PEP.</p> |
| 3-4 | <p>Produces a moderate performance, reflecting some degree of accuracy within their movement. Such performers are characterised by their limited strength, body control and balance. Basic moves are achieved with practice. Can breathe correctly at times and demonstrate some easier exercises with reasonable technique. Has some aesthetic appreciation. Ability to co-ordinate moves to form a sequence lacks fluency and timing. Is developing a sense of awareness and has some degree of core control and stability. Produces a basic sequence of exercises with teacher help. Has some idea about the basics of what each exercise is trying to achieve. Performs exercises without a breakdown of technique for at least a short period. May not be able to plan their Personal Exercise programme without some assistance. Needs help and prepared worksheets and some guidance in choosing appropriate principles of training and methods of training. May know how to take heart rates but may not understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unlikely or unable to use this knowledge in testing, measuring and evaluating their programme. May not understand how to plan in any depth and needs help in setting out their plan and choosing appropriate testing, measuring and evaluating procedures for their programme. Likely to need the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the importance of safety in this activity and normally applies them in practice. May know about and apply a warm up main activity and cool down but may not apply good technique throughout. May not always support the teacher in preparing, during and concluding the training session. Lacks depth in their ability to evaluate their training sessions and overall programme and will not be able to offer any real insight into the critical planning of their PEP.</p> |

| | |
|-----|--|
| 5-6 | <p>Produces an average level of performance reflecting some degree of accuracy in their movement sequence. Shows some strength and maintain some stability and balance when performing an exercise or group of exercises. Has a developing sense of breathing technique when carrying out the moves but has some difficulty with fluency. Has a basic knowledge of why the moves are being carried out and which muscle groups the moves relate to. Needs guidance to develop a sequence of moves to achieve a higher level of complexity. Performs exercises for a reasonable period of time without losing significant form or body tension. Has some idea about how a group of movements can be made more challenging to show a sequence of progression throughout a training cycle. Produces a plan for their PEP after initial teaching and with guidance on the use and application of the principles of training and methods of training. Knows how to take pulse rates and the understanding of the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to choose appropriate testing and measuring and evaluating procedures for their programme but needs some direction in setting out their plan. Has set out a good plan and they may have devised or used prepared templates for setting out their programme and for monitoring, recording and evaluating their programme. Has a good knowledge of safety and plan and carry out an appropriate warm up, main activity and cool down/recovery with good technique. Capable of supporting the teacher in preparing equipment and storing the equipment after use. Able to monitor and record their programme and make useful notes and comments. Briefly evaluates each training session and the overall PEP and make some clear and relevant suggestions for the future development of their training programme.</p> |
| 7-8 | <p>Regularly produces a very good level of performance, reflecting accurate movement and a good level of control throughout each movement. Has a good level of tension throughout each movement and can keep the muscles engaged for the most part. Has aesthetic presence and can name specific exercises and has a good level of understanding of the benefits each exercise has to a particular muscle. Breathing is focused and in tune with most exercises and has a degree of control and timing. Has the core strength to perform each exercise for an extended period of time with a minimal loss of control and technique. Composes moves with some guidance. Demonstrates how a group of movements can be made more challenging to show a sequence of progression throughout a training cycle. Produces a plan for their PEP demonstrate an understanding of the Principles of Training and use them in their programme. Knows how to take pulse rates and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out and the student may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Has a very good knowledge of working safely and plans, carries out and applies this in an appropriate warm up, main activity and cool down for each training session they perform. May be capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session. Monitors, records and briefly evaluates each training session and makes useful notes and their overall PEP will have a detailed evaluation with clear and relevant suggestions to develop their training programme over a further period of time using appropriate principles and methods of training.</p> |

| | |
|--------------------|---|
| <p>9-10</p> | <p>Consistently demonstrates a high level of technique and knowledge. Is characterised by the level of body tension, precision of movement, strength and stability demonstrated within various exercises consisting of poses, holds and moves centring on the core muscles (all the muscles in the abdomen, lower back, hips, and backside). Produces, performs and holds these exercises with precision and control throughout the entire movement and are able to co-ordinate them with ease and fluency. Appreciates aesthetic quality. Can amend their body position to gain alignment and shows total control in all muscles throughout. Where students are displaying multiple movements there must appear to be a continuous flow between movements throughout. Has developed a sense of timing and awareness of breathing for each exercise. Understands the importance of breathing within each movement, engaging their deep abdominal and pelvic floor muscles ('engaging the core') when exhaling and maintain this engagement as they inhale. Has significant knowledge and understanding and can relate the moves to the specific muscle groups being worked. Produces a series of exercises independently with a high level of complexity and minimal guidance. Performs each exercise for a significant amount of time without loss of technique. Demonstrates how a group of movements can be made more challenging to show a sequence of progression throughout a training cycle. Has some understanding of how to make exercises simpler or less challenging for those who lack the strength and coordination to perform some of the exercises. Researched and planned their PEP needing little guidance. Understands and applies the principles of training. Knows how to take pulse rates accurately and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Uses this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out and the student may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Has a clear understanding of and be very capable of working safely. Plans and carries out an appropriate warm up, main activity and cool down for each training session they perform. Very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session. Monitors, records and evaluates each training session and makes detailed notes, providing a more detailed critical evaluation of their overall PEP. Explains how their whole programme has worked and should progress and fitness levels improve using appropriate principles and methods of training.</p> |
|--------------------|---|

Note: In this method of training fitness levels addressed will include strength, core stability, and balance.

**Assessment criteria for Weight training as part of Fitness training:
Practical performance**

2.1.1: Player/participant

| | |
|------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Has a poor level of fitness in performing their training session working to a poor level of intensity (eg about 60 per cent or below of rep max) and unable to sustain a moderate level of intensity throughout the training session and they will have poor technique on each exercise, and set for most of the training session. Does not understand how to choose the appropriate exercises and number of repetitions and the appropriate time for recovery between sets and to understand the training affects of this method of training. Has very little or no knowledge of the muscles they are using, and the effect on their muscles, heart and the circulatory system and how they work during their training sessions. Unable to plan their Personal Exercise Programme (PEP) without considerable assistance. Needs the help of prepared worksheets and guidance in how to use them and in choosing appropriate principles of training. Does not know how to take pulse rates or have knowledge and understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Does not have the knowledge or understand how to select appropriate tests for measuring and evaluating their programme. Needs the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the safety in this activity but does not always demonstrate it in practice. May not know how to devise and carry out an appropriate warm up for this activity or only at a superficial level. Unable to lead the group warm up and may not support the teacher in preparing, during or concluding the session. Unable to evaluate the training session and does not have the insight to produce a critical evaluation for the PEP. |
| 3-4 | Has a moderate level of fitness in performing their training session working to a moderate level of intensity (eg over 60 per cent rep max) and unable to sustain a good level of intensity throughout the session. May show good technique early in the session but their technique and fitness level may deteriorate in the later stages especially in the final set. Needs clear guidance in choosing the appropriate exercise, number of repetitions and sets, and the appropriate time for recovery between sets. Understands the training effects of this method of training. Lacks knowledge of the muscles they are using and the effect on their muscles, heart and the circulatory system and how they work during their training sessions. May not be able to plan their PEP without some assistance. Needs help and prepared worksheets and some guidance in choosing appropriate principles of training and methods of training. May know how to take heart rates but may not understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. May not understand how to plan in any depth and needs help in setting out their plan and choosing appropriate testing, measuring and evaluating procedures for their programme. Likely to need the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands the importance of safety and good technique in this activity and normally applies them in practice. May know about and apply a warm up main activity and cool down but may not apply good technique throughout. May not always support the teacher in preparing, during and concluding the training session. Lacks depth in their ability to evaluate their training sessions and overall programme and unable to offer any real insight into the critical planning of their PEP. |

| | |
|-------------------|--|
| <p>5-6</p> | <p>Has a good fitness level in performing their training session, working safely and to a good level of intensity (eg 60 per cent to 80 per cent rep max) with good technique on each repetition and set. Needs guidance in planning, using appropriate exercises, number of repetitions and the number of sets and appropriate rests periods between sets. Less clear about the reasons why they should use certain exercises. Shows good technique in all the exercises in their programme. Little knowledge of the muscles they are using and the effect on their muscles, heart and the circulatory system. Knows how they work during their training sessions. Produces a plan for their PEP after initial teaching and with guidance on the use and application of the principles of training and methods of training. Knows how to take pulse rates and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to choose appropriate testing and measuring and evaluating procedures for their programme but needs some direction in setting out their plan. Has set out a good plan and they may have devised or used prepared templates for setting out their programme and for monitoring, recording and evaluating their programme. Has a good knowledge of safety, using spotters and planning and carrying out an appropriate warm up, main activity and cool down/recovery with good technique. Capable of supporting the teacher in preparing equipment, eg any free weights and storing the equipment after use. Able to monitor and record their programme and make useful notes and comments. Briefly evaluates each training session and overall PEP and makes some clear and relevant suggestions for the future development of their training programme.</p> |
| <p>7-8</p> | <p>Has a very good fitness level, which will be demonstrated in working at a very high level of intensity (eg working towards the high end of their target zone) and shows very good technique throughout the whole of the training session. Knows what exercises to include, in which order and understands why they should use them. Understands how to use repetitions and sets for different effects, the order in which to perform the exercises and how to calculate the resistance. Has some knowledge of suitable training methods and adopt them. Knows how to calculate, set and record their correct resistance for each exercise. Has a good knowledge of the muscles, joints and joint actions used in the exercises and know how they work. Produces a plan for their PEP and demonstrate an understanding of the principles of training and use them in their programme. Knows how to take pulse rates and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Uses this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out and the student may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Has a very good knowledge of working safely and using spotters and plans and carries out an appropriate warm up, main activity and cool down for each training session they perform. Capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example the equipment needed for the exercise stations and using the heart rate monitors if available, and storing after use. Monitors, records and briefly evaluates each training session and makes useful notes. The PEP has a detailed evaluation with clear and relevant suggestions to develop the training programme over a further period of time using appropriate principles and methods of training.</p> |

| | |
|--------------------|--|
| <p>9-10</p> | <p>Has a clear understanding of, and applies the principles of training, repetitions, sets and training methods. Knows how to perform each exercise in their programme correctly using sound and safe technique. Knows (and understands why) in which order to perform the exercises and how to calculate, set and record the correct resistance for each exercise for themselves and others. Knows and understands repetition maximums and how to calculate them for themselves and others and they will have a high fitness level and work at a high intensity. Knows what exercises to include, in which order, and how to calculate the number of repetitions for each exercise, and the number of sets they should perform. Has a very good working knowledge of the muscles, joints and joint actions used in the exercises and how they work. Researched and planned their PEP needing little guidance. Has a clear understanding of, and applies the principles of training. Knows how to take pulse rates accurately and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out and the student may have devised their own templates for setting out their programme or used prepared templates for monitoring, recording and evaluating their programme. Has a clear understanding of and be very capable of working safely, spotting and using spotters. Plans and carries out an appropriate warm up, main activity and cool down for each training session they perform. Very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example if they are using free weights and using the heart rate monitors if required and if available, and storing after use. Monitors, records, evaluates each training session, makes detailed notes, provides a more detailed critical evaluation of their overall PEP. Explains how their whole programme has worked and should progress and fitness levels improve using appropriate principles and methods of training.</p> |
|--------------------|--|

Note: Candidates could use heart rate monitors to show exercise/work intensity

Assessment criteria for Yoga as part of Fitness training: Practical performance

2.1.1: Player/participant

| | |
|------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Produces a limited level of performance, with little accuracy in the sequence. Lacks strength, body control, stability (balance) and flexibility. Can do basic moves and uses correct breathing technique at times. Ability to co-ordinate moves with fluency and control is limited. Has no aesthetic awareness or presence and little sense of timing or fitness for purpose, relative to the performance. Has little understanding and knowledge of the purpose of the activity. The compositional element requires guidance, which will be directed at a basic level of complexity. Unable to plan their Personal Exercise Programme (PEP) without considerable assistance. Needs prepared worksheets and guidance in how to use them and in choosing appropriate principles of training. Does not know how to take pulse rates, or understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unable to use this knowledge or understand when selecting appropriate tests for measuring and evaluating their programme. Needs prepared templates for planning, monitoring, recording and evaluating their programme. Understands how to work safely but does not always demonstrate it in practice. May not know how to devise and carry out an appropriate warm-up for this activity or only at a superficial level. Unable to lead the group warm-up and may not support the teacher in preparing, during or concluding the session. Unable to evaluate the training session and does not have the insight to produce a critical evaluation for the PEP.</p> |
| 3-4 | <p>Produces a moderate performance, with some degree of accuracy within their sequence. Has limited strength, body control, balance and flexibility. Basic moves are achieved with practice. Can breathe correctly at times and demonstrates some neutral body positions on the mat and whilst standing. Has some aesthetic appreciation. Ability to co-ordinate moves to form a sequence lacks fluency and timing. Developing a sense of awareness and flexibility. Can produce a basic sequence with teacher help. May not be able to plan their PEP without some assistance. Needs prepared worksheets and some guidance in choosing appropriate principles and methods of training. May know how to take heart rates but may not understand the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Unlikely or unable to use this knowledge in testing, measuring and evaluating their programme. May not understand how to plan in any depth and needs help in setting out their plan and choosing appropriate testing, measuring and evaluating procedures for their programme. Likely to need the help of prepared templates for planning, monitoring, recording and evaluating their programme. Understands how to working safely in this activity, and the importance of doing so, and normally does so in practice. May know about, and apply, a warm-up, main activity and cool-down, but may not apply good technique throughout. May not always support the teacher in preparing, during and concluding the training session. Unable to evaluate training sessions and overall programme in depth, and unable to offer any real insight into the critical planning of the PEP.</p> |

| | |
|-----|--|
| 5-6 | <p>Produces an average level of performance, with some degree of accuracy in their movement sequence. Shows some strength and flexibility and maintains some stability (balance) when performing a sequence. Has a developing sense of breathing technique when carrying out the moves but has some difficulty with fluency. Has a basic knowledge of why the moves are being carried out and which muscle groups the moves relate to. Needs guidance on sequencing moves to achieve a higher complexity. Able to produce a plan for their PEP after initial teaching and with guidance on the use and application of the principles and methods of training. Knows how to take pulse rates and the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels. Able to choose appropriate testing and measuring and evaluating procedures for their programme but needs some direction in setting out their plan. Has set out a good plan and may have devised their own, or used prepared, templates for setting out, monitoring, recording and evaluating their programme. Has good knowledge of safety and plans and carries out an appropriate warm-up, main activity and cool-down/recovery with good technique. Capable of supporting the teacher in preparing equipment and storing the equipment after use. Able to monitor and record their programme and make useful notes and comments. Briefly evaluates each training session and the overall PEP and makes some clear and relevant suggestions for the future development of their training programme.</p> |
| 7-8 | <p>Regularly produces a very good level of performance, with accurate movement repetition and flexibility. Able to control holding movements and links moves mostly with control and ease. Has aesthetic presence and can name specific moves within their sequence. Knows why the moves are being used and can relate to the specific muscles in the body. Can breathe in time with the moves and strength, stability (balance) and flexibility is achieved. Is developing a sense of timing, awareness and fitness for purpose. Can compose moves with some guidance. Able to produce a plan for their PEP and understands the methods and principles of training and uses them in their programme. Knows how to take pulse rates and understands the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. Plan is clearly set out and the student may have devised their own, or used prepared, templates for setting out, monitoring, recording and evaluating their programme. Has very good knowledge of working safely and applies this in an appropriate warm-up, main activity and cool-down for each training session they perform. May be capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session. Monitors, records and briefly evaluates each training session and makes useful notes. Their overall PEP has a detailed evaluation with clear and relevant suggestions to develop their training programme over a further period of time using appropriate principles and methods of training.</p> |

| | |
|--------------------|--|
| <p>9-10</p> | <p>Consistently demonstrates a high level of technique and knowledge, characterised by the level of body tension, flexibility, strength and stability (balance) demonstrated within a sequence of moves (eg salute to the sun, warrior sequence, tree sequence). Able to produce a series of moves with precision and control and to co-ordinate them with ease and fluency. Appreciates aesthetic quality. Can amend their body position to gain alignment and neutral body positions with ease. Has a sense of timing and awareness of breathing throughout the sequence and demonstrates strength, stability (balance) and flexibility throughout. Has significant knowledge and understanding and can relate the moves to the specific muscle groups being worked. Can produce a sequence independently with a high level of complexity and minimal guidance. Has researched and planned their PEP needing little guidance. Shows a clear understanding of principles, and methods, of training, and applies them.</p> <p>Knows how to take pulse rates accurately, and understands the significance, of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Able to use this knowledge in testing, measuring and evaluating their programme. The plan is clearly set out. May have devised their own templates, or used prepared templates for setting out, monitoring, recording and evaluating their programme. Has a clear understanding of, and is very capable of, working safely. Plans and carries out an appropriate warm-up, main activity and cool-down for each training session. Is very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session. Monitors, records and evaluates each training session and makes detailed notes. Provides a detailed critical evaluation of their overall PEP and is able to show and apply their knowledge in explaining how their whole programme has worked and should progress and fitness levels improve using appropriate principles and methods of training.</p> |
|--------------------|--|

Note: In this method of training, fitness levels addressed will include strength, core stability, flexibility and balance.

Gaelic football

Skills, knowledge and understanding

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

- Catching: low on chest; overhead.
- Kicking: punt; drop kick; free kick.
- Passing: kick; hand; fist.
- Solo run: side step; hop the ball.
- Pick up.
- Tackling: blocking; shoulder.
- Shooting: right; left.
- Goalkeeping.

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

- Dribbling past an opponent – both sides, feints, close control.
- Pressurised practices and games, eg 3 versus 3 or 4 versus 4 illustrating spatial awareness.
- Timing – when to run/pass/kick/shoot.
- Judgement – where to run, which pass to make, controlling possession, positional sense, support, weighting the pass.
- Roles of different positions.
- Marking.
- Movement off the ball.
- Positions at set plays.
- Tactics.
- Principles of play:
 - attack – width, penetration
 - defence – width, depth.
- Set plays: throw in at the start of the game, free kicks, kick-out, ‘forty-five’.

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

Assessment criteria for Gaelic football: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Able to pass from the hand with limited accuracy. Passes tend to be under or over played. Takes eyes off ball prior to contact.</p> <p>Demonstrates reasonable skill with stronger foot. Ball often hit too high or too far in front.</p> <p>Lack of ability and consistency in catching the ball.</p> <p>Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Shows uncertainty in comprehending changes in tactics or concepts of team work.</p> |
| 3-4 | <p>Passes accurately with correct part of the foot. Occasionally, pass lacks correct weighting. Demonstrates timing and knowledge of distance in a range of passes.</p> <p>Good control and technique. Ball kept under control. Uses stronger foot mainly, but able to demonstrate limited use of both feet.</p> <p>Shows better co-ordination at catching and becomes more accomplished.</p> <p>Starts to become more effective in game situation. May exhibit some individual skills in chosen position although these may be affected by pressures of game.</p> |
| 5-6 | <p>Passes with accuracy while on the move. Demonstrates correct technique and timing with the stronger foot.</p> <p>Able to use both feet to control the ball while soloing past opponents on either side.</p> <p>Good positioning of hands directly behind ball. Can catch while stationary.</p> <p>Shows some ability to influence the game either in attack or defence. Good command of skills and tactics in evidence even under pressure. Shows some anticipation of opposition and makes adjustments. Able to switch quickly from attack to defence.</p> |
| 7-8 | <p>Passes accurately on the move. Demonstrates variety of passes with either foot. Technique and timing good.</p> <p>Demonstrates tight control while soloing past opponents on either side.</p> <p>Has very good catching ability while stationary but more inconsistent on the move.</p> <p>Influences on the game in both attack and defence. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness even under pressure.</p> |
| 9-10 | <p>Demonstrates all types of pass with accuracy and good timing. Able to apply correct weighting and pace. Passes accurately with either foot on the move to stationary or moving target</p> <p>Shows high level of balance and ball control while soloing past an opponent. Able to wrong foot opponent while maintaining full control of ball and moving forward.</p> <p>Shows high level of balance and ability to catch, both while stationary and on the move.</p> <p>Exerts significant control over the game. Shows outstanding level of skills, technical awareness and anticipation, making few unforced errors.</p> |

Golf

Skills, knowledge and understanding

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

- Stance:
 - set up
 - posture
 - open
 - closed
 - position of ball.
- Grip:
 - weak/strong
 - overlapping
 - interlocking.
- Swing:
 - take away
 - backswing
 - downswing
 - impact
 - follow through.
- Use of: woods, irons and putters.
- Strokes: tee shot; drive; approach shots; chip; pitch; putt.
- Playing from and over hazards: eg bunkers; rough.

Application of advanced skills in a structured game situation

Tactics

- Selection of club.
- Use and control of: draw; fade; backspin; lofting.
- Taking account of conditions: lie; distance; wind and weather.
- Using the run of fairway slopes and the green.

Laws of the game and their application

- Rules, etiquette and procedures.
- Types of play: stroke play; match play.

Assessment criteria for Golf: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Hands fail to work as one unit. Poor address to the ball. Jerky swing; ball often missed, miss-hit and not lofted. Unable to select appropriate club to match the lie of the ball. Little attempt to avoid hazards or use tactical shot. Putting – little evidence of taking account of variable conditions. Choice of club often incorrect. Little idea of rules or procedures. |
| 3-4 | Poor position in relation to the ball. Inhibited movement; little success with pitch and chip. Lacks distance and control of direction. Limited idea of course layout or ways to avoid hazards. Stilted and inconsistent putting. Lacks control of wrist and body in putting action. Inconsistent achievement. Limited knowledge of the basic rules and etiquette. |
| 5-6 | Demonstrates correct grip. Ball addressed well in preparation. Correct action. May slice or hook when trying for distance. Will often lack fluidity in swing with little transference of weight. Fairly consistent in controlling direction. Generally tries to use course layout but not always successfully. Achieves putting success but finds difficulty in taking effective account of terrain and alignment. Strokes generally effective and consistent. Understands of the common course rules for playing. |
| 7-8 | Technically correct and effective grip. Good address. May use waggle to advantage. Fluid swing, may lack height and distance. Accurate approach shots. Consistent. Uses course layout and can usually avoid hazards while playing for position. Putting effective and accurate. Takes account of the lie of the green. Adjusts game to suit conditions. Selects appropriate club. Can match par to handicap but often drops a shot. Sound knowledge of the procedures and etiquette of the game. |
| 9-10 | Good, firm and technically correct grip. Correct alignment of feet, body and head. Fluid swing, taking club through full range. Achieving distance regularly. Effectively uses the course for best line. Able to fade/draw to effect. Putting, high percentage of scoring rate, taking account of terrain, distance, alignment. Regularly makes par to handicap. Chooses appropriate club. Responds to weather conditions. Excellent understanding and knowledge of the game and course. |

Skills and manoeuvres

| | | | |
|----------|-----------------------------|-----------|-----------------------------|
| 1 | Stance | 8 | Fairway shots: medium irons |
| 2 | Grip | 9 | Fairway shots: wedge shots |
| 3 | Swing | 10 | Chipping |
| 4 | Tee shots: driver and woods | 11 | Pitch and run |
| 5 | Tee shots: long irons | 12 | Putting |
| 6 | Fairway shots: woods | 13 | Bunker shots |
| 7 | Fairway shots: long irons | 14 | Draw and fade of iron shots |

Gymnastics

Skills, knowledge and understanding

Agilities

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

Basic agilities

- Rolls: forward crouch and straddle; circle straddle roll; dive forward.
- Rolls: backward into crouch and straddle.
- Balances: shoulder; knee and elbow (crouch balance); headstand; handstand.
- Cartwheel; round off.

Advanced agilities

- Rolls: forward into straight leg pike.
- Handspring.
- Headspring.
- Somersaults: front and back.
- Flic flac (backflip).
- Backward roll to handstand; handstand forward roll.
- Walkover forward/backward.

Any other agility the gymnast can perform.

Vaulting

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

Basic vaults

- Squat vault: long and/or cross box.
- Straddle vault: long and/or cross box.

Advanced vaults

- Headspring; handspring piked (Yamashita).
- Handspring half turn/half on half off.
- Round off over the vault.

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

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

Routine

Students will select one of the following and produce a routine.

Floor routine

- Boys: a sequence lasting up to 60 seconds and comprising any number/combination of the **agilities** listed above, with linking movements.
- Girls: a sequence to music lasting 60 to 90 seconds and comprising any number of **agilities** listed above.

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

Pommel horse (Boys): A short sequence showing various leg swings.

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

Educational gymnastics

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

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

Time awareness

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

Spatial awareness

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

Weight awareness: awareness of strength and lightness in movement.

Rhythmic gymnastics

- Students should perform a routine using one of clubs/ball/rope/ribbon/hoop.
- Clubs: a short sequence lasting 60 to 90 seconds to include small circles, mill circles, large swings, throws, tapping/beating, asymmetric movements.
- Ball: a short sequence lasting 60 to 90 seconds to include throws, free rolls over the body or the floor, bouncing, circles, figures of eight and balancing the ball on part of the body.
- Rope: a short sequence lasting 60 to 90 seconds to include skipping, swings, circles, rotations, figures of eight and throws.
- Ribbon: a short sequence lasting 60 to 90 seconds to include swings, circles, snakes, coils, figures of eight and throws.
- The hoop: a short sequence lasting 60 to 90 seconds to include rolling, rotation around the hand or part of the body, swing curls, figures of eight, turning over, passing through and over and throws.

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

| Skills list |
|--|
| <p>Agilities</p> <p>Basic agilities:</p> <ul style="list-style-type: none"> • Rolls: forward and backward into crouch and straddle; circle straddle roll; dive forward. • Balances: shoulder; knee and elbow (crouch balance); headstand; handstand. • Cartwheel; round off. <p>Advanced agilities:</p> <ul style="list-style-type: none"> • Rolls: forward into straight leg pike. • Handspring. • Headspring. • Somersaults: front and back. • Flic flac (back flip). • Backward roll to handstand; handstand forward roll. • Walkover forward/backward. • Any other agility the gymnast can perform. |
| <p>Vault</p> <p>Use of box (minimum 110cm height) and reuter/spring board or trampette to perform any two of the following vaults.</p> <p>Basic vaults:</p> <ul style="list-style-type: none"> • Squat vault: long and/or cross box. • Straddle vault: long and/or cross box. <p>Advanced vaults:</p> <ul style="list-style-type: none"> • Handspring; handspring piked (Yamshita). • Handspring half turn/half on half off. • Round off over the vault. • Longarm with full twist. • Any vault from the FIG code of points <p>(the vault must be explained prior to execution).</p> <p>Routine</p> <p>Students will select one of the following and produce a routine:</p> <ul style="list-style-type: none"> • floor • parallel bars/rings/pommel horse/high bar • educational gymnastics • rhythmic gymnastics. |

Assessment criteria for Gymnastics: Practical performance

2.1.1: Player/participant

| | |
|------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Agilities: able to attempt at least five basic agilities, demonstrating some body control. Vault: experiences some difficulty. Needs assistance with one or both vaults. Poor style. Floor: able to link together simple movements using limited space. Evidence of some body control. Lacks flow and rhythm. Apparatus: needs assistance with mount/dismount. Student will not attempt a routine. Educational: performs a short routine/sequence with a limited understanding of the chosen theme. Lacks flow and little evidence of body control. Rhythmic: may lose control of the apparatus. Lack of momentum/continuity to the routine. Interpretation of the music is incidental. |
| 3-4 | Agilities: able to attempt all rolls and balances with limited style, but more control. Vault: performs the two basic vaults with minimal assistance. Limited control and style. Floor: demonstrates basic agilities and linking movements in a routine. Some degree of control and style. Apparatus: more competent in the mount; encounters problems with the dismount which tends to be simplistic. Basic moves used throughout the routine. Routine will lack continuity. Educational: performs a short routine/sequence on the chosen theme demonstrating basic agilities and/or vaults. Shows some control and style. Rhythmic: some continuity of movement with the apparatus. Basic actions displayed with adequate degree of control. Modest interpretation of the music. |
| 5-6 | Agilities: able to attempt all basic agilities with control and style. May attempt an advanced agility. Vault: performs the two basic vaults with control and style. More advanced vault may need some degree of assistance. Floor: demonstrates basic agilities to a higher degree of control and performance; limited number of advanced moves, executed poorly. Apparatus: mount and dismount without assistance. Routine composed mostly of elementary moves with, possibly, one or two more advanced elements. Reasonable style and control. Educational: demonstrates through performance, a routine/sequence on the chosen theme using good interpretation and starts to show awareness of body/time/weight or space. Linking movements in evidence. Rhythmic: displays a degree of control and thought. Movements performed with apparatus showing reasonable style and control. Interpretation of music improves the appearance of the routine. |
| 7-8 | Agilities: able to perform all basic agilities and at least three of the advanced agilities. Good style and control. Vault: able to perform a more advanced vault. Some evidence of speed on approach. Secure landing. Floor: higher degree of advanced moves. Appropriate linking actions. Overall effect of the routine shows control, flow and style. Apparatus: good mount and dismount. Polished performance of basic moves. Some advanced moves offered, but with limited style and control. Educational: able to perform a routine interpreting the chosen theme with considerable style and control. Evidence of good linking movements. Rhythmic: routine shows continuity with some original ideas. Thought given to types of movement required by changes in beat of music. |
| 9-10 | Agilities: able to perform all basic agilities and five advanced agilities. Excellent control and style. Vault: performs a difficult vault involving some degree of rotation. Good speed on approach and secure landing. Floor: appropriate mixture of movements displaying imaginative use of floor space and ability. Sequence performed with total control. A polished performance. Apparatus: demonstrates a series of well-thought out movements with appropriate linking actions. High level of balance and control in a pleasing routine. Educational: the routine shows thought, imagination and originality. It is fluent, aesthetically pleasing and shows style and poise. Rhythmic: demonstrates a series of well thought out movements, linked together by an imaginative series of moves. An aesthetically pleasing routine. |

Handball

Skills, knowledge and understanding

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

- Passing: shoulder pass; bounce pass; side pass.
- Receiving: side and frontal.
- Dribbling: either hand; using changes of hand; direction and pace.
- Shooting: standing shot; jump shot (for height); jump shot (for length); dive shot.
- Footwork: changes of pace and direction; stopping; side steps.
- Feints: left/right feint; right/left feint; shooting/passing feint.
- Positions: wing; halfback; centre; pivot.

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

- Defence: defence close to the 6 m area (against halfbacks and wingers); marking player and communication; defence of the counterattack; 1 versus 1; 2 versus 2; 3 versus 3; approach to opponent; switching defence; blocking.
- Goalkeeper: defence against, high, middle and low placed shots; long pass as first phase of the counterattack.
- Attack: give and go; breakthrough; feints; 1 versus 1; 2 versus 2; 3 versus 3; pivot play; screens; crossovers.

Tactics

- Defence: man to man; zone defence 6:0 defensive; 3:3 offensive (half court); 5:0 +1 man marker.
- Goalkeeper: start of counterattack role; cooperation with defence to cover distance shots.
- Attack: 1 versus 1; counterattack; 3:3 attack formation, 4:2 attack formation; 2 versus 1 situations; drive; crossovers and other trigger movements.
- Special situations: jump ball; quick restart; 9 m free throw situation.

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

Assessment criteria for Handball: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Displays some control. Uses only one hand. Looks at ball. May lack weight and/or direction. Catching lacks consistency. Does not show for the pass. May travel or hold ball for too long. Shoots off target. Cannot dribble with head up. Shoots from wrong positions, for example incorrect throw from weak side. Poor footwork. May be often off balance. No coordinated jump action. Has limited effectiveness in a game. Has difficulty with basic skills in the game. Poor defence techniques both in positioning and stance. Lacks positional sense in attack. |
| 3-4 | Maintains control. Correct contact with ball. Uses one hand but may have this underneath the ball. Shows better technique when passing over longer distance. Feet correctly positioned. Catches is more consistently but does not reach for the ball. Lacks drive. May look at the ball for too long. Jump shot may lack height. Shoots are consistently too high. No effective brace step. Poor timing of leg and arm action. More effective in a game. Can demonstrate basic skills in a game but unlikely to threaten opponent's goal regularly. Gets into better defensive positions and shows some idea of attacking positions. |
| 5-6 | High level of control. Uses either hand, but one is weaker. Shows good body position. Head up for maximum vision. Good passing technique. Uses shoulder, bounce and side pass. Catching is consistent. Uses feints/deception. Timing is effective. Correct footwork. Head up whilst dribbling. Drives through sometimes on the strong side with correct technique. Jump shot has clear leg and arm action but may lack height and accuracy. Effective standing shot. Timing may be poor. May be off balance. May be used effectively in a game. May threaten opponent's goal and understands their defensive role and individual defence, for example stance, approach to an opponent. May have some understanding of their role in attack. |
| 7-8 | Able to change speed and direction. Appropriate use of the ball. Passes effectively with good technique while on the move. Can use a variety of passes with deception. Shows good timing. Good standard of technique and control. Strong drive in drills. Can break through on weaker side but may not finish strongly. Good standard of technique with a good level of success. Very effective jump shot. Good technique. Very good timing. Shows a good level of skill even under pressure. Can influence the game in defence and attack. Understands and plays to the team's tactics. Can exploit openings and threaten opponents by scoring and/or assisting. |
| 9-10 | Can drive at speed and with control. Can drive on either side. Excellent technique. Can pass at speed whilst on the move. Very good accuracy and timing. High levels of success. Can drive through the defence and shoot. Flowing action with balance and clear follow through. Can shoot correctly with power and accuracy from all positions. Very good technique. Very good timing. High level of skill in their chosen position. Footwork is faultless. Shows significant control over the game. Makes few, if any, unforced errors. Excellent timing to exploit openings and is able to drive at the goal. Demonstrates an understanding of tactics in defence and attack. |

Horse riding

Skills, knowledge and understanding

Skills/manoeuvres

- Approach pony in stable, put on a head collar and tie up.
- Approach and lead a pony in hand.
- Mount and dismount.
- Walk and halt without a leading rein in an enclosed area.
- Put on a saddle and bridle.
- Show simple turns and circles in a walk.
- Show rising trot and knowledge of diagonals.
- Show knowledge of aids for increase and decrease of pace.
- Ride school movements in trot and walk.
- Show phase of canter on both legs and show a change of leg.
- Show forward position over poles.
- Show knowledge of the five phases of the jump, and jump a small cross pole.
- Show a balanced position in all school movements in walk, trot and canter.
- Show correct application of aids in the above manoeuvres.
- Walk, trot and canter without stirrups.
- Jump a 2 ft 6 ins track or ride with contact and on the bit.
- Make a good attempt at a half pirouette from a trot, halt and rein back.
- Show shortening and lengthening.
- Ride a 2 ft 9 ins cross-country course or ride in a double bridle.
- Ride a good 3 ft track or show lateral movements.

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

Assessment criteria for Horse riding: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Able to mount and dismount, walk and halt but with little or no style. Leads a pony by hand but may lack confidence in approaching and leading. Has little or no knowledge of equitation and designs and rides a very limited routine. |
| 3-4 | Can put on a saddle and bridle with assistance and can mount and dismount with ease. Can walk and rising trot with some style and ride turns and circles with some success. Displays a limited knowledge of equitation and designs and rides a limited routine. |
| 5-6 | Demonstrates rising and sitting trot with growing confidence and style but canters with little or no style. Can ride over poles with confidence. Can ride in canter, turns and circles, ride in walk independently of the reins and hold the reins in one hand in the walk and trot. Can do left and right circle, and ride on the correct diagonal. Demonstrates a basic understanding of equitation and designs and rides a complex routine with guidance. |
| 7-8 | Rides confidently and efficiently in walk, trot and canter with or without stirrups. Can jump 2 ft 6 fences but the technique may be basic. Has good contact and control of the horse and can perform the following movements well: walk, trot on named diagonal, centre on correct leg, ride school figures in walk, trot and canter and turn on forehand. Has a good knowledge of equitation and designs and rides a complex routine. |
| 9-10 | Is a confident rider who performs skills very effectively. Can jump a variety of fences at 2 ft 9 cross-country or 3 ft show jumping, showing good balance and effectiveness in the five phases of the jump. Or is able to show very good control in performing riding figures in walk, trot and canter, reining back, turns on forehand demonstrating the ability to ride consistently on the bit and ride the horse to collection. Should attempt quarter pirouettes. Has an excellent knowledge of equitation and designs and rides a highly complex routine. |

Hurling/camogie

Skills, knowledge and understanding

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

- Striking.
- Catching: one-handed.
- Lifting: moving ball; stationary ball.
- Blocking: on the ground; in the air.
- Stopping: on the ground; in the air.
- Dribbling: soloing.
- Goalkeeping.

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

- Dribbling past an opponent – both sides, feints, close control.
- Pressurised practices and games for example 3 versus 3 or 4 versus 4 illustrating spatial awareness; timing – when to run/pass; judgement – where to run, which pass to make; controlled possessional play.
- Positional sense; support; weighting the pass.
- Roles of the different positions.
- Marking.
- Movement off the ball.
- Positions at set plays.

Tactics

Principles of play:

- attack – width, penetration
- defence – width; depth; aerial and ground hurling.

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

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

Assessment criteria for Hurling: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Makes inaccurate passes that consistently fall either short or long. Has poor body position and misuses power with little or no follow-through.</p> <p>Lacks balance and unable to carry the ball with the stick in either hand.</p> <p>Inconsistency even with stationary ball. Too upright a position.</p> <p>Unable to catch consistently. Target set poorly. Hand and arm too rigid. Drops ball frequently.</p> <p>Unable to influence game. Makes very limited contribution and shows little or no skill during play. Unable to comprehend changes in tactics or concepts of team work. Shows large degree of uncertainty.</p> |
| 3-4 | <p>Makes fairly consistent passes from stronger side. Able to pass with reasonable success to moving receiver. Poor on longer passes</p> <p>Fair control with hands on stick. Unstable at speed and with change of direction.</p> <p>Reasonable ability with stationary ball but inconsistent with moving ball. Control takes time.</p> <p>Catches on move but not consistently.</p> <p>Becoming more effective in game situation. May exhibit some individual skills in chosen position although these may be affected by pressures of game.</p> |
| 5-6 | <p>Makes consistently accurate passes. Longer passes are fairly accurate, especially when moving on strong side.</p> <p>Shows good control with hands on stick at speed but unstable with change of direction.</p> <p>Consistent in pick up of both a stationary and moving ball.</p> <p>Becoming more consistent at catching on the move.</p> <p>Plays effectively in game situation. Demonstrates good level of skill in chosen position.</p> |
| 7-8 | <p>Able to pass accurately while in motion, over a long distance from either side to moving receiver.</p> <p>Has very good control at speed and during change of direction. Keeps head up looking around at options. Good use of body as a shield.</p> <p>Consistent pick up but inconsistent pass especially with moving ball.</p> <p>Makes consistent catches on move or stationary.</p> <p>Able to exert an influence on the game both in attack and defence. Makes few unforced errors and assists team mates. Shows good level of skill and tactical awareness even under pressure.</p> |
| 9-10 | <p>Able to pass accurately to player moving away from both sides.</p> <p>Has excellent level of control at speed. Quick delivery of pass while on the move.</p> <p>Very consistent in pick up at speed and also accuracy of pass.</p> <p>Catches pass while in motion away from the ball (over shoulder).</p> <p>Exerts significant control over the game. Shows outstanding level of skill, technical awareness and anticipation, making very few unforced errors.</p> |

Ice dance

Skills, knowledge and understanding

The student is assessed on their ability to choreograph and perform a solo dance with the use of music as a sound stimulus lasting no more than four minutes. The following regulations apply.

- Choreography and performance of a solo dance routine of a maximum of four minutes.
- Use of music as a sound stimulus.
- The student will produce written programme prior to assessment and moderation.

The formal solo performance should contain the following technical elements:

- jumps
- combination jumps
- step sequences
- spins
- combination spins
- balances.

Assessment is based on a fully choreographed solo performance where the student performs the acquired and developed skills. The level of success of the performance is measured through the movement phases identified below:

- shape
 - style and aesthetic quality
 - consistency and maintaining ambience throughout
 - control – movement and use of space
 - overall efficiency and flow across the ice
- form
 - the quality of the individual elements of the sequence, its accuracy as well as its conformity to regulations
- consistency
 - the continuity/flow of the routine
 - the aesthetic quality (artistic impression)
 - the quality of the individual elements and the overall sequence in relation to timing, co-ordination, amplitude and spatial awareness
- control
 - success in both the individual elements and the routine as a whole.

Assessment criteria for Ice dance: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Shows a moderate level of acquired and developed skills, that leads to a moderate level of performance. Demonstrates a limited mastery of the basic technical elements and a low level of technical accuracy, control and fluency. Able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Lacks confidence and concentration in performance. |
| 3-4 | Shows an improving level of acquired and developed skills that allows for an average level of performance. Attempts to select and apply a wide variety of techniques in the dance and under performance pressure usually achieves accuracy, control and fluency. Has perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. Demonstrates control of bodily movements and a variety of basic technical elements. Projects with some confidence but focus tends to be inward. |
| 5-6 | Shows a good level of acquired and developed skills that allows for a sound standard of performance. A sound level of success in the selection and application of techniques in the ice dance and under performance pressure the level of accuracy, control and fluency is reliable. Able to introduce and use sound sequence compositional and choreographic strategies to show an understanding of the performance requirements. Demonstrates clarity of expression through a wide variety of technical elements, showing fluency of movement and rhythmic awareness. Projects with confidence but focus lacks continuity. |
| 7-8 | Shows an effective level of acquired and developed skills that allows for a very good standard of performance. Consistent success in the selection and application of advanced techniques in the performance. Shows good understanding of perceptual requirements to perform and introduces a range of successful sequence compositional and choreographic strategies. Demonstrates clarity of expression through a wide range of technical skills that show fluency and control with rhythmic awareness. Projects with confidence and is focused. |
| 9-10 | Shows a very high level of acquired and developed skills and a consistently high standard of accuracy, control and fluency. Successfully selects and applies advanced techniques with accuracy, control and fluency. Introduces strategies at a high level and demonstrates an understanding of sequence composition and choreography. Demonstrates clarity of expression by skilful mastery, fluency and control through varied use of tempo, dynamics and accents of the technical skills. Is highly confident and well-focused. |

Ice hockey

Skills, knowledge and understanding

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

- Use of the stick: grip, movement of hands, position on the ice.
- Passes:
 - normal pass: forehand, backhand (puck must stay on the ice)
 - saucer pass (puck must leave the ice)
 - the flick: straight, right to left, left to right, footwork (puck will leave the ice).
- Receiving the puck: grip; 'giving' motion; position of body; receiving from right and left, in front, behind and side.
- Stopping the puck: hands on stick, position of feet on ice.
- Stick handling: grip, footwork, body position.
- Tackling: block, lunge, jab from front and side, use of channelling and shadowing.
- Beating an opponent: stick side, non stick side, pull back and touch stop, face-off.
- Shooting: slap shot, wrist shot, snap short, backhand shot.
- Net-minding skills: body saves, double pad stack, use of stick, use of gloves, clearing puck.

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

- Stick handling past an opponent: both sides, feints and close control.
- Pressurised small games: 3 versus 1, 3 versus 3, 4 versus 2.
- Positional sense; movement on and off the puck; cover; depth ion attack and defence; use of width.

Tactics

- Principles of attack and defence:
 - triangular passes
 - through and square passes
 - zonal defence
 - one to one marking
 - attacking through left and right.
- Cycling the puck.
- Attacking net-minding; defensive net-minding.
- Systems of play.
- The link system.

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

Assessment criteria for Ice hockey: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Demonstrates forehand and backhand hit but both lack power and accuracy. Able to receive and control easy passes when stationary. Makes little effort to move feet to receive in correct position. When moving with the puck body position is upright and there is little evidence of stick and puck control Able to show action of block tackle but rarely wins puck. Little or no movement with the puck evident.</p> <p>Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation when under pressure. Rarely moves with the puck. Passing lacks accuracy and direction. Avoids tackling. Net-minding includes attempts to perform body saves.</p> |
| 3-4 | <p>Demonstrates competent push and slap hit but both lack power. Able to receive and use basic footwork to bring puck under control whilst stationary or on the move. When moving with the puck maintains good control but keeps puck too close to body with no peripheral vision. Mainly uses forehand side of stick – little evidence of ability to use backhand control. Overall movement slow and awkward.</p> <p>Achieves some success when tackling but there is little evidence of timing the tackle or of adopting the correct body position. Often stick tackles. Becomes more effective in the game. May attempt some skills but these may be affected by the pressure of the game. Attempts to pass the puck but lacks awareness of other players' positioning. Often caught in possession of the puck. Has little awareness of basic positioning. Net-minding includes body saves.</p> |
| 5-6 | <p>Demonstrates good forehand and backhand passes, adjusting skating to give direction and accuracy. Attempts saucer pass although not always successful. Can receive puck and bring under control on both forehand and backhand stick side. Begins to show evidence of use of continuous control whilst moving with the puck. Puck and stick in front of the body to allow for efficient movement. Able to demonstrate jab, open and reverse stick side tackles.</p> <p>Achieves some success with jab and open but often too slow to execute reverse stick tackle effectively. Plays competently in the game. Individual skills in evidence when trying to outwit opponents. Passes puck with some degree of success. Attempts tackling attempted with some success but may not be able to use the puck effectively after winning it. Shows understanding the main tactics involved in chosen position. Net-minding includes at least two types of saves, though they may not always be successful.</p> |
| 7-8 | <p>Performs push, slap hit, hit and flick with accuracy, direction and power. When skating, student brings puck under control quickly and efficiently to strongest side when receiving. Stick 'gives' to cushion the puck. Makes effective use of a variety of stick handling techniques and is able to get past a defender with either a dodge or a well-timed pass.</p> <p>Adopts a strong, low balanced position when tackling and is able to 'time' the tackle thus achieving a good success rate at winning the puck. Plays effectively in the game, exerting an influence in either attack or defence. Good level of individual skill performed with accuracy and speed under the pressures of the game. Demonstrates support play and movement off the puck. Net-minding includes a variety of saves, though they may not always be successful.</p> |
| 9-10 | <p>Demonstrates different types of passes appropriate to the situation with accuracy and puck pace. Controls their skating to receive puck from different directions showing good first touch puck control on both sides of the stick. When stick handling, the puck in close contact with the stick and shows changes of pace and direction as well as demonstrating body and stick feints to outwit the opponent.</p> <p>A strong, balanced body position is evident. Able to select an appropriate tackle to dispossess opponents, and then use the puck to their advantage showing vision and good tactical awareness. Uses intelligent positioning of the body to limit the attacker's options giving evidence of 'shadowing', 'channelling' and 'circling the puck'. Exerts significant control over the game. Has a high individual skill level few unforced errors and assists team mates with effective support play. Net-minding includes a variety of saves appropriate to the situation with an 80 per cent success rate.</p> |

Inline hockey

| Skills, knowledge and understanding |
|--|
| <p>Advanced skills developed in structured plays to enable students to perform in the context of the assessment</p> <ul style="list-style-type: none">• Skating: forwards, backwards, crossovers, transitions from forwards to backwards, backwards to forwards.• Use of the stick: grip, movement of hands.• Passes: sweep pass (using both forehand and backhand), snap pass (using both forehand and backhand) and flip pass.• Receiving the puck/ball: position of the body; receiving from on both forehand and backhand.• Puck/ball control: stick grip; skate positioning; movement of the puck using both sides of stick.• Beating an opponent: on the forehand side; on the backhand side; face off.• Shooting: wrist shot, sanp shot, slap shot.• Defensive play: stick poke check, use of shadowing.• Goalkeeping skills: crease positioning, blocker save, catcher save, stick save, body save. |
| <p>Application of advanced skills in a structured game situation providing the basis for the assessment of the individual student</p> <ul style="list-style-type: none">• Stick handling the puck/ball past an opponent: both sides (dekes) and close control.• Pressurised small games: 2 on 1, 3 on 2, 3 on 3, 4 on 2.• Positional sense: movement on and off the puck/ball.• Tactics: principles of attack and defence, triangular passes; through and square passes, zonal defence; man marking. |
| <p>Rules of the game and their application, including refereeing signals.</p> |

Assessment criteria for Inline hockey: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Demonstrates passing and shooting, but both lack power and accuracy. Able to receive and control easy passes. Little effort to move skates to receive in correct position. When moving with the puck/ball, body position is upright and there is little evidence of stick and puck/ball control. Able to show action of defensive poke check but rarely wins puck/ball. Little or no evidence of consistent, competent skating ability. Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation when under pressure. Rarely moves with the puck/ball. Passing lacks accuracy and direction. Avoids tackling. |
| 3-4 | Demonstrates competent passing and shooting, but both lack power. Has basic skating ability. Is in the correct position to bring puck/ball under control whilst stationary or on the move. When moving with the puck/ball, maintains good control but puck/ball is kept too close to body with no peripheral vision. Mainly uses forehand side of stick – little evidence of ability to use both sides of the stick. Overall movement slow and awkward. Achieves some success in winning the puck/ball in defensive situations but there is little evidence of ‘timing’ the poke check or of adopting the correct body position. Starts to become more effective in the game. Attempts some skills but these may be affected by the pressures of the game. Attempts to pass the puck/ball but lacks awareness of other players’ positioning. Often caught in possession of the puck/ball. Little awareness of basic positioning. |
| 5-6 | Demonstrates good passing and shooting adjusting skate position to give direction and accuracy. Attempts flip pass, although not always successful. Can receive puck/ball and bring under control on both forehand and backhand stick side. Begins to show evidence of use of both sides of the stick whilst moving with the puck/ball. Able to demonstrate the defensive poke check tackles. Achieves some success with the defensive poke check tackles but often too slow to ‘shadow’ opposition forward in a defensive situation. Plays competently in the game. Individual skills in evidence when trying to outwit opponents. Passes puck/ball with some degree of success. Defensive poke check attempted with some success but may not be able to use the puck/ball effectively after winning it. Evidence of understanding the main tactics involved in chosen position. |
| 7-8 | Performs different passes and shots with accuracy, direction and power. Brings puck/ball under control quickly and efficiently to strongest side when receiving. Stick ‘gives’ to cushion the puck/ball. Makes effective use of stick handling techniques and is able to get past a defender with either a deke or a well-timed pass. A strong, low balanced skating position is adopted when defending. Is able to ‘time’ the defensive poke check, thus achieving a good success rate at winning the puck/ball. Plays effectively in the game, exerting an influence in either attack or defence. Good level of individual skill performed with accuracy and speed under the pressures of the game. Evidence of support play and movement off the puck/ball. |
| 9-10 | Different types of passes appropriate to the situation are demonstrated showing accuracy and puck/ball pace. Is able to receive the puck/ball from different directions showing good first touch, puck/ball control on both the forehand and backhand stick sides. When stick handling, the puck/ball should be in constant contact with the stick and the player should show changes of pace and direction, as well as demonstrating body (dekes) stick feints to outwit the opponent. A strong, balanced skating stance should be evident. Is able to position themselves effectively and time the poke check to dispossess the opponent, and then use the puck/ball to advantage showing vision and good tactical awareness. Uses intelligent positioning of the body to limit the attacker’s options giving evidence of ‘shadowing’. Exerts significant control over the game. High individual skill level making few unforced errors and assists team mates with effective support play. |

Judo

Skills, knowledge and understanding

Kodakan Judo

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

- **Ukemi-waza** (breakfalling techniques).
-
- **Nage-waza** (throwing techniques)
 - Tai-otoshi (body drop).
 - O-goshi (major hip).
 - O-uchi-gari (major inner reaping).
 - O-soto-gari (major outer reaping).
 - Seoi-nage (shoulder throw).
 - Ko-soto-gari (minor outer reaping).
 - Harai-goshi (sweeping hip).
 - Uchi-mata (inner thigh).
 - Tomoe-nage (stomach throw).
-
- **Uchi-komi** (repetition training) Repetition training or throwing techniques i-viii.
 - **Jigo-tai** (defence postures) Defence postures to throwing techniques i-viii.
-
- **Ne-waza** (groundwork techniques)
 - common groundwork situations.
 - getting past the opponent's legs.
 - turning the opponent on all fours.
 - arm roll.
 - turning over opponent from all fours.
 - straddle attack.
 - trapped leg.
-
- **Osae-komi-waza** (holding techniques)
 - Kesa-gatame (scarf hold).
 - Kami-shiho gatame (upper four quarter holding).
 - Ushiro-kesa-gatame (reverse scarf hold).
 - Yoko-shiho-gatame (side four quarter holding).

| |
|--|
| <ul style="list-style-type: none"> • Rensoku-waza (successive techniques) <ul style="list-style-type: none"> – Tai-otoshi into O-uchi-gari. – O-soto-gari into Seoi-nage. – Ko-soto-gari into Harai-goshi. – Uchi-mata into Tomoe-nage. |
| <ul style="list-style-type: none"> • Kaeshi-waza (counter techniques) Appropriate counter techniques to throwing techniques i-viii. • Randori (informal free practice). <p>Equipment</p> <ul style="list-style-type: none"> • Judogi <ul style="list-style-type: none"> – Indication of grades. – Competition apparatus. |
| <ul style="list-style-type: none"> • Etiquette and discipline <ul style="list-style-type: none"> – Competition procedure. – Knowledge of, and response to, referees' signals and commands. – Appreciation of scores and penalties. – Knowledge of weight categories currently in use. |

Assessment criteria for Judo: Practical performance

| 2.1.1: Player/participant | |
|----------------------------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Performs a few of the skills at a basic level. In performance the skills are limited in both range and level of competence. |
| 3-4 | Performs a few of the techniques and skills with a degree of competence. Some skills are at a lower level of competence. Shows reasonable competence in randori. |
| 5-6 | Performs a greater range of techniques and skills with a higher degree of competence. A few skills are less well-developed. Shows competence in randori. |
| 7-8 | Performs the full range of techniques and skills in an effective manner. Where possible skills are demonstrated on the move and in an effective manner in randori. |
| 9-10 | Performs the full range of techniques and skills at an outstanding level. Where possible skills are demonstrated on the move and to a high level in randori. |

Ju-jitsu

Skills, knowledge and understanding

This is based on the knowledge and skill that would be expected from a student who had no previous experience of ju-jitsu at the beginning of the course, working with a Club Coach (Level 2) over a three to four month period, two hours per week. Students who already have experience in ju-jitsu would be expected to perform the techniques at a skill level, and demonstrate the knowledge, appropriate to their grade.

Students will be assessed on the quality and consistency of performance of the following techniques.

- Punches left and right
 - Oi zuki (stepping punch)
 - Gyaku zuki (reverse punch)
 - Gyaku zuki (reverse punch)
- Kicks
 - Front
 - Side
 - scissor
- Breakfalls
 - Side
 - Front
 - Rolling
 - back
- Breaking front strangles (two techniques)
- Breaking back strangles (two techniques)
- Blocks performed in Kata form
 - Inside forearm
 - Outside forearm
 - Rising block
 - Downward block
- Hip throw (and crossover arm lock).
- Body drop
- Defence against kicks to the head whilst on the ground (2)
- Defence from ground strangles (3)
- Leg throw with lock
- Escapes from hair grabs (2)

Students will also be expected to know and demonstrate:

- mat etiquette
- knowledge of the rules, regulations, health and safety issues and their practical application (to include dress code and safety signals)
- attitudes and behaviour associated with successful performance in ju-jitsu
- basic principles of warm-up and cool-down appropriate to ju-jitsu
- fitness requirements, appropriate exercises and how fitness levels affect performance
- how to observe and analyse their own and others' performance in selected activities
- strategies and tactics that result in successful self-defence.

Assessment criteria for Ju-jitsu: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Performs a few of the techniques at a basic level. In performance the skills are limited in accepted form and effectiveness. Shows limited knowledge of rules, regulations, warm-up and fitness requirements and has difficulty in observing and analysing skills and in applying the principles of effective self-defence. |
| 3-4 | Performs a few of the techniques with a degree of competence. Some techniques are less well-developed and some performed only at a basic level. Shows a limited knowledge of rules, regulations, warm-up and fitness requirements, health and safety considerations, and limited ability to observe and analyse skills and apply the principles of self-defence. |
| 5-6 | Demonstrates competence in most of the techniques but a few skills are less well-developed. Demonstrates knowledge of rules, regulations, warm-up and fitness requirements, and health and safety considerations. Observation and analytical skills limited to basic techniques and basic application of the principles self-defence. |
| 7-8 | Performs all the techniques to a good standard in both demonstration and in response to attack. Demonstrates good knowledge of rules, regulations, warm-up and fitness requirements, health and safety considerations. Uses observation and analysis to improve performance and the principles of self-defence. |
| 9-10 | Performs all the techniques at an outstanding level, in both demonstration and in response to attack. Demonstrates excellent knowledge of rules, regulations, warm-up and fitness requirements, health and safety considerations. Uses observation and analysis to improve performance and the principles of effective self-defence. |

Karate

Skills, knowledge and understanding

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

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

Kihon – a range of basic techniques

Kata – formal exercise sequence

Kumite – sparring.

The following specification is **Shotokan**-based. Acceptable styles of Karate are strictly limited to the following four styles: **Go Ju Ryu, Shito Ryu, Shotokan and Wado Ryu**. No **other** styles or disciplines **will be accepted**. Centres must ensure that students are only taught by qualified coaches of the English Karate Governing Body and/or the Karate Union of Great Britain. Most of the terms used are generic, and will be understood by qualified coaches and assessors.

Kihon

Stances (Dachi):

Front stance (*Zenkutsu-dachi*)

Straddle stance (*Kiba-dachi*)

Back stance (*Kokutsu-dachi*)

Blocks (Uke):

Rising block (*Jodan age-uke*)

Inside block (*Chudan uchi-uke*)

Outside block (*Chudan soto-uke*)

Downward block (*Gedan barai-uke*)

Open hand block (*Chudan shuto-uke*)

Punches (Tsuke) and Strikes (Uchi):

Lunge punch (*Oi-tsuki*)

Straight punch (*Choku-tsuki*)

Reverse punch (*Gyaku-tsuki*)

Back fist strike (*Uraken-uchi*)

Kicks (Keri):

Front kick (*Mae-geri*)

Side thrust kick (*Yoko geri-kekomi*)

Side snap kick (*Yoko geri-keage*)

Kata

1st Basic Kata (*Taikyoku shodan*) and 2nd Basic Kata (*Heian shodan*)

Kumite

3 x Step Sparring (*Sanbon kumite*)

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

- the rules of dojo etiquette; the dojo code
- general code of conduct for *Karateka* (practitioner of karate)
- rules and procedures for *Kata* and *Kumite*.

| Technique and style | | | | | |
|---|---------|------------------|-----------------|------------------|------------------|
| Technique ↓ | Style → | <i>Shotokan</i> | <i>Wado Ryu</i> | <i>Go Ju Ryu</i> | <i>Shito Ryu</i> |
| Stance (<i>Dachi</i>) | | | | | |
| Front stance | | Zenkutsu-dachi | Zenkutsu-dachi | Zenkutsu-dachi | Zenkutsu-dachi |
| Straddle stance | | Kiba-dachi | Kiba-dachi | Shiko-dachi | Shiko-dachi |
| Back stance | | Kokutsu-dachi | Kokutsu-dachi | Kokutsu-dachi | Kokutsu-dachi |
| Blocks (<i>Uke</i>) | | | | | |
| Rising block | | Jodan age-uke | Jodan-uke | Jodan age-uke | Jodan age-uke |
| Middle level inside block | | Chudan uchi-uke | Chudan soto-uke | Chudan uchi-uke | Chudan uchi-uke |
| Middle level outside block | | Chudan soto-uke | Chudan uchi-uke | Chudan uchi-uke | Chudan soto-uke |
| Downward block | | Gedan-barai | Gedan-barai | Gedan harai-uke | Gedan-barai |
| Open-hand block | | Shuto-uke | Shuto-uke | Hike-uke | Shuto-uke |
| Punches (<i>Tsuki</i>) and Strikes (<i>Uchi</i>) | | | | | |
| Lunge punch | | Oi-zuki | Jun-zuki | Oi-zuki | Oi-zuki |
| Straight punch | | Choko-zuki | Tate-zuki | Choko-zuki | Choko-zuki |
| Reverse punch | | Gyaku-zuki | Gyaku-zuki | Gyaku-zuki | Gyaku-zuki |
| Backfist strike | | Uraken-uchi | Uraken-uchi | Uraken-uchi | Uraken-uchi |
| Kicks (<i>Keri</i>) | | | | | |
| Front kick | | Mae-geri | Mae-geri | Mae-geri | Mae-geri |
| Side thrust kick | | Yoko-geri kekomi | Sokuto | Yoko-geri | Sokuto |
| Side snap kick | | Yoko-geri keage | Kansetsu-geri | Not applicable | Yoko geri-keagi |
| Kata (Set forms) | | | | | |
| 1st Basic Kata | | Kihon kata | Pinan-nidan | Gekisai-dai-ichi | Shihozuki junino |
| 2nd Basic Kata | | Heian shodan | Pinan-shodan | Gekisai-dai-ni | Pinan-nidan |
| Kumite (Sparring) | | | | | |
| 3 x step sparring | | Sanbon kumite | Sanbon kumite | San-dan-gi | Hokei kumite |

Assessment criteria for Karate: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Kihon: All techniques at medium speed with reasonable form and coordination.</p> <p>Kata: First basic Kata performed with reasonable form and coordination.</p> <p>Kumite: Basic Kumite performed with reasonable form and coordination.</p> |
| 3-4 | <p>Kihon: All techniques at medium speed with reasonable form and coordination.</p> <p>Kata: First basic Kata at medium speed with reasonable form and coordination.</p> <p>Kumite: Basic Kumite at medium speed with reasonable form and coordination.</p> |
| 5-6 | <p>Kihon: All techniques at full speed with good form and coordination.</p> <p>Kata: First basic Kata at full speed with good form and coordination.</p> <p>Kumite: Basic Kumite at full speed with good form and coordination.</p> |
| 7-8 | <p>Kihon: All techniques at full speed with very good form, power, perfect focus, smoothness of application.</p> <p>Kata: First basic Kata at full speed with very good form, power, perfect focus, smoothness of application. Second basic Kata at full speed with very good form, power, perfect focus, smoothness of application.</p> <p>Kumite: Basic Kumite at full speed with very good form, power, perfect focus, smoothness of application, good timing.</p> |
| 9-10 | <p>Kihon: All techniques at full speed with very good form, power, perfect focus, smoothness of application and vigorous attitude.</p> <p>Kata: First Kata at full speed with very good form, power, perfect focus, smoothness of application and vigorous attitude. Second basic Kata at full speed with very good form, power, perfect focus, smoothness of application and vigorous attitude.</p> <p>Kumite: Basic Kumite at full speed with very good form, power, perfect focus, smoothness of application, very good timing, correct distance and vigorous attitude.</p> |

Korfball

Skills, knowledge and understanding

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

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

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

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

Tactics

Attacking:

- set patterns of play
- correct choice and execution of shot – anywhere around the post
- good rebound position around the post
- assist (feed) attacker for the correct type of shot
- free pass technique.

Defending:

- man v man/woman v woman – with and without the ball
- use of peripheral vision
- defending the space around the post to gain a steal
- switching opponents
- defending the free pass near the korf (basket)
- defending the shot.

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

Rules of the game and their application including refereeing signals.

Assessment criteria for Korfball: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Shoulder and chest passes lack accuracy and power. Poor coordination when catching, too tense and often drops the ball. Lacks understanding of the correct footwork and often travels with the ball.</p> <p>Unable to get free from opponent – too static and slow and opponent gets free with ease when defending.</p> <p>Two-handed long shot is weak, tends to push the ball from the shoulder rather than the central line. Limited skills during the game.</p> |
| 3-4 | <p>Can demonstrate shoulder and chest passes but these lack power, height and speed. More confident when catching an easy pass but has inconsistent success. Can demonstrate correct footwork when catching a ball. Lacks change of pace and direction when getting free.</p> <p>In defence the opponent is often free, makes little effort to face to face mark or defend the ball. Two-handed long shot reaches the korf (basket) but makes little effort to jump and follow through with both arms as the shot is made.</p> <p>Begins to have a minor influence on the game. Displays some individual skills but the execution often affected by the pressure of the game.</p> |
| 5-6 | <p>Passing is accurate but lacks power. Can consistently catch with both hands, able to catch with either hand but one is weaker than the other.</p> <p>Demonstrates correct footwork when catching, pivoting, veering and defending. Able to get free from an opponent of similar ability but lacks originality. Can face to face mark an opponent and defend the pass or shot.</p> <p>Able to execute two-handed long shots around the post. Attempts the underhand penalty shot but the movement is uncoordinated. Tries to take on the roles of shooter, assist and rebound.</p> |
| 7-8 | <p>Capable of catching and passing accurately with power. Displays correct footwork and can time jumps while catching, intercepting and rebounding.</p> <p>Able to outwit opponent and get free using dodging and veering movements. Demonstrates defence technique using defending shuffle. Good pressure marking the ball for a pass or shot.</p> <p>Effective technique for the two-handed long shot. Well coordinated penalty shot. Good understanding of positional play. Demonstrates sound skills and knowledge of rules and tactics.</p> |
| 9-10 | <p>High standard of catching with either hand/both hands. Proficient passing showing control, accuracy and power to a moving player. Can assist (feed) attacker for the correct type of shot.</p> <p>Very good footwork when receiving the ball. Fast and agile when dodging, veering and getting free from player. High standard of defending a player with and without the ball – defending shuffle. Excellent technique when defending the shot. Very good peripheral vision.</p> <p>Correct shooting technique for the two-handed long shot from the chin and the underhand penalty shot from the waist. Displays significant control over the game, showing high level of spatial awareness, anticipation and tactical understanding in attack and defence. Very proficient level of skill in all positions. Very good knowledge of the rules.</p> |

Lacrosse

Skills, knowledge and understanding

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

- Use of the stick; correct grip.
- Keeping possession of the ball: cradling.
- Picking up: a stationary ball; a ball moving towards them; a ball moving at an angle; a ball moving away from them.
- Receiving on the stick and non stick side: reverse stick catch and opposite hand catching.
- Passing: overarm and underarm.
- Techniques for getting free:
 - feint dodge
 - roll dodge
 - swerve
 - pivoting
 - change of pace and direction
 - twisting to outmanoeuvre an opponent.
- Shooting: overarm, underarm.
- Defending.
- Competing for the ball on the ground.
- The draw.
- Goalkeeping skills: use of hand; use of stick; kicking.

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

- Either 3 versus 3 game: cutting for space; positioning; timing (when to run, pass, shoot); marking
- Or 5 versus 5 game: cutting for space; positioning; timing (when to run, pass, shoot); defence interchange.

Tactics

- Attacking: at the centre; cutting for space; at a throw up; patterns of play around the goal; creating space by drawing a defence out of position.
- Defending: goal side marking; at a throw up; working within the 8 m area; defence interchange.

Laws of the game and their application, including refereeing signals

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

Assessment criteria for Lacrosse: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Lacks of control carrying the ball in stick. Unable to carry ball using either hand. Stick unbalanced. Inaccurate passes consistently fall either short or long. Poor body position and misuse of power with little or no follow-through. Scoops stationary ball inconsistently even with stronger hand. Body position too upright. Inaccurate shot lacks direction and power. Unable to control stick and send ball to varying heights. Unable to catch consistently even with dominant hand. Target set poorly. Hands and arms too rigid. Drops ball regularly. Hands not at top and bottom of stick. Unable to tackle or check effectively. Becomes more effective in game situation. May exhibit some individual skills but these are affected by pressures of game. |
| 3-4 | Shows average control with either hand. Ball becomes unstable at speed and during the change of direction. Fairly consistent pass with stronger hand. Able to pass with reasonable success to moving receiver. Poor on longer passes. Scoops with reasonable ability with either hand a stationary or moving ball, but control of ball takes time. Cannot scoop and pass quickly. Displays reasonable shooting technique. Able to direct and increase power. Inaccurate with weak hand. Tends not to look at goal. Reasonably consistent catch with dominant hand and has some success with weaker hand. Begins to catch on move but not consistently. Displays reasonable technique with control when tackling or checking. Body position shows better balance. Stick travels short distance with some accuracy. Able to check with either hand at top of stick. Becomes more effective in game situation. May exhibit some individual skills but these are affected by pressures of game. |
| 5-6 | Shows good control with either hand and at speed. Ball may become unstable during a change of direction at speed. Makes consistently accurate short passes. Longer passes are fairly accurate, especially when moving on strong hand. Scoops consistently a moving ball with either hand. Able to scoop and pass quickly with dominant hand. Shows good shooting technique. Able to vary power and direction depending on distance from goal. Looks at goal and finds shooting spaces. Consistently catches with either hand, on move or stationary. Catches ball thrown off target with dominant hand. Shows good technique and control with either hand when tackling or checking. Body balanced and player moves into position quickly. Plays effectively in game situation. Demonstrates good level of skill in chosen position. |
| 7-8 | Shows very good control with either hand at speed and during change of direction. Head up looking for other players. Protects stick and ball with body. Able to pass accurately, while in motion, over a long distance with either hand to moving receiver. Scoops consistently well a moving or stationary ball with either hand. Very good shooting. Makes consistent catches with either hand, while stationary or on the move. Can catch off-target passes. Shows good technique with control on either hand when tackling or checking. Body is balanced, is able to move and change direction to be in position to check quickly. Shows a variety of checks (pokes, taps, etc). Able to exert an influence on the game both in attack and defence. Makes few unforced errors and assists team mates. Shows good level of skill and tactical awareness even under pressure. |
| 9-10 | Demonstrates excellent level of control at speed. Can use either or both hands depending on playing situation. Able to pass accurately to player moving away. Scoops consistently with either hand. Able to deliver quick, accurate pass off scoop or flick to space or team mate in order to gain possession. Excellent shooting technique. Able to shoot on run. Catches pass while in motion away from ball (over shoulder). Has excellent tackling and checking technique. Places body in correct position very quickly. Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors. |

Lawn bowls

Skills, knowledge and understanding

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

- Grips: size, weight, bias, make, colour and date stamp requirement of bowls.
- Delivery:
 - backhand and forehand delivery
 - draw
 - resting
 - resting out
 - jack trail
 - making use of adjacent bowls
 - follow through shot
 - fire or drive
 - block or stopper
 - touchier on the green
 - touchier on the ditch.
- Placing the mat and restrictions.
- Delivery of the jack.
- Legal/illegal jack.
- Legal/illegal bowl.

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

- Speed of the green and its effect on bias.
- Type of game – singles/pairs/triples/rink.
- Roll of the lead/No 2/No 3/Skipper.
- Possession of the mat.
- Build, develop and protect the head.
- Etiquette of play.

Laws of the game and their application

- Size restrictions of the green, rinks, ditches and banks.
- Protection of the green surfaces.
- Marking and measuring.
- Scoring.
- Umpiring.
- Understanding the laws of the sport of bowls.

Assessment criteria for Lawn bowls: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Has difficulty in performing the full range of bowl deliveries. Able to deliver a forehand and a backhand shot without accuracy or consistency. Has difficulty comprehending the tactical requirement of a bowls position in the building of a head. Participation in the game minimal. Needs guidance before making a delivery. Is unsure what constitutes a winning delivery and has difficulty understanding the scoring system. |
| 3-4 | Shows reasonable technique and ability to perform the full range of bowl deliveries and retains some consistency under pressure to deliver a required shot. Shows some appreciation of the tactical principles of the game and has a good understanding of the positional requirements of a delivered bowl. |
| 5-6 | Demonstrates competence in performing the full range of bowl deliveries. Retains a reasonable consistency of delivery under pressure. Has competent appreciation of the tactical principles of the game and understands the delivery requirements needed in the development of the head. |
| 7-8 | Performs the full range of bowl deliveries with good accuracy and consistency. Under pressure maintains a good standard of bowls delivery. Has a good awareness of the tactical principles necessary for the development of a winning head and game. An able team player with the ability to play the full variety of shots as and when required. |
| 9-10 | Demonstrates correct technique for a consistent and accurate delivery, of the full range of shots available. Plays with confidence and accuracy. Excellent awareness and ability to determine the correct shots and deliveries to build and develop a winning head. Demonstrates significant control over the development of the head as would be required by a rink skipper and shows tactical awareness as the game develops. A very accomplished player, and an accomplished tactician able to use the strengths and weaknesses of team members in pairs, triples and rink games to develop a winning result, with the added ability to respect a skipper's direction. |

Lawn tennis

Skills, knowledge and understanding

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

- Grips and their uses.
- Ground strokes/drives: forehand and backhand flat; forehand and backhand with topspin; forehand/backhand with slice.
- Service: flat; with topspin; with slice.
- Volley: forehand and backhand flat; forehand and backhand with slice; drop/stop volley; lob volley; half volley.
- Smash: forehand flat; forehand with slice.
- Lob: forehand and backhand flat; forehand and backhand with topspin.
- Drop shot: forehand and backhand with slice.

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

- Stroke restriction and court restriction drills.
- Structured rallies and plays.

Tactics

- Positioning in attack and defence.
- Correct choice and use of the appropriate stroke when attacking or defending.
- Variation: in the length of shots; in the type of spin; in the pattern of play; in the angle of shots.
- Anticipation.
- Deception.
- Serving strategy, ie the service and the receiving of service in relation to the above points.

Laws of the game and their application

- Knowledge of court layout.
- Scoring and umpiring.

Assessment criteria for Lawn tennis: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Has difficulty in playing basic strokes. Able to play forehand stroke from racquet or hand feed. Shots lack control, direction and depth. Service in 'pat' style with limited control, square on position. Movement and footwork is poor. Uses incorrect grip in most strokes, particularly the serve. Has difficulty in maintaining a rally in a competitive situation. Understanding of tactics is poor; content just to get ball over the net. Unable to comprehend changes in tactics. Shows large degree of uncertainty. Participation in game is minimal. Makes few returns. Needs guidance as on where to stand in the court at the service and which side to stand to serve/receive from. Unsure of scoring system and court markings for singles/doubles. Appears lost and confused at times. |
| 3-4 | Able to play forehand basic strokes, including the volley, with a certain amount of control and direction although they lack depth. Backhand strokes are adversely affected by late preparation and poor footwork/movement. Service shows reasonable technique, sideways on and throwing action, although a little slow. A number of first serves are successful. There is no variation between the first and second serve. Can attempt a forehand lob but is not always accurate. Is unable to use spin successfully in any strokes. May exhibit some individual skills although these sometimes break down under the pressures of a game. Maintains mid-court rallies, showing some control and technique, particularly when playing forehand strokes. However, often loses rally due to unforced error. Has a good understanding of positioning at service but during a rally fails to reposition, especially when playing doubles. |
| 5-6 | Performs most basic strokes with a competent standard of technique, beginning to show good length and placement. However, backhand strokes lack necessary control and direction at times. Can play effective forehand and backhand volleys. Uses lobs to some effect, to avoid a player at the net. Serves are generally consistent though may lack power. Footwork is generally correct. Demonstrates a certain amount of control when under pressure of a game but may make a few unforced errors. Shows some understanding of positioning in attack and defence. Rallies demonstrate ability to anticipate opponent's shot. Moves efficiently around court. Attempts to place shots varying the angle, although not always successful. In doubles is aware of partner but often repositions too late. |
| 7-8 | Demonstrates a good standard of technique while performing all basic strokes. Can play a rally of forehand and backhand drives from the baseline with evidence of some topspin and slice. Plays volleys are played confidently and with control and direction. Can smash with power and placement. Serves with correct technique good length and some power. Able to lob with spin but is not always accurate. May attempt a drop shot with slice. Good range of strokes and tactics in evidence even under pressure in rallies. Shows some anticipation of opponent's shots and ability to deceive. Moves well around court and prepares in plenty of time for return. Able to vary play with regard to angle and depth with the effective use of spin. In doubles is aware of partner and anticipates movement in order to cover the court effectively. |
| 9-10 | Demonstrates correct technique for full range of strokes. Plays excellent variety of ground strokes at or behind baseline. Uses top spin and slice. Can perform full range of volleys including drop/stop volley, lob volley and half volley. Plays smashes with confidence, power and accuracy. Demonstrates a variety of serves power and placement and effective use of topspin and slice. Demonstrates to a high standard the principles of movement, footwork, balance and readiness while watching ball. Exerts significant control over game. Shows outstanding level of skill, tactical awareness, making few unforced errors. A very accomplished player who plays with variation, depth and placement. Reacts quickly to the situation, selecting the correct stroke according to opponent's shot/position. Appreciates when to use spin and is able to counteract it. In doubles, interacts well with partner ensuring the whole of the court is covered at all times. |

Life-saving

Skills, knowledge and understanding

Skills

- Basic skills: the sidestroke and life-saving kick.
- Throw a lifeline or buoy to an exhausted swimmer 10 m away.
- Shallow water entry.
- Entry from height.
- Shallow water entry, swim 100 m, perform feet-first surface dive and swim 5 m underwater, perform head first surface dive and, after 'search', retrieve brick and return to side from 1.5 m down.
- Tow a person to the side over a distance of 10 metres and, with a recognised method and the help of another person, lift him/her onto the poolside.
- Show an assisted tow using clothing.
- 15 m tows – chin tow, cross chest tow, extended tow, clothes tow.

Assessment criteria for Life-saving: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Basic skills: life-saving kick, if shown at all, is very modest in style and not a strong stroke. NB: Students at this level should be discouraged from entering the water to attempt to life-save. Throws: lifeline/buoy throw may not be accurate but student knows how to rewind line and reel in properly.</p> <p>Entry: Shallow water entry may go too deep and show lack of confidence. 100 m swim: uses inappropriate strokes or changes of stroke. Surface dives, search and retrieve: these present difficulties and may not be fully completed. 10 m tows: probably chin tow or extended tow with a co-operative swimmer. Student lacks confidence and control and may not be ahead of the dummy. 15 m tows: probably chin tow or extended tow with a co-operative swimmer. Student lacks confidence and control and may not be ahead of the dummy.</p> |
| 3-4 | <p>Basic skills: able to show life-saving kick with some style, but lacks strength. Throws: carries lifeline/buoy throw/rewinding line and reeling with ease and confidence. Entry: performs shallow water entry well though may go a little deep on entry. 100 m swim: likely to use one of the most appropriate strokes, either front crawl or breaststroke. Surface dives, search and retrieve: able to do but may lack style, eg seat over head, legs together, vertical descent. 10m tows: performs most of the tows but may lack style. 15 m tows: may simply repeat what was performed over 10 m.</p> |
| 5-6 | <p>Basic skills: life-saving kick is correct, no screw kick, hands in correct place. Performs sidestroke with some power and confidence. Throws: carries lifeline/buoy throw/rewinding line and reeling with ease and confidence. Entry: performs shallow water entry competently. 100 m swim: uses front crawl or breaststroke. Surface dives, search and retrieve: able to do competently but may lack style. 10 m tows: performs tows and with some confidence and style. 15 m tows: performs two tows. If the assisted tow is shown, is able to take clothing off in the water.</p> |
| 7-8 | <p>Basic skills: performs the life-saving kick and sidestroke with good style, power and strength. Throws: carries out lifeline/buoy throw/rewinding line and reeling in with ease and confidence. Entry: performs shallow water entry and entry from a height with ease and confidence. 100 m swim: swims competently and with an appropriate stroke. Surface dives, search and retrieve: able to do with some style and confidence. 10m tows: performs tows quite quickly and with some confidence and style. 15 m tows: performs tows competently and with some confidence.</p> |
| 9-10 | <p>Basic skills: performs the life-saving kick and sidestroke, strength and power, including when towing a dummy. Throws: carries out lifeline/buoy throw/rewinding line and reeling in with ease and confidence. Entry: performs shallow water entry and entry from a height with ease and confidence. 100m swim: swims strongly and competently with an appropriate stroke. Surface dives, search and retrieve: does them with style and confidence. 10 m tows: shows the full compliment of tows with style and confidence. 15 m tows: performs the tows without knowing how the dummy will react. May be able to show a double tow with co-operative dummies.</p> |

Mountain biking

Skills, knowledge and understanding

The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the student and the weather/water conditions.

Safety

- Recognition of safety issues/procedures
- Types of terrain/environment
- Natural surroundings and area available

Environmental issues

- Impact of mountain biking on the environment.

Skills/manoeuvres

- Setting off
- Pedalling
- Use of gears
- Cornering
- Balance
- Control of machine
- Pace
- Braking
- Stopping

Knowledge and equipment

- Equipment/skills/route/course/speed

Additional information

The assessment must enable the student to demonstrate his/her level of technical ability in order to overcome increasingly demanding and challenging situations and problems. For higher level marks, these will necessarily require a range of experiences in the natural environment.

Students will be assessed on their ability to carry out/complete four short challenges/courses over at least two different types of terrain/environments/lengths of course. Students should select from the list of skill combinations, on the following page, to demonstrate the range of their ability over the four routes/lengths of course.

Students will be assessed on their ability to select and apply a range of techniques to complete a planned route or course/track over a distance, at speed, in competitive situations selected from track, racing, time trial, and touring.

Assessment criteria for Mountain biking: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Able to perform skills/manoeuvres 1-5. Able to safely navigate a course without causing harm or injury to any persons. |
| 3-4 | Able to perform skills/manoeuvres 1-9. Able to safely navigate a course at speed without causing harm or injury to any persons. |
| 5-6 | Able to perform skills/manoeuvres 1-9. Able to bike down a Blue course. Displays satisfactory control, consistency, accuracy, precision, expression, co-ordination and technical proficiency, even in most demanding situations. Competent at modifying and refining most skills and techniques to improve most of their performance and effectiveness within the applied conditions. |
| 7-8 | Able to perform skills/manoeuvres 1-13. Able to bike down a Red course. Displays good control, consistency, accuracy, precision, expression, co-ordination and technical proficiency, even in most demanding situations. The student is competent at modifying and refining most skills and techniques to improve most of their performance and effectiveness within the applied conditions. |
| 9-10 | Able to perform skills/manoeuvres 1-17. Able to bike down a Black course. Complex skills are applied with outstanding control, consistency, accuracy, precision, expression, co-ordination and technical proficiency, even in increasingly demanding situations. Highly competent at modifying and refining skills and techniques to improve their performance and effectiveness within the applied conditions. |

Skills/manoeuvres assessed in situations of increasing difficulty to appropriately challenge the level of performance in a problem solving environment

| | |
|-----------|--|
| 1 | Set up of bike |
| 2 | Setting off |
| 3 | Peddalling flat land |
| 4 | Use of gears on flat |
| 5 | A controlled stop on various terrain |
| 6 | Balance during descent |
| 7 | Peddalling/accelerating down hill |
| 8 | Pace to suit terrain and environment |
| 9 | Cornering on flat |
| 10 | A controlled braking on various terrains |
| 11 | Peddalling up hill |
| 12 | Use gears on ascent |
| 13 | Use of gears on descent |
| 14 | Technical riding and keeping balance |
| 15 | Cornering on a berm |
| 16 | Jumping |
| 17 | Static balance on bike |

Netball

Skills, knowledge and understanding

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

- Catching: one handed, two handed, with feet grounded, in flight.
- Passing: one handed (shoulder, high shoulder, underarm, bounce, lob); two handed (chest, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; running shot; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; third stage defending; blocking; inside the circle; outside the circle (ie defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.

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

- Dodge to receive pass; holding the pass (timing); holding the space.
- Pressurised small games, eg 3 versus 3 or 4 versus 4 illustrating spatial awareness; timing – when to move/pass; judgement – where to move, which pass.

Tactics

Attacking:

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

Defending:

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

Role of individual players

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

Assessment criteria for Netball: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Chest bounce passes lack power and accuracy. Awkward when attempting to catch. Often drops ball. No signal given. Little evidence of correct footwork. Unable to escape from opponent. Movement slow and often clumsy.</p> <p>Opponent easily gets free. Unable to influence the game. Makes limited contribution with skills not in evidence during play. Unable to comprehend changes in tactics or concepts of team work. Shows large degree of uncertainty.</p> |
| 3-4 | <p>Able to pass with two hands. Passes are high and slow. Has some success in catching easy passes but lacks consistency. Able to demonstrate footwork rule correctly. Has some difficulty in getting free from opponent. Lacks dynamic movement.</p> <p>Opponent often gets free. Makes little effort to mark the ball. Starts to become more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game.</p> |
| 5-6 | <p>Good standard of passing. Accurate but lacking power. Catches effectively using both hands. Basically static when receiving. Gives tentative signal to pass. Demonstrates correct footwork whilst catching, including pivoting.</p> <p>Able to get free from opponent of similar standard but may lack speed. Success at marking initially but may lose a good opponent. Some evidence of marking next pass. Plays effectively in game situation. Demonstrates competent level of skill in chosen position.</p> |
| 7-8 | <p>Demonstrates a variety of passes, showing accuracy and power. Shows correct footwork when landing. Gives clear signal indicating where ball required. Evidence of feet leaving ground to gain height.</p> <p>Able to get free from opponent, using a variety of methods. Effective marking to delay receipt of pass by opponent. Evidence of marking ball for next pass. Able to demonstrate third stage defending. Able to exert an influence on the game both in attack and defence. Makes few unforced errors and assists team mates. Shows good level of skill and tactical awareness even under pressure.</p> |
| 9-10 | <p>Passing shows power, control, accuracy and timing. Demonstrates running pass. Able to pass accurately to moving target. High quality of catching and control. Takes ball with one or both hands and demonstrates correct footwork on landing. Good anticipation and timing of oncoming ball evident. Footwork faultless even in awkward receiving situations. Very fast movement about court.</p> <p>Gets free from marker very easily, using fast footwork, anticipation and timing. High standard of marking. Opponent rarely able to receive pass. Passes marked well and are often intercepted, with subsequent movement opportunities denied. Excellent use of peripheral vision to watch opponent and ball. Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation.</p> |

Orienteering

Skills, knowledge and understanding

Students should be encouraged to provide written evidence of the route taken when completing an orienteering activity. The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the student and the weather conditions.

Safety

- Follow Country Code.
- Carry whistle for emergencies – six long blasts repeated after a pause; three short blasts to reply when someone comes to search.
- Carry compass in unknown terrain and know how to follow safety bearing.
- Wear a watch.
- Wear body and full leg cover, sleeveless shirts are allowed.
- Carry windproof jacket for wet and windy conditions.
- Select a course you can complete relative to level of physical fitness.
- Know location of nearest phone and first aid.

Environmental issues

- Impact of orienteering on the environment.

Skills/manoeuvres

- Map reading: scale; legend; contours.
- Orientate map to terrain.
- Use line features as handrails.
- Route choice.
- Measure distances.
- Thumb map.
- Rough orienteering long legs with good catching features.
- Fine orienteering short legs with detailed map reading.
- Attack points.
- Aiming off.
- Compass and thumb compass.
- Sense of scale to estimate distance.
- Develop feel for contours.
- Navigate through different types of terrain.
- Compass and pacing.
- Competitive techniques.

Knowledge and equipment

- Types of compass, eg Silva.
- Types of map.
- Colour-coded courses.
- Appropriate footwear.

Assessment criteria for Orienteering: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Shows basic understanding of maps. Able to orientate the map well, recognise symbols and navigate along a single/track path. |
| 3-4 | Able to use the features on the map to move from path to path by selecting the correct route. Able to measure the distance and thumb the map when moving slowly. |
| 5-6 | Has confidence taking short cuts off paths. Able to rough orienteer against catching features, fine orienteer over short distances using detailed map reading, use attack points and develop aiming off. |
| 7-8 | Has greater confidence, and performs the skills at greater speed. Able to use the compass to take bearings and use thumb compass for direction and reference. Able to use contours and estimate distances with accuracy. |
| 9-10 | Is very confident in orienteering. Able to make quick decisions to navigate through different types of terrain, and knows when to use the compass and pacing. Able to find difficult controls in competition events. |

Skills/manoeuvres assessed in situations of increasing difficulty to appropriately challenge the individual's level of performance in a problem solving environment

| | | | |
|----------|--|-----------|---|
| 1 | Map reading; scale, legend, contour lines | 9 | Attack points |
| 2 | Orientate map to terrain | 10 | Aiming off |
| 3 | Use line features as handrails | 11 | Compass and thumb compass |
| 4 | Route choice | 12 | Sense of scale estimating distance |
| 5 | Measure distances | 13 | Develop feel for contours |
| 6 | Thumb map | 14 | Navigate through different types of terrain |
| 7 | Rough orienteering long legs with good catching features | 15 | Compass and pacing |
| 8 | Fine orienteering short legs with detailed map reading | 16 | Competitive techniques |

The assessment must enable the student to demonstrate their level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

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

Personal survival

Skills, knowledge and understanding

Skills

Dress:

- swimming costume and long-sleeved shirt, trousers and a long-sleeved jumper or

NB Students are not permitted to wear pyjamas.

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

- Enter the water from the side of the pool using a technique appropriate for entering from a height of approximately 1 m into unknown water. Swim 25 m in less than 30 seconds. It is recommended that the 25 m swim should finish in the deep end to enable students to perform the HELP (Heat Escape Lessening Posture) position without leaving the pool.
- Using any floating object for support (not a swimming aid) take up and hold the HELP for 6 minutes.
- Using any floating object for support (not a swimming aid) participate in a huddle for 2 minutes with at least two other similarly clothed swimmers (who may be students).
- Tread water for 2 minutes, one arm straight out of water.
- Swim 100 metres – including surface dives and underwater swim
 - In band 3-4, and below, no surface dive and no underwater swim
 - In band 5-6 students must perform a headfirst or a feet first surface dive and swim 3-4 metres underwater
 - In band 7-8 students must perform a headfirst and a feet first surface dive and swim 4-5 metres underwater
 - In band 9-10 students must perform a headfirst and a feet first surface dive and swim 4-5 metres underwater, with ease
- Climb out from deep water without using steps or any other assistance.

Additional information

Students **will be required** to demonstrate the huddle **and** may be asked questions about it in the Analysis of Performance.

Level 1 to 4 students may need a break after the HELP; Level 5-10 students will complete the whole survival session with no break.

Any student who wishes to be assessed for personal survival must have the clothing stipulated in the specification, without the clothing stipulated they should be awarded 0.

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

Assessment criteria for Personal survival: Practical performance

2.1.1: Player/participant

| | |
|------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Entry: on entry the body may go too deep. 25 m swim: the stroke is ineffective and changes of stroke may take place. HELP position: may lack control with student moving position and failing to hold the required posture. Huddle: not understand the huddle or unable to contribute and relies on the support of others. Tread water: may be unable to tread water for 2 minutes and the signalling arm may not be straight. 100 m swim: may take swimming aid with them. Does not use the most appropriate stroke and may switch between strokes. Has obvious difficulty with rhythm and form. Surface dives: unable to show either type of surface dive. Underwater swim: unable to swim underwater. Climb out unaided: may have difficulty climbing out unaided. |
| 3-4 | Entry: enters safely and understands the technique. 25 m swim: uses a recognised and effective stroke but may be slower than 30 seconds. HELP: holds position correctly. Huddle: not fully understand the huddle and unable to contribute and support others. Tread water: may show lack of control and not be able to maintain the arm out of the water in a straight position. 100 m swim: may take swimming aid with them. Uses the stroke that s/he finds easiest rather than the most appropriate. May change strokes during the swim. Surface dives: may not be able to show either type of surface dive or dive lacks technique and efficiency, eg not getting to the required depth. Underwater swim: may not get to the required depth or swim the required distance and/or have a poor inefficient stroke. Climb out unaided. |
| 5-6 | Entry: makes a safe and effective entry which shows a clear understanding of the technique. 25 m swim: shows good style and effective technique. HELP: holds position correctly and with control. Huddle: understands the huddle but their contribution in support of others is limited. Tread water: can tread water for 2 minutes and use the correct straight arm out of the water signal. 100 m swim: may take swimming aid with them. Swims under control but may show tiredness and lack of efficiency in the latter stages. Surface dives: may only perform one of the surface dives or both if shown will lack efficiency and may not reach the required depth. Underwater swim: will be able to swim at the required depth and the required distance but lacks technique, efficiency and may not show confidence and the 100 m swim may be disrupted. Climb out unaided. |
| 7-8 | Entry: makes a safe and effective entry which shows a clear understanding and confidence in the technique. 25 m swim: swims with good style and effective head-up stroke (probably breaststroke) in 30 seconds and with confidence and in control. HELP: holds position correctly, confidently and with little unnecessary movement. Huddle: clearly understands the huddle and contributes in supporting others. Tread water: can use either arm, and can change the arm to signal with a straight arm and can change position under control. 100 m swim: may take swimming aid with them. Shows little stress, good style using an appropriate stroke and full control. Surface dives: performs both of the surface dives but they may lack efficiency and technique or not reach the required depth. Underwater swim: able to swim at the required depth but may lack power and efficiency. Able to continue the swim with little stress or interruption. Climb out unaided. |
| 9-10 | Entry: makes a confident, clearly correct and effective entry, barely going below the surface with his/her head. 25 m swim: uses an efficient and speedy head-up stroke, front crawl or butterfly in under 30 seconds. HELP: holds position absolutely correctly. Huddle: clearly understands the huddle and able to contribute fully and support others. Tread water: completely relaxed and capable and change the signalling arm and keep the arm straight throughout. 100 m swim: may take swimming aid with them. Swims confidently, using breaststroke or front crawl. Surface dives: performs both types of surface dive confidently and to the required depth. Underwater swim: performs confidently using a very strong, powerful and efficient stroke, showing good style and technique. Able to continue the 100 m swim with fluency. Climb out unaided. |

Polo

Skills, knowledge and understanding

Advanced skills in structured performances to enable students to perform in the context of the assessment

- Horsemanship – use of hands, legs and seat.
- Control of the pony through the walk, trot, canter and gallop – extended pace.
- Mallet shots – offside fore, back, neck, cut, tail, belly.
- Mallet shots – nearside – fore, back, neck, cut, tail, belly.
- At canter or gallop – the rider must be able to incorporate then use of oval, figure eights, stops, turns and roll-back.

Application of advanced skills in structured game situation providing the basis for assessment of the individual student

- Players should be able to execute all shots at canter, or gallop, including the ability to ‘turn the ball’ and dribble in a 30m circle.
- Mallet hooking and ride-off.
- Protect and use the ‘line of the ball’.
- Specific appropriate requirements for positions: 1, 2, 3, and 4.
- Team work and positioning in attack and defence

Tactics

- Awareness and the implementation of appropriate handicap systems.
- Take the man, turn it.
- Throw-in and the knock-in and effective positioning.
- Use effectively the ‘line of the ball’ and ‘right of way’.
- Knowledge and understanding of fouls and penalty shots.
- Players should initiate attacking plays from the end-line, throw-ins, turnovers, passing.
- Defensively players should demonstrate the ability to execute ride-offs, bumps, hooks and blocks without incurring a penalty.
- Turn defence into attack
- Use of time-outs.

Rules of the game and their application including umpiring/goal judges/thirdman and appropriate signals.

Assessment criteria for Polo: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Able to demonstrate a range of shots with some accuracy, dribble with limited success and in demonstrating mallet hooking, ride-off, bumps and blocks they are inconsistent under pressure. Control and effective use of the pony (horsemanship) is limited, as is the ability to contribute to both attack and defence effectively. Knowledge of the rules and regulations of the game is rudimentary. Has an awareness of safety issues. Demonstrates an ability to play in more than one position on occasions but to limited effect. |
| 3-4 | Able to execute a range of shots with some accuracy, dribble with limited success and in demonstrating mallet hooking, ride-off, bumps and blocks they demonstrate some consistency under pressure. Control and effective use of the pony (horsemanship) is sound, as is the ability to contribute to both attack and defence effectively. Knowledge of the rules and regulations of the game is evident. Has an awareness of safety issues. Demonstrates an ability to play in more than one position on occasions. |
| 5-6 | Able to play a range of shots with accuracy, dribble with success and in demonstrating mallet hooking, ride-off, bumps and blocks they are reliable under pressure. Control and effective use of the pony (horsemanship) is good, as is the ability to contribute to both attack and defence effectively. Knowledge of the rules and regulations of the game is good and used to improve their performance. Has a sound awareness of safety issues. Demonstrates an ability to play in more than one position on occasions to good effect. The player will normally not make tactical decisions for the whole team. |
| 7-8 | Able to play a range of shots with accuracy, dribble with success and makes only occasional unforced errors. In demonstrating mallet hooking, ride-off, bumps and blocks, they are reliable and effective under pressure. Control and effective use of the pony (horsemanship) is very good, as is the ability to contribute to both attack and defence effectively. Knowledge of the rules and regulations of the game is very good and used to improve their performance and that of others. Has a good awareness of safety issues. Demonstrates an ability to play in more than one position to very good effect and initiate tactical changes and can call time-outs. |
| 9-10 | Able to play a range of shots with accuracy and power, dribble with success while under pressure, making few, if any, unforced errors. In demonstrating mallet hooking, ride-off, bumps and blocks, they are reliable and effective imposing themselves on the opposition. Control and effective use of the pony (horsemanship) is excellent, as is the ability to contribute to both attack and defence effectively. Knowledge of the rules and regulations of the game is high and used to improve their performance and that of others. Has a very good awareness of safety issues. Demonstrates the ability to play in more than one position to very good effect and initiate tactical changes, read the game effectively and call time-outs to the benefit of their team. |

Rounders

| Skills, knowledge and understanding |
|---|
| <p>Advanced skills developed in structured plays to enable students to perform in the context of the assessment</p> <p>Batting: grips and their uses; stance; hitting in different directions; forehand and backhand.</p> <p>Bowling: basic action; stepping action; variation of speed, height, angle, spin.</p> <p>Fielding: underarm throwing and catching; overarm throwing and catching; stopping, chasing and returning.</p> <p>Positional play: bowler; backstop; post play; deep fielders.</p> |
| <p>Application of advanced skills in a structured game situation providing the basis for the assessment of the individual student</p> <p>Shot restriction and structured drills.</p> <p>Tactics</p> <p>Field placing for attacking/defensive batsmen/left-handed batsmen.</p> <p>Bowling changes.</p> <p>Switching/backing up post play.</p> |
| <p>Laws of the game and their application</p> <p>Umpiring.</p> |

Assessment criteria for Rounders: Practical performance

2.1.1: Player/participant

| | |
|------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Batting: demonstrates an idea of where to stand when receiving the ball, but rarely makes contact. Bowling: demonstrates static bowling action. Very inconsistent and bowls a high percentage of no balls. Fielding: demonstrates basic catching and throwing action over short distances but the technique is poor with little consistency. No evidence of returning the ball from deep field with any accuracy. Unable to demonstrate overarm throwing action correctly. Game: takes part with little effect in the game and struggles to perform the basic skills with any consistency, looks uncomfortable when batting, bowling or fielding. |
| 3-4 | Batting: clearly demonstrates where and how to stand when receiving the ball. A good grip is evident. Makes contact with less than 50 per cent of the balls. When contact is made there is little control of direction. Bowling: uses correct stepping action and the delivery of the ball is more consistent with few no balls being bowled. No evidence of any variation in the delivery. Fielding: demonstrates both throwing underarm and overarm with some accuracy and consistency and regularly catches the ball coming at different heights and speeds. In the field struggles to get the ball back to the base quickly or accurately due to lack of power. Prefers to field in favourite position. Game: starts to play more effectively in the game but the pressure of the competitive situation affects the performer's skills. |
| 5-6 | Batting: adopts correct stance with good grip. Makes contact between 50 per cent and 70 per cent of the time and displays evidence of placing the ball according to the field placing. Bowling: stepping action becoming fluent. The delivery is consistent with very few no balls being bowled. Able to demonstrate a change of height and speed in delivery to try to outwit the batsperson. No evidence of using spin technique. Fielding: demonstrates both overarm and underarm throws with consistent accuracy and catches confidently. In the field can return the ball quickly and accurately to base. Able to pick the ball up on the run and can demonstrate the long barrier. Has difficulty catching balls fielded in from deep field. Game: makes a much more significant contribution to the game and carries out the skills with consistency even in the competitive situation. |
| 7-8 | Batting: demonstrates a good ready position and good technique when hitting the ball. Makes contact between 70 per cent and 80 per cent of the time with good contact. Shows clear evidence of placing the ball in the field to avoid fielder in differing positions. Bowling: rhythmic stepping action. Demonstrates an extremely consistent level of bowling with only the occasional no ball. Shows full variation of height and speed and demonstrates spin to try to outwit his/her opponent. Fielding: demonstrates all skills with consistency and anticipates where the ball is going and adjust his/her position to field. Shows clear evidence of being able to field the ball accurately to the bases. Can show the long barrier technique and to pick up the ball on the run, either chasing or attacking. Able to consistently catch balls fielded in from deep field. Game: exerts considerable influence on the game in all areas of batting, bowling and fielding. In play makes very few errors and performs with increasing confidence. Anticipates the flow of the game and encourages team mates into position. Shows evidence of backing up and fielding off the base. |
| 9-10 | Batting: approaches the box with great confidence and adopts a very positive stance. Makes contact with the ball, ie 80 per cent of the time. Able to place the ball according to the field set and type of delivery using both forehand and backhand. Displays tactical appreciation to get someone home. Bowling: demonstrates excellent technique in all variations of height, spin with very few no balls being bowled. Able to use the box to vary the angle of attack and places the field to bowl so that he/she can exploit the batsperson's weaknesses. Fielding: can play in any fielding position with great authority and exerts pressure on the batsperson at all times. Game: Exerts significant influence over the game and demonstrates an outstanding level of skill in all areas of batting, bowling and fielding. Shows a wealth of tactical awareness and anticipation in all areas. Performs all skills with great confidence and consistency. |

Rowing

Skills, knowledge and understanding

The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the students and the weather/water conditions.

Environmental issues

- Impact of rowing.

Safety

- Swimming ability.
- Wear appropriate clothing and footwear.
- Lifting and carrying boat.
- Check boat.
- Location of nearest telephone and first aid.
- Effects of current, wind and tide.
- Recognise hazards.
- Know weather forecast.

Advanced skills/manoeuvres

- Launching and landing.
- Rules of the river.
- Forward and backward paddling.
- Stopping forwards and backwards.
- Execute an emergency stop.
- Capsize drill.
- Scull 4000 m.
- Square blades paddling – 10 strokes continuous.
- Show progressive slidework from fixed seat building to full slide.
- Coxing demands getting boated.
- Coxing demands in competitive situations.
- Ten consecutive strokes without touching the water with sculls coming forward.
- Complete full spin turn (360°).
- Either cox or crew a four or an eight in a competitive situation.
- Come into landing point, disembark and release blades without assistance. Put equipment away and wipe down.

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

Knowledge and equipment

- History of sport (basic).
- Different types of boat.
- Difference between buoyancy aid and life jacket.
- Name parts of boat.
- Name stroke phases.

Assessment criteria for Rowing: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Able to perform skills/manoeuvres 1-8. Can name all parts of the boat when prompted. Able to assist in launch and land and paddle in a straight line. Knows how to perform an emergency stop. |
| 3-4 | Able to perform skills/manoeuvres 1-8. Can name all parts of the boat when prompted. Able to assist in launch and land and paddle in a straight line. Knows how to perform an emergency stop. |
| 5-6 | Able to perform skills/manoeuvres 1-10. Can give some assistance in carrying boat off rack and to the water. Able to launch and land by self. Competent in capsize. Performs emergency stop with control. Able to scull/row 4km. |
| 7-8 | Able to perform skills/manoeuvres 1-14. Good control of self and boat in slide progressions. Able to direct others getting into a boat. Has good style and direction in paddling 4 km. Confident in capsize. Knowledge of racing start and procedures for 'head' race and regattas. |
| 9-10 | Able to perform skills/manoeuvres 1-18. Can name any part of boat. Has good knowledge of rules of the river and stream conditions. Needs no assistance to launch and put way equipment. Able to scull 4 km with most strokes not touching the water, showing good balance. Participates in a competitive situation with style and speed. Know how to get attached to a 'stake boat' start, taking into account influences of water/conditions. |

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

Rugby league

| Skills, knowledge and understanding | |
|--|--|
| Advanced skills developed in structured plays to enable students to perform in the context of the assessment. | |
| <ul style="list-style-type: none">• Running with the ball: introductory game.• Advanced handling skills: long; short; quick; loop; run-around; switch; drop-off; spin; pass in the tackle.• Tackling: side; rear; front; smother.• Play the ball: technique. | <ul style="list-style-type: none">• Catching and passing:<ul style="list-style-type: none">– holding the ball– basic pass– receiving the pass– passing backwards– passing from the ground. |
| <ul style="list-style-type: none">• Evading and breaking the tackle:<ul style="list-style-type: none">– side-step– change of pace– swerve– bumping-off– hit and spin– hand-off– breaking the tackle. | <ul style="list-style-type: none">• Gaining possession:<ul style="list-style-type: none">– falling on a stationary ball– picking up a stationary ball– controlling a moving ball– catching a high ball. |
| <ul style="list-style-type: none">• Kicking: punt; drop; place; bomb; grubber; push through; kick-over. | |
| Team skills | |
| Scrummaging: neck strengthening exercises; safety; formation of the front row; second row; loose forward; booking technique; foot positions; the push; the scrum-half. | |
| Application of advanced skills in a structured game situation providing the basis for the assessment of the individual student. | |
| Pressurised small games, eg 3 versus 3 or 4 versus 4 illustrating spatial awareness; timing – when to run/pass/kick; judgement – where to run, which pass to make; set piece play; controlled phased possession. | |
| Tactics | |
| <ul style="list-style-type: none">• Thinking and making decisions: skilled performer; use of skill; choice of tactics; small sided game.• Principles of play: control of the ball; defence; support play; tactical kicking.• Attacking the opposition with the ball:<ul style="list-style-type: none">– moving the ball wide– attacking from the ‘play the ball’– attacking from a tap penalty– attacking from a scrummage– attacking from a kick-off. | |
| Laws of the game and their application, including refereeing signals. | |

Assessment criteria for Rugby league: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Tackles from the front in a controlled practice. Loses possession easily when tackled. Tackling with passive opposition, lacks commitment. Liable to punt the ball but with little control and no accuracy. Demonstrates little understanding of positional play. Does not involve him/herself in supporting the attack. Participates in game situation with limited effectiveness. Has difficulty in performing basic skills in game situation. Shows understanding of basic role of a forward in scrums. |
| 3-4 | Can pass with some accuracy with stronger hand when running at three quarter pace in passive and pressure situations. Often fails to select the correct type of pass. Attempts all tackles in a controlled situation. Does not secure possession when tackled. Efficiently tackles from front but side tackle lacks commitment and technique. Has a sound positional sense. Is able to play in the forwards or backs. Maintains attacking and defending positions throughout the six tackles. Starts to become more effective in game. Exhibits some individual skills but these are affected by pressures of game. Can set up positional play. Able to gain ground with ball but tends to release pass when challenged by an opponent. |
| 5-6 | Passes on the run off both hands with control at a reduced pace. Passes at speed off dominant hand. Passes the ball along a back line at pace. Demonstrates swerve and change of pace. Executes all tackles cleanly in a controlled situation using dominant shoulder. Tackles effectively in a controlled drill. Produces a variety of kicks with dominant foot in a controlled situation. Can drop kick and place kick with limited effectiveness. Performs from dummy half. Uses ball effectively as a forward or a back. Shows some ability to influence game specialising in either attack or defence. Good command of skills and tactics in evidence, even under pressure. Shows some anticipation of opposition and makes adjustments. |
| 7-8 | Passes accurately at pace off dominant hand and is confident off both hands. Controls timing of passes in set piece moves. Demonstrates ability to side step. Tackles to a consistently high standard from front, side and rear. Tackles cleanly with dominant shoulder. Produces all types of kick to place opponents under pressure. Kicks for touch with control and gains ground. Has good appreciation of the use of the ball. Maintains possession. Supports other runners and times passes well. Able to link set moves using loop and scissor plays. Exerts an influence over game in both attack and defence, making few unforced errors and assists team mates. Displays high level of skill and tactical awareness even under pressure. Has knowledge of several positions and specialises in at least one, demonstrating a good understanding of its requirements. |
| 9-10 | Passes accurately using both hands over increasing distances. Is able to pass accurately at full pace. Takes ball across body, transferring weight effectively. Able to time 2 versus 1 pass at pace. Able to spin pass static ball off the ground. Tackles from front, rear and side with either shoulder, at pace. Is able to secure the ball for possession in the act of being tackled. Executes all tackles cleanly and moves to next situation. Performs accurately and maintains body balance on range of kicks; punt, drop and place. Controls an 'up and under'. Accurately shows a screw kick. Has good handling and running skills to adapt to forward and to back play. Is influential in the six tackles and/or controls from dummy half or outside half. Exerts significant control over game. Shows outstanding level of skill, anticipation and tactical awareness, making very few unforced errors. Can play in several specialist positions. Able to dominate in at least one specialist position, showing outstanding individuality. |

Rugby union

Skills, knowledge and understanding

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

Passing:

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

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

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

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

Beating opponents:

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

Team skills

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

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

Rucking and mauling.

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

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

Tactics

- Forward play: scrum; line-out; rolling maul play.
- Three quarter play: handling; kicking; running; tackling.
- Role of individual players.
- Positional play.
- Continuous phase play.

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

Assessment criteria for Rugby union: Practical performance

2.1.1: Player/participant

| | |
|-----|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Catches and passes with limited effectiveness. Unable to demonstrate accurate passing in moving situations. Punts the ball with little control and no accuracy. Either forward play: has limited understanding of the role of forwards in set pieces; little involvement in open play. Or back play: limited participation in phased play. Avoids contact situations, does not support other players. Poor effectiveness in game situations. Basic skills are not sufficiently established to produce a performance of any standard. Unable to read any specific game situation. Can participate in scrum and line-out play, but shows very limited skill and technique. Positional play poor. |
| 3-4 | Passes with some accuracy with stronger hand when running at three quarter pace in passive and pressure situations. Often fails to select the correct type of pass. Begins to be able to swerve. Attempts all tackles in a controlled situation. Does not secure possession when tackled. Effectively tackles from rear, but front and side tackles lack commitment and technique. Able to punt and field the ball in controlled practices. Unable to perform a range of kicks with control. Either forward play: supports players in set pieces and open play without controlling possession. Or back play: exhibits some individual skills but does not link effectively with the back unit. Prone to handling errors. Becomes more effective in the game, basic skills are more evident, but is unable to use them effectively under pressure in the game situation. Able to gain ground with the ball, but tends to release the ball too early when challenged by opposition. |
| 5-6 | Passes on the run from both hands with control at reduced pace. Can pass at speed from dominant hand. Can pass the ball along a back line at pace. Demonstrates swerve and change of pace. Executes all tackles cleanly in a controlled situation using dominant shoulder. Tackles effectively in a controlled drill. Produces a variety of kicks with dominant foot in a controlled situation. Can drop kick and place kick with limited effect. Either forward play: takes part in line-out and scrums with an ability to secure possession. Able to ruck and maul in a structured practice. Or back play: shows confidence in passing on the run in non-contact situations. Demonstrates control whilst running with the ball. Passes the ball to the winger along the line. Shows understanding of attacking and defensive positional play. Reading of the game is more apparent, becoming more vocal and involved in the game. Ability to influence the game evident, with increasing and better decision making under pressure. Basic skills and techniques well established. Shows some anticipation of opposition moves and makes adjustment. Increased involvement for the contact situation in attack and defensive role. |
| 7-8 | Passes accurately at pace from dominant hand; is confident off both hands. Controls timing of passes in set piece moves. Avoids tackles using hand off and side-step off dominant foot. Tackles to a consistently high standard from front, side and rear. Tackles cleanly with dominant shoulder. Produces all types of kick to place opponents under pressure. Kicks for touch with control and gains ground. Either forward play: effective in set piece play and able to support rucks and mauls in controlled phase possession play. Or back play: link effectively first to second phase possession integrating basic overlap moves. Able to loop and scissor at pace. Demonstrates very good overview of the game and exerts an influence in both attack and defence. Very aware of teamwork, makes few unforced errors. Displays a high level of skill and tactical awareness even under pressure. Shows knowledge of set plays, tactical plays, eg start line-out, penalty moves. Has ability, knowledge to play in a number of positions; demonstrates high level of skill and understanding in chosen position. |

| | |
|--------------------|---|
| <p>9-10</p> | <p>Passes accurately using both hands over increasing distances. Able to pass accurately at full pace. Takes ball across body, transferring weight effectively. Can time 2 versus 1 pass at pace. Performs accurately, maintains body balance on range of kicks; punt, drop, place. Can spin pass static ball off the ground. Controls an 'up and under' Can accurately show a screw kick. Either forward play: specialist in a given position. Outstanding set piece play. Fully able to ruck and maul in open play.</p> <p>Provides controlled phase possession. Or back play: executes a range of back moves at pace. Able to side step and to dummy a pass. Able to field a high ball and link a counter-attack. Avoids tackles by a full range of moves, eg dummy, swerve, side-step. Demonstrates excellent tactical awareness, applies the laws correctly in the context of the game situation. Exerts significant control over game by taking the best and correct option in given situation. Has excellent leadership qualities, decision making as individual and in team. Has high level of individual skill maintained under pressure.</p> |
|--------------------|---|

Sailing

Skills, knowledge and understanding

The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the student and the weather/water conditions.

Safety

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

Environmental issues

- Impact of sailing on the environment.

Skills/manoeuvres

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

Knowledge and understanding

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

Assessment criteria for Sailing: Practical performance

2.1.1: Player/participant

| | |
|------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Able to rig a training dinghy and reef ashore with assistance. Able to name the parts of the boat and the sails but has some difficulty tying knots. |
| 3-4 | Can assist in launching and recovery. Knows some of the five essentials – sail setting, balance, trim, centreboard and course made good. |
| 5-6 | Able to crew and helm a two man boat when sailing away from a jetty moving upwind, downwind and moving across wind with good control at the helm. |
| 7-8 | Able to sail onto and away from a lee shore. Competent in coming alongside a moored boat, and knows the rules of the river – port and starboard, windward boat, overtaking boat. |
| 9-10 | Is competent performing all manoeuvres and sailing close to another dinghy. Able to recover a man overboard and show the capsize procedure. Confident in a racing situation and shows knowledge of the course and starting procedures. |

| Skills/manoeuvres | |
|-------------------|--|
| 1 | Rig a training dinghy |
| 2 | Reef ashore |
| 3 | Name parts of the boat and sails |
| 4 | Rope work knots |
| 5 | Launching and recover |
| 6 | The five essentials: sail setting, balance, trim, centreboard and course made good |
| 7 | Crew a two man boat |
| 8 | Sail away from a jetty |
| 9 | Helm moving upwind |
| 10 | Helm moving downwind |
| 11 | Helm moving across wind |
| 12 | Sail onto a lee shore |
| 13 | Sail away from a lee shore |
| 14 | Coming alongside a moored boat |
| 15 | Rules of the river – port and starboard, windward boat, overtaking boat |
| 16 | Sailing close to other dinghies |
| 17 | Man overboard recovery |
| 18 | Capsize procedure |
| 19 | Racing, course and starting procedure |

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

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

Skiing

Skills, knowledge and understanding

Students will be assessed on individual skills from the list of skills/manoeuvres and on a free ski run. The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the student and the weather conditions.

Safety

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

Environmental issues

- Impact of skiing on the environment.

Skills/manoeuvres

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

Knowledge and understanding

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

Assessment criteria for Skiing: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Knows the basic stance, and is able to get up from a fall. Able to show a straight descent, then an ascent by side stepping. Can do a snow plough stop at the end of a 10-20 metre run. |
| 3-4 | Able to show a straight snow plough then snow plough turns left and right down a gentle slope and stop by turning uphill. They should be able to use a ski lift. |
| 5-6 | Able to do linked snow plough turns, then traverses joined by snow plough turns without falling. Shows reasonable style and control whilst performing a slalom on a blue ski run. |
| 7-8 | Able to ski down a red slope showing style and control using unweighted parallel turns. |
| 9-10 | Able to ski down a black run and ski through a mogul field. Able to keep close to the fall line. |

| Skills/manoeuvres | | | |
|-------------------|--|-----------|--|
| 1 | Basic stance | 11 | Traverse joined by snow plough turns |
| 2 | Ability to get up after a fall | 12 | Side stepping |
| 3 | Straight descent – ascent by side stepping | 13 | Swing to the hill from traverse left and right |
| 4 | Basic side step and turn | 14 | Linked basic swing |
| 5 | Snow plough stop | 15 | Parallel stop – skid to halt |
| 6 | Snow plough then left and right | 16 | Carved turn left and right |
| 7 | Stop by turning uphill | 17 | Linked turns |
| 8 | Use of ski lift | 18 | Linked parallel turn |
| 9 | Linked snow plough turns | 19 | Carved turns |
| 10 | Traverse | 20 | Short swings |

The assessment must enable the student to demonstrate their level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

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

Please see *Appendix 3* for an example skiing assessment form.

Snowboarding

Skills, knowledge and understanding

Students will be assessed on individual skills/manoeuvres and on a free run. The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following list, subject to the capabilities of the student and the weather conditions.

Safety

- Snowboard equipment (hard or soft bindings and boots).
- Importance of the leg leash.
- Knowledge of stance (regular or goofy).
- Clothing.
- Procedures taken in case of accidents.
- Handling and care on tows and lifts.
- Awareness of dangers of the mountain environment.
- Impact of snowboarding on the environment.

Skills/manoeuvres

- Basic stance (regular or goofy).
- Ability to get up from a fall.
- Side slip front side.
- Straight descent.
- Toe edge turn.
- Carve to stop.
- Turn to the left and turn to the right (heel edge and toe edge turns).
- Heel edge stop.
- Scoot front foot in.
- Use of ski lift.
- A series of linked turns.
- Toe traverse.
- Heel traverse.
- Carved turns left and right.
- Linked carved turns.
- Crouch in turns.
- Snowboard fakie (reverse) in controlled manoeuvre.
- Short swings.

Assessment criteria for Snowboarding: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Shows basic stance and is able to get up from a fall. Able to descend using side slipping and able to descend in a straight run for up to 20 metres with a controlled stop at the end. |
| 3-4 | Able to do a straight run and turns to the left and right on a gentle slope. Maintains control throughout and displays a sound level of style. Able to carve to stop. |
| 5-6 | Able to turn one way, traverse and then turn the other way whilst completing a run of blue gradient and maintaining complete control, showing reasonable style throughout. |
| 7-8 | Able to board down a red run showing style and maintaining complete control using carved turns. |
| 9-10 | Able to board down a black run, keeping close to the fall line, but does not necessarily attempt moguls. |

| Skills/manoeuvres | | | |
|-------------------|--|-----------|--|
| 1 | Basic stance (regular or goofy) | 9 | Scooting front foot in |
| 2 | Ability to get up after a fall | 10 | Use of ski lift |
| 3 | Side slip (toe edge and heel edge) | 11 | Linked turns |
| 4 | Straight descent | 12 | Heel traverse |
| 5 | Toe edge turn | 13 | Toe traverse |
| 6 | Carve to stop | 14 | Carved turn left and right |
| 7 | Heel edge stop | 15 | Snowboard fakie in a controlled manner |
| 8 | Turn left and right (toe edge and heel edge) | 16 | Short swings |

The assessment must enable the student to demonstrate their level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

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

For an example student assessment sheet for snowboarding, please see *Appendix 4*.

Softball

Skills, knowledge and understanding

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

Batting:

- grips and their uses; stance; follow through
- hitting the ball to all fields
- bunting.
- Baserunning:
- stopping or turning at first base
- leading off/stealing
- retreat slide, bent leg slide.

Pitching:

- basic slowpitch technique (backspin, forehand, variation of arc height)
- pitching to location (inside/outside, top/bottom of strike zone).
- basic fastpitch technique (slingshot and/or windmill, variation of speed)

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

Fielding:

- basic glove positioning
- throwing
- fielding a ground ball
- catching fly balls
- force outs
- tag outs.

Positional play:

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

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

- Shot restriction and structured drills.

Tactics

- Defence: field placings, bunt defence, steal defence.
- Offence: stealing bases, hit and run, sacrifice bunt, sacrifice fly.

Laws of the game and their application

- Umpiring.
- Scoring.

Assessment criteria for Softball: Practical performance

2.1.1: Player/participant

| | |
|------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Batting: has some idea of basic stance but rarely makes contacts with the ball.</p> <p>Baserunning: has some idea of baserunning but often forgets when to run or makes several baserunning errors.</p> <p>Pitching: has some basic mechanics but is unable to pitch consistent strikes with either slowpitch or fastpitch.</p> <p>Fielding: demonstrates basic glove work. Able to make basic throws and catches.</p> <p>Participates in game with limited effectiveness. Has difficulty performing basic skills.</p> |
| 3-4 | <p>Batting: has some success in making contact with the ball but strike lacks power and distance.</p> <p>Baserunning: demonstrates awareness of the role of baserunning during games. Makes some simple baserunning errors.</p> <p>Pitching: able to pitch consistent strikes (50 per cent) with either slowpitch or fastpitch.</p> <p>Fielding: able to anticipate the direction of the ball and field a ground ball. Able to catch 'easy' balls and throw accurately over short distances.</p> <p>Starts to play more effectively in the game. May exhibit some individual skills although these may be affected by the pressures of the game.</p> |
| 5-6 | <p>Batting: hits with some power but unable to direct it. Often hits high catchable fly balls.</p> <p>Baserunning: runs bases effectively, paying attention to basecoaching. Is able to demonstrate bent leg slide.</p> <p>Pitching: either slowpitch: able to vary height of arc and to pitch strikes with both backspin and forehand technique. Or fastpitch: able to pitch strikes with windmill and/or slingshot pitch. Able to change pace or spin.</p> <p>Fielding: able to catch and throw consistently. Able to adjust to the speed and direction of the ball.</p> <p>Positive contribution to the game in either offence or defence.</p> |
| 7-8 | <p>Batting: consistently makes contact with the ball and is able to keep the ball low and hit to the left and right field.</p> <p>Baserunning: runs bases effectively, exploiting the fielders' weaknesses and sliding as necessary. Takes an aggressive lead off and employs retreat slide. Able to steal bases.</p> <p>Pitching: either slowpitch: able to use a variety of pitches and to pitch accurately to location (inside/outside, high/low, strike zone). Or fastpitch: able to pitch accurately to location (inside/outside, high/low, strike zone).</p> <p>Fielding: able to field and throw competently and make accurate throws over long and short distances. Exerts considerable influence on the game in at least two of the three areas of batting/pitching/fielding. Makes few unforced errors and assists team mates.</p> |
| 9-10 | <p>Batting: consistently makes contact with the ball. Places shots to maximum advantage.</p> <p>Baserunning: runs intelligently and aggressively. Manufactures extra bases and runs by exploiting the opposition's weaknesses. Able to steal bases and use appropriate running and sliding techniques.</p> <p>Pitching: Able (in either slowpitch or fastpitch) to use a variety of pitch speed, spin and location with consistency and accuracy to exploit the batter's weaknesses.</p> <p>Fielding: demonstrates outstanding ability and is able to play at least two contrasting positions. Exerts significant influence over game. Shows outstanding level of skill, technical awareness and anticipation in all areas and makes very few errors.</p> |

Squash

| Skills, knowledge and understanding | |
|--|---|
| Advanced skills developed in structured plays to enable students to perform in the context of the assessment | |
| Grips and their uses | |
| <p>Basic shots:</p> <ul style="list-style-type: none"> • the forehand and backhand drives • grip • swing • racquet head up • follow through. | <p>The service:</p> <ul style="list-style-type: none"> • forehand lob (floating service) • forehand hard hit service • backhand service • return of service. |
| Attacking and defensive shots (forehand and backhand): the volley; the boast; the drop shot; the lob. | |
| <p>Fundamentals of movement:</p> <ul style="list-style-type: none"> • watching • footwork • balance • readiness • returning to the 'T' • anticipation • deception. | |
| Application of advanced skills in a structured game situation providing the basis for the assessment of the individual student | |
| <ul style="list-style-type: none"> • Stroke restriction and court restriction drills. • Structured rallies and plays. | |
| <p>Tactics</p> <ul style="list-style-type: none"> • Use of side walls and angles to out-manoeuvre an opponent. • Width and length (switching). • Anticipation. • Deception. | |
| Laws of the game and their application | |
| <ul style="list-style-type: none"> • Knowledge of court layout and use. | <ul style="list-style-type: none"> • Marking and refereeing. |

Assessment criteria for Squash: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Poor technique when playing either forehand or backhand drives. Shots lack power and often land in the middle of the court. Serves are erratic and student has difficulty in getting the ball to land in the correct area. Unable to influence game. Makes very limited contribution with skills not in evidence during play. Understanding of tactics is poor. Is content just to get the ball back. Participation in game minimal. Only returns shots within reach. Needs guidance on where to stand in the court to serve/receive from. Has difficulty in maintaining a rally and returning serve, especially on backhand. |
| 3-4 | Able to play forehand and backhand drives with recognisable technique although the power and accuracy may be inconsistent, especially on the backhand side. Uses the boast but with limited effect. Volleys are attempted and some may work. Serve played to intended area though with some errors. Able to maintain rally but technique under pressure is poor. Has tendency to maintain rally by playing forehand shots (even when on backhand side of court). Stands correctly to receive serve, but placement of ball and subsequent movement is poor. Can score, but not sure of lets/strokes. |
| 5-6 | Grip is usually correct and effective. Able to rally continuously on either wing though some drives may lack distance and accuracy. Can use the boast to outwit opponent but is less successful when the ball is close to the back wall. May use volleys to maintain a rally, but success on the backhand side may be limited. Shows good variety of serves accurately placed with power. Lobs and drop shots may lack distance and control. Uses a variety of shots although still a measure of responding to opponent rather than creating/engineering opportunities. Pressure of game causes loss of accuracy. Displays some tactical awareness of use of the 'T'. |
| 7-8 | Good grip and racket movement. Technically correct, low drives to both sides with good length and showing the ability to change the direction of the ball (playing a straight drive from a boast). Uses volley effectively though with some errors, in an attempt to dominate the 'T'. Shows variety of serve to forehand and backhand with good length and weight. Makes effective use of the boast, drop shot and lob. Volleys played at appropriate times to speed up game or prevent ball reaching the back of the court. Brings disguise into game, especially when positioned at the front of the court. Exerts considerable influence on the game. Plays full range of shots with accuracy. Shows tactical awareness by creating a winning opportunity. Can vary the pace of the game according to the strength and weakness of the opponent. |
| 9-10 | Good technique for all shots and correct grip. Excellent straight drives, both forehand and backhand, are played close to the sidewalls. Can 'kill' the ball both straight and X court. Makes effective use of the boast to retrieve the ball from the back corners and thus regain control of the rally. Uses a variety of volleys to dominate the rally and move the other player around the court. Good effective serves are played to vary pace of game and allow the server to dominate the 'T'. Varies serve and choice of shot depending on opponent's weaknesses. Able to change the pace of the game by using the lob, drop and boast to out-manoeuvre opponent, giving time to recover or capitalise on opponent's weaknesses. Able to wrong-foot opponent by using disguise. When playing an opponent of similar ability the student is content to play long rallies wearing down his/her opponent and waiting for right opportunity to play the winning shot. Makes very few unforced errors. |

Surfing

Skills, knowledge and understanding

The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the student and the weather/sea conditions.

Safety

- Swimming ability.
- Wear correct clothing for conditions.
- Preparation of equipment.
- Know lifeguard signals.
- Know importance and dangers of tides, rips and winds.
- Know and recognise importance of weather forecasting.
- Knowledge of hypothermia/first aid/resuscitation.

Environmental issues

- Impact of surfing on environment – positive impact of SAS (Surfers Against Sewage).

Skills/manoeuvres

- Wax and leash a board.
- Jump to feet on dry land, regular or goofy.
- Push through white water in control of board.
- Catch a wave, stay prone, trim right and left.
- Paddle out and catch waves.
- Paddle out and catch waves and get to feet.
- Get to feet and surf across a wave.
- Show basic manoeuvres of: bottom turn; cut back; kickout – when surfing forehand and backhand.
- Show progression to: off the lip; floater and other more advanced and fun manoeuvres.
- Be able to attempt these in larger surf.

Knowledge and equipment

- Surfing terminology.
- Some prediction of conditions.
- Board styles and performances.
- Wave priority and safety.

Assessment criteria for Surfing: Practical performance

2.1.1: Player/participant

| | |
|------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Able to perform skills/manoeuvres 1-5. Is in control of board pushing through surf, is able to turn, catch a broken or unbroken wave, trim left or right when surfing prone. |
| 3-4 | Able to perform skills/manoeuvres 1-6. Is in control of board pushing through surf, able to turn, catch a broken or unbroken wave, get to feet and surf for a short distance. |
| 5-6 | Able to perform skills/manoeuvres 1-7. Is in control of board in smaller surf and is able to turn, catch and get to feet on an unbroken wave and surf a short distance across it. |
| 7-8 | Able to perform skills/manoeuvres 1-8. Is confident in the smaller surf, is in control of board paddling out and when catching waves. Able to get to feet and surf across the wave amongst other surfers. |
| 9-10 | Able to perform skills/manoeuvres 1-10. Has excellent water fitness and board skills to 'get out' in larger surf, is very confident in smaller surf and has a high degree of skill in the basic manoeuvres. Is very quick to feet and have excellent wave selection, surfing forehand and backhand equally well. |

| Skills/manoeuvres | |
|-------------------|---|
| 1 | Wax and leash a board |
| 2 | Jump to feet on dry land, regular or goofy |
| 3 | Push through white water in control of board |
| 4 | Catch a wave, stay prone, trim right and left |
| 5 | Paddle out and catch waves |
| 6 | Paddle out and catch waves and get to feet |
| 7 | Get to feet and surf across a wave |
| 8 | Show basic manoeuvres of: bottom turn; cut back; kickout – when surfing forehand and backhand |
| 9 | Show progression to: off the lip; floater and other more advanced and fun manoeuvres |
| 10 | Be able to attempt these in larger surf |

The assessment must enable the student to demonstrate their level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

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

Synchronised swimming

Skills, knowledge and understanding

Students will be assessed on individual skills in strokes, sculling and a short sequence.

Strokes:

- 10 metres breaststroke with head held above surface of water.
- 10 metres 'controlled' back crawl.
- 10 metres front crawl with head held above surface of water.
- show a smooth transition from one stroke to another.
- 10 metres performing own artistic variation on one of the three strokes.

Sculling:

Students should attempt all the basic sculling skills and as many of the advanced skills as possible.

Basic sculling:

- travelling head first on back
- travelling feet first on back
- back layout held for 10 seconds.

Advanced sculling:

- torpedo scull for 10 metres
- canoe scull for 10 metres
- front layout held for 10 seconds.

Sequence:

All students will be expected to perform a short sequence, including:

- neat entry into the water from the poolside.
- two different types of stroke performed as under 'strokes'.
- a sculling action.
- at least two figures from the following list:
 - 1 tub
 - 2 oyster
 - 3 mushroom float
 - 4 three-quarter front tucked somersault (from glide to standing/upright position)
 - 5 three-quarter back tucked somersault (from kicking on back to standing/upright position)
 - 6 front piked somersault (from layout)
 - 7 back piked somersault (from layout)
 - 8 single ballet leg
 - 9 porpoise.

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

Assessment criteria for Synchronised swimming: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | May offer two strokes but lacks height and purposeful movement through water. Unable to produce correct sculling action, resulting in a low body position in the water. Probably finds travelling difficult. Performs small routine including very basic skills. |
| 3-4 | Offers three strokes with at least one performed well and with relative ease. Holds face above water and without sideways movement. Basic sculling action correct but lacks the strength to support the body fully during travel. Body extensions questionable. Shows clear attempt to combine skills using relatively smooth transitions. Lacks height throughout performance. Incorporates two elementary figures, ie numbers 1-5. |
| 5-6 | Performs three strokes and in two of the three shows control and height. Lacks technique in front crawl. Can perform simple transitions. Demonstrates all basic sculling actions with ease and is able to successfully perform one technique from the advanced list. Good body tension. Sequence to include at least one figure from 6-9. Transitions from strokes and figures are continuous. Strokes performed with poise and some height. |
| 7-8 | Performs all strokes well, showing good control and purposeful travel. Sculling is utilised well to provide smooth propulsion along the surface of the water. Able to perform all basic and advanced sculling, ie head first and feet first on back, torpedo, canoe and front layout. Sequence to include two figures from 6-9. Displays good style and control along with evidence of originality and awareness of use of pool space. |
| 9-10 | Demonstrates all strokes smoothly with rhythm and control. Disturbance of the water is minimal, breathing regular. Able to use strokes to produce travel, whilst at the same time incorporating originality. Performs correct sculling action within the following three figures: ballet leg, dolphin (head first), front somersault (piked). Performs a sequence to a very high standard, showing height throughout all skills. Smooth transitions and imaginative use of pool space. |

Table tennis

Skills, knowledge and understanding

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

- Grips and their uses.
- Push shots: backhand push; forehand push.
- Top spin drives: backhand drive; forehand drive.
- Services: short and long; forehand and backhand.
- Return of service:
 - from a short serve
 - from a long serve
 - forehand and backhand.
- Movement: between backhand and forehand strokes.
- Loop: forehand loop; backhand loop.
- The block.

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

- Stroke restriction and table restriction drills.
- Structured rallies and plays.

Tactics

- Effects of spin (topspin and backspin).
- Against an attacking player; against a defending player.
- Positioning in attack and defence.
- Variation.
- Anticipation.
- Deception.
- Tactics in doubles – serving and receiving.

Laws of the game and their application

- Scoring and umpiring.
- Knowledge of table and regulations.

Assessment criteria for Table tennis: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>May not hold bat correctly and does not use the correct action. Demonstrates forehand and backhand push shots in rally but played high and often long. Demonstrates correct service action but service lacks pace and direction. Some movement of feet but body movement awkward, jerky and lacking in rhythm. Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. Static play. Rallies won mainly by unforced errors.</p> <p>Little evidence of any understanding of the fitness requirements of the activity.</p> |
| 3-4 | <p>Beginning to hold bat correctly and to use the correct action. Plays basic forehand and backhand strokes competently, showing control and some direction. Ball beginning to travel closer to net. Shows correct service action with at least two different types of service. Demonstrates technically correct footwork. Becoming more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game. Able to maintain a steady rally in game situations. Wins some rallies with effective shots. Unforced errors apparent, usually as a result of over-hitting ball.</p> <p>Has some understanding of the physical demands of the game and displays reasonable fitness levels in long rallies though may not do so in continuous games.</p> |
| 5-6 | <p>Good grip to suit style of play and good action for shots. Good range of strokes evident, showing power, control and accuracy. Demonstrates backspin and topspin in many strokes, particularly in forehand drive and backhand chop. Demonstrates variety of service, some using spin. Good, lively footwork resulting in effective execution of strokes. Shows some ability to influence game either in attack or defence. Good command of skills and tactical play in evidence, even under pressure. Shows some anticipation of opposition and makes adjustments. Able to switch effectively from attack to defence.</p> <p>Has some understanding of the physical demands of the game and displays good fitness levels in long rallies though may not do so in continuous games.</p> |
| 7-8 | <p>Good grip allowing a variety of shots to be played with good technique. Full range of shots evident showing power, control and accuracy. Imparts spin, including sidespin. Demonstrates a variety of serves, most using spin. Able to vary height and direction. Correct footwork with speed, balance and rhythm in evidence, resulting in long rallies being maintained. Able to exert influence on the game in both attack and defence. Makes few unforced errors. Shows high level of skill and tactical awareness even under pressure. Anticipation of opponent's intentions evident.</p> <p>Has good understanding of the physical demands of the game and displays good fitness levels in long rallies though not frequently in continuous games.</p> |
| 9-10 | <p>Excellent use of grip and bat movement for all actions. All strokes with spin in evidence. Shows power and accuracy when attacking, control and accuracy when defending. Shows a variety of spin service. Demonstrates correct quick footwork with rhythm and balance. Makes very few errors when maintaining rallies. Rallies and winning shots played at speed. Exerts significant control over game. Shows outstanding level of skill, tactical awareness, anticipation and deception, making very few unforced errors. Tactically able to vary speed, direction and spin.</p> <p>Has an excellent understanding of the physical demands of the game and displays excellent fitness levels in long rallies and in continuous games.</p> |

Tae kwon do

Skills, knowledge and understanding

This is based on the knowledge and skill that would be expected from a student with no previous experience in Tae kwon do, who trains with a qualified Tae kwon do instructor for at least two one-hour sessions per week over a three to four month period. Students with previous experience of Tae kwon do should be able to demonstrate a commensurately higher skill level.

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

- Gibson Yonsup – fundamental exercises
- Tul – patterns
- Matsogi – sparring
- Theory and terminology.

There is only one acceptable style of Tae kwon do, which is ITF (International Tae kwon do Federation). No other styles will be acceptable. Centres must ensure that students are only taught by qualified ITF coaches.

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

Gibson Yonsup (fundamental exercises)

| Stances | (Sogi) | Blocks | (Makgi) |
|--------------------|--------------------------|--------------------------|---|
| Attention stance | <i>(Charyot sogi)</i> | Middle block | (Kaunde makgi) |
| Bow | <i>(Kyong ye)</i> | Low block | (Najunde makgi) |
| Sitting stance | <i>(Annun sogi)</i> | High block | (Nopunde makgi) |
| Walking stance | <i>(Gunnun sogi)</i> | Rising block | (Chookyo makgi) |
| Parallel stance | <i>(Narani sogi)</i> | Forearm guarding block | (Palmok daebi makgi) |
| L stance | <i>(Niunja sogi)</i> | Knifehand guarding block | (Sonkal daebi makgi) (Sang palmok makgi) |
| Punches | (Jirugi) | Twin forearm block | |
| Middle punch | <i>(Kaunde jirugi)</i> | | (Taerigi) |
| High punch | <i>(Nopunde jirugi)</i> | Strikes | (Sonkal yop taerigi) |
| Obverse punch | <i>(Baro jirugi)</i> | Knifehand side strike | |
| Reverse punch | <i>(Bandaе jirugi)</i> | Thrusts | (Tulgi) |
| Kicks | (Chagi) | Flat fingertip thrust | (Opun sonkut tulgi) |
| Front snap kick | <i>(Ap cha busigi)</i> | Back fist | (Dung joomok) |
| Side piercing kick | <i>(Yop cha busigi)</i> | | |
| Turning kick | <i>(Dollyo chagi)</i> | | |
| Back piercing kick | <i>(Dwit cha jirugi)</i> | | |

| | |
|---|--------------------|
| Tul (patterns) | |
| 4 directional punch and 4 directional block. | |
| Chon-ji, dan-gun, do-san, won-hyo, yul-gok, joong-gun, toi-gye, hwa-rang, choong-moo and all black belt patterns. | |
| Matsogi | (Sparring) |
| 3 step sparring | (Sambo matsogi) |
| 2 step sparring | (Ibo matsogi) |
| 1 step sparring | (Ilbo matsogi) |
| Semi free sparring | (Ban jayu matsogi) |
| Free sparring | (Jayu matsogi) |
| 2 versus 1 sparring | |
| Theory and terminology | |
| Verbal questions in front of examiner relating to each level. | |
| Students will also be expected to demonstrate student rules and regulations, including Tae kwon do etiquette. | |

Assessment criteria for Tae kwon do: Practical performance

| | |
|----------------------------------|--|
| 2.1.1: Player/participant | |
| 0 | Performance not worthy of credit. |
| 1-2 | Fundamental movements: performs the movements using correct tools and showing some co-ordination. Patterns: performs some appropriate pattern/s using correct tools and showing some co-ordination. Sparring: performs appropriate type of sparring using attacking and defending tools. |
| 3-4 | Fundamental movements: performs the movements using correct technique, tools and co-ordination. Starting to use sine wave and breath control. Patterns: performs appropriate pattern/s using correct technique, tools and co-ordination. Starting to use sine wave and breath control. Sparring: performs appropriate type of sparring using correct attacking and defending tools and starting to show self control. |
| 5-6 | Fundamental movements: performs the movements using correct technique and tools. Uses sine wave, breath control and showing focus. Patterns: performs appropriate pattern/s using correct technique, tools and co-ordination. Use sine wave, breath control and shows focus. Sparring: performs appropriate type of sparring using correct attacking and defending tools and always showing self control. |
| 7-8 | Fundamental movements: performs the movements using correct technique, tools and motion. Use sine wave, breath control, balance and focus at all times. Patterns: performs appropriate pattern/s using correct speed, technique, tools and motion. Uses sine wave, breath control, balance and focus at all times. Sparring: performs appropriate type of sparring using correct attacking and defending tools and always showing self control and respect. |
| 9-10 | Fundamental movements: performs the movements using correct technique, tools and motion. Uses sine wave, breath control, power, speed, balance and complete focus at all times. Patterns: performs appropriate pattern/s using correct speed, technique, tools and motion. Shows sine wave, breath control, power, speed, balance and complete focus at all times. Sparring: performs appropriate type of sparring using correct attacking and defending tools and always showing self control and respect. Aims for an appropriate vital spot. |

Trampolining

Skills, knowledge and understanding

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

Safety

- all students are required to mount and dismount in a safe and recognised manner
- all students must spot safely
- all students should perform in correct and suitable clothing.

Basic and advanced skills

Basic jumps:

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

Twists (basic):

There are two ways to initiate a twist:

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

Advanced twists:

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

| | |
|---|---|
| <p>Basic landing positions:</p> <ul style="list-style-type: none"> • seat drop • front drop • back drop. <p>Combinations (basic):</p> <ul style="list-style-type: none"> • seat drop to front drop • front drop to seat drop • seat drop, half twist to seat drop – swivel hips. | <p>Shaped drops:</p> <ul style="list-style-type: none"> • front drop – tucked • front drop – piked • back drop – piked with extension for landing • back drop – tucked, with extension for landing. <p>Combinations (twisting and rotation)</p> <ul style="list-style-type: none"> • front drop, half twist to feet • half twist to front drop • back drop, half twist to feet • half twist to back drop. |
| <p>Basic somersaults:</p> <ul style="list-style-type: none"> • back drop to front drop – 180° forward rotation • hands and knees forward turnover to back • hands and knees forward turnover with tuck and extenuation to seat • three quarter front somersault to back, to feet – the $\frac{3}{4}$ front and the $\frac{1}{4}$ to feet = 360° rotation • front somersault to feet • front drop to back drop – 180° backward rotation • back pull over to front drop • back pull over to feet • back somersault to feet. | <p>Advanced somersaults</p> <ul style="list-style-type: none"> • front somersault – piked • back somersault – piked • back somersault – straight • barani – any shape. |
| <p>Candidates will be required to submit a written outline of the routine to be performed.</p> | |

Assessment criteria for Trampolining: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Performs all the basic jumps, one of the basic landing positions and one of the combinations. Students at the higher end of the mark band shows more control, especially in the shaped jumps and in the tuck jump has a tighter shape with the body/thigh angle more than 90°. In both the pike and the straddle, the body folds immediately on take-off and there is insufficient leg lift. The half and full twist may lack body tension, legs may open and arm action is poorly co-ordinated. In the seat drop, the landing position may show rounded upper body, with hands not set behind the hips in the landing and toes not pointing. There is no apparent push from the hands on to the bed to assist the recovery. The move lacks tension. Able to perform a 6-bounce routine, see examples on the next page. |
| 3-4 | Performs two of the basic landing positions and two of the combinations. The simple shaped moves are performed with some style; the straight bounces show some sign of the arrow shape. The seat drop is controlled and shows tension, though in the front drop, travel may be apparent, and elbows/arms may take too much of the weight. There may be some over or under rotation. In the back drop, travel may be apparent, with landing either too high or too low. Again the movement may lack tension and style. There may be poor co-ordination of leg and arm beat and no displacement of the hips. The combination moves may lack height, style and control and may need to be attempted more than once. Able to perform an 8-bounce routine, see examples on the next page. |
| 5-6 | Performs all the basic jumps, all basic landing positions, four combinations and one of the basic twists. The simple moves, either as isolated actions or in the routine are good in terms of both style and technique. Able to perform a 10-bounce routine, see examples on the next page. |
| 7-8 | Performs all the combinations, two of the basic twists, one of the advanced twists, and two of the basic somersaulting moves. The more difficult combinations, eg the roller, may show insufficient lift or the body may turn into a pike position. The twist may be initiated too early or the landing may not be in the correct line down the bed. The somersaulting moves may be too open, resulting in under rotation. Rotation may start too early or the move may be too low. Able to perform a 10-bounce routine, see examples on the next page. Demonstrates an out bounce and controlled stop. |
| 9-10 | Performs all the combinations, two of the advanced twists and two of the basic somersaulting moves, one of which should be either a front or back somersault (tucked). Shows very good style and control in the simple moves and combined moves in isolation. Works at very good height. Somersault moves are technically correct ie 'good form' in terms of good lift on take off, good phasing of moves, drive after lift, good lines and tension and minimal travel. Able to perform a 10-bounce routine. An example is shown on the next page. Demonstrates an out bounce and controlled stop. Student may wish to show a more difficult routine. |

| Examples of bounce routines | | |
|--------------------------------------|----------------------------|-------------------------------|
| 6 bounce routines (1-2 marks) | | |
| 1 Seat drop | | 1 Seat drop |
| 2 To feet | | 2 To front drop |
| 3 Tuck jump | | 3 To feet |
| 4 Pike jump | | 4 Half-twist |
| 5 Straddle jump | | 5 Tuck jump |
| 6 Half twist | | 6 Pike jump |
| 8 bounce routines (3-4 marks) | | |
| 1 Seat drop | 1 Full-twist | 1 Full-twist |
| 2 To feet | 2 Straddle jump | 2 Straddle jump |
| 3 Tuck jump | 3 Seat drop | 3 Seat drop |
| 4 Pike jump | 4 Half-twist to seat drop | 4 Half-twist to seat drop |
| 5 Straddle jump | 5 To feet | 5 Half-twist to feet |
| 6 Half-twist | 6 Tuck jump | 6 Pike jump |
| 7 Front drop | 7 Front drop | 7 Back jump |
| 8 To feet | 8 To feet | 8 Half-twist to feet |
| 10 bounce routines | | |
| 5-6 marks | 7-8 marks | 9-10 marks |
| 1 Half-twist | 1 Half-twist to front drop | 1 Full-twist |
| 2 Tuck jump | 2 To feet | 2 Pike jump |
| 3 Seat drop | 3 Half-twist | 3 Seat drop |
| 4 Half- twist to seat drop | 4 Tuck jump | 4 Half-twist to seat drop |
| 5 To feet | 5 Seat drop | 5 To feet |
| 6 Pike jump | 6 Half-twist to seat drop | 6 Straddle jump |
| 7 Back drop | 7 Half-twist to feet | 7 Back drop |
| 8 To feet | 8 Pike jump | 8 To feet |
| 9 Straddle jump | 9 Straddle jump | 9 Tuck jump |
| 10 Full-twist. | 10 Full jump. | 10 Front somersault (tucked). |

Please see *Appendix 2* for an example trampolining assessment sheet (page 209), which may help you when assessing students.

Trekking

Skills, knowledge and understanding

The inclusion of trekking is to support and complement the aims and objectives of the national curriculum. It provides increased opportunities to generate key skills and promote citizenship. The criteria are designed so that schools can successfully integrate the requirements with other nationally recognised awards. It is strongly advised that centres adopt the principle of safe practice and ensure that all health and safety criteria are examined and documented prior to starting any adventurous activities. All treks must be completed in British Summer Time.

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

For their final assessment students are expected to complete a self-reliant journey over two days in unfamiliar countryside. There must be a minimum of six hours' planned activity each day and participants must complete a total minimum distance on foot of 24 km. The route must avoid built-up areas and roads. It is essential to plan the route utilising tracks and footpaths; following of a signposted route (for example the South Downs Way) is discouraged and high-performing students will be expected to pay regard to this when planning a final journey. Overnight accommodation must be under canvas and, students should carry all equipment. A completed post-trek report should be made available for inspection and verification by the visiting moderator. The report could include photographic evidence or a formal presentation to the examiner using slides/PowerPoint/video.

Assessment criteria for Trekking: Practical performance

2.1.1: Player/participant

| | |
|-------------|--|
| 0 | Performance not worthy of credit. |
| 1-2 | Has completed the basic training but has not completed an assessment expedition. May have found the practice journey difficult or not completed it fully. Has a basic knowledge of skill levels 1-2. Has a basic knowledge of first-aid and able to administer action in case of emergency. Demonstrates simple camp craft skills and has knowledge of safety precautions when cooking. Understands how to obtain weather forecasts and is aware of the important issues regarding environmental impact of outdoor activities. |
| 3-4 | Able to perform skills 1-4 and has will have completed a practice journey. Understands basic navigational skills but does not have the confidence to apply them to situations or lead from the front. Has a limited experience of trekking. |
| 5-6 | Able to perform skills 1-6. Has contributed to the production of the expedition report and completed a practice journey and assessment trek. May well rely on others to navigate and lacks initiative when forced to cope with more difficult circumstances. Has a basic knowledge of the wildlife in the surrounding environment and the importance of conservation. |
| 7-8 | Has a positive and determined attitude and is able to perform skills 1-8. Able to navigate and adapt plans according to circumstances. Has a good understanding of safety issues and is sympathetic to the needs of the group. Is a good communicator and shows evidence of decision making. Evidence can be recorded in log book and expedition reports. Is part of the driving force behind the successful completion of both journeys. Has researched expedition training and have a sound knowledge of where to access further information or resources. |
| 9-10 | Able to perform skills 1-10. Has shown planning and forethought and has been an inspiration to the group. Has camped for at least five nights camping on three separate occasions in unfamiliar territory and has a log book detailing their trekking experience. It is likely that the student will have completed additional documented treks with the scouts, cadets or while attending a residential outward-bound centre. A competent navigator and knowledgeable trekker, and one of the key persons responsible for the organisation and planning of the journey. |

Students will not be assessed on the day of the Final Practical Assessment (but will be required to present log books as evidence).

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

| | Map skills | Navigation | Camp craft | Safety/environmental issues |
|----------|---|---|---|---|
| 1 | Read and interpret a 1:25000 pathfinder map. Understand scale and distance. Orientate map to terrain. Identify features and contours. | Be aware of different maps (Landranger, orienteering). Understand marginal information. | Demonstrate principles of packing a rucksack. Waterproofing contents. Explain factors affecting pitching and striking of tents. | Action to take in an emergency. The treatment of simple wounds. Recognise more serious conditions such as breaks, dislocations and sprains. |
| 2 | Determine grid references. Give simple explanation of gradient effects on journey. | Estimate time/distance and locate position from a map. Determine geographical direction and direction of travel from map. | Choose a campsite. Arrange water supplies. Arrange refuse disposal. Understand the dangers of a Trangia type stove. | Be aware of the spirit and content of the Country Code and the impact of outdoor activities on the environment. |
| 3 | Give a verbal description of a route on the journey. | Locate features on ground from map. Understand contours. | Explain the fire precautions and sanitation requirements for a camp. | Know how and from where to take weather forecasts. Have a basic knowledge of forecasting and recognising changes. |
| 4 | Identify features and help plan a 24 km route using footpaths and tracks only. | Follow a planned route identifying and relating major features on map to position. | Safety precautions when cooking and knowledge of fuel safety. Contribute to the expedition report. | Explain the advantages of different tent designs and the influence of new technology on their construction. |
| 5 | Set a map using two different methods. | Plan a simple route card. Produce cards as evidence of journeys completed. | Have a working knowledge of two different types of cooker and the safe operation of fuel bottles. | Explain choice of clothing and what personal equipment must be carried on a trek. Demonstrate treatment of sprains. |
| 6 | Set a map using a compass without use of magnetic variation. | Explain procedures in case of getting lost. Describe contents of first-aid kit. | Cook an individual meal and demonstrate knowledge of planning a menu. | Demonstrate a knowledge and understanding of expedition fitness and how to prepare a training programme for an expedition. |

| | Map skills | Navigation | Camp craft | Safety/environmental issues |
|-----------|---|--|---|--|
| 7 | Estimate speed of travel and arrival times taking account of contours crossed. | Explain information required when setting off for medical assistance. Knowledge of accident reporting procedure. | Understand principles of good nutrition for expeditions. | Explain symptoms and treatment of exposure to heat/cold. Evaluate conditions and show awareness of potential hazards to group integrity when climate/conditions change. |
| 8 | Determine the magnetic direction of a path or similar feature. Enter direction of each leg on route cards. | Produce a gradient plan of route. Demonstrate procedures of timing and pacing. | Produce or contribute significantly to a report. Evidence maybe presented as written, photographic or video of trek. | Understand the role and responsibilities of a leader. Be able to work together as a cohesive group. |
| 9 | Obtain a grid bearing and allow for magnetic variation when travelling on a bearing. Obtain fixed position with three resection bearings. | Know about magnetic variation and the relationship between true, magnetic and grid north. | Plan a balanced nutritional menu for a two-day trip. | Identify and record as evidence any species of wildlife seen. Record four types of fauna/wild flowers identified on trek. |
| 10 | Have a thorough understanding of contours and recognise major landforms such as spurs, ridges and valleys. Interpret height, gradients and terrain and explain Naismith's rule. | Recognise main pressure systems from map and explain weather patterns associated from them. Explain actions in event of thunderstorm. Understand danger of wind chill. | Plan and cook a substantial meal for group. Show knowledge of dehydrated foods, correct food hygiene and efficient cooking methods. | Demonstrate an understanding of the need for restricted access and conservation. Give examples of National Parks, AONBs and the concept of a minimum impact approach. Demonstrate an awareness of the basic geology of the land formations on route. |

Volleyball

Skills, knowledge and understanding

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

- Service: underarm; tennis (frontal, floating, side floating).
- Receiving service.
- Dig: two armed; one armed (diving).
- Set: front volley; reverse volley; jump volley.
- Smash: spike; hard; soft; tactical; dump.
- Blocking.

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

- Shot restriction and court restriction drills.
- Structured rallies and plays.

Team skills/tactics

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

Laws of the game and their application

- Umpiring.
- Court layout.

Assessment criteria for Volleyball: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Shows little control with basic underarm serve l. Ball clears net sometimes. Remains static with the serve. Has difficulty in controlling the 'set'. Displays lack of leg bend. Arms straight but hands raised above shoulder. Incorrect ball contact on arm. Has difficulty co-ordinating timing of jump and smash, making incorrect contact with forearm. Able to jump when attempting to block but does not land on same spot. Participates in game with limited effectiveness. Has difficulty performing basic skills in game situation. |
| 3-4 | Starting to show control and reasonable accuracy of placement with underarm serve. Displays correct body and feet placement with step-in. Displays technically correct contact on volley. 'Set' shot lacks sufficient height. Performs leg extension and shoulder 'shrug' well in static practice conditions. Can time ball but contact and control is poor. Approach steps accurate from set routine. Can perform blocking technique and put hands over the net but timing is inaccurate. Starting to become more effective in game situation. May exhibit some individual skills although they may be affected by pressures of game. |
| 5-6 | Displays sound level of technique and accuracy in the serve. Shows good control and accurate placement anywhere on the court with the underarm serve. Able to vary length and height of serve. Displays good level of skill giving control and accuracy of pass. Able to change the direction of ball from hand feed and 'ideal' positions. Plays ball with good height and accuracy when digging in static practice conditions. Shows good control and accuracy of passing. Can smash accurately from static position but is less accurate with approach run. Displays good technique in block with good timing and jump. Makes some contribution to the game. Good command of skills and tactics in evidence even under pressure. Shows some anticipation of opposition and makes adjustments. Able to switch from attack to defence. |
| 7-8 | Performs underarm and tennis services with high level of accuracy. Shows control and accurate placement when using both types of serve. Displays good technical skill in volley, directing pass with accuracy and correct height. Is able to achieve correct position in volley through speedy footwork. Able to dig from anywhere on court. Can direct ball accurately towards setter. Times approach run and jumps accurately; hits ball with some power to specific position. Performs blocking technique accurately, with good timing and co-operating with another blocker. Able to 'read' hitter. Exerts considerable influence on game in both attack and defence. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness even under pressure. |
| 9-10 | Able to serve to any position on court using underarm and tennis serves. Displays high level of technical skill. Able to volley from all positions on court. Demonstrates reverse volley and high, low and reverse set. Able to direct pass accurately to any target. Performs dig to high standard from anywhere on court, showing accuracy of pass, ability to cope with powerful serve or smash. Able to perform double handed on either side. Accurately times approach run for smash. Hits ball with power and direction. Blocks very effectively. Reacts to play ball off net. Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors. |

Wakeboarding

Skills, knowledge and understanding

Students will be assessed on individual skills from the list of skills/manoeuvres. The teacher-assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the student and the weather conditions.

Safety

- Awareness and use of protective clothing (wetsuit, buoyancy aid and helmet).
- Stretching and warm-p/down routine.
- Check board and protective clothing before use.

Skills

Skills can be developed and assessed using boat or cable tow systems based on the following guidelines.

Boat

- Dock start.
- Cross the wake four times.
- Surf the wake on both sides.
- Lip slide or side slide.
- Ollie.
- Heelside wake jump, one wake, out – in.
- Toeside wake jump, one wake, out – in.
- Surface 180.
- Ride switch behind the boat and in control for one pass.
- Switch back in control.
- Ollie 180.
- Heelside wake to wake jump.
- One wake jump, with backhand grab.
- Toeside wake to wake jump.
- Air 180, one wake.
- Switch 180, one wake.
- Wake to wake jump, with 180.
- Wake to wake jump, with back hand grab.
- Toeside wake to wake jump, with grab.

Cable

- Sitting dock start.
- Cut from side to side (wide).
- Carve from side to side, surf style (narrow).
- Side slide.
- Ollie.
- Surface 180 front to back.
- Surface 180 back to front.
- Ride switch for one length of cable.
- Ride switch for one length carving from side to side.
- Reverse fin release.
- Ollie 180.
- Ollie nose grab (heelside).
- Ollie 180 (toeside).
- Ollie tail grab (heelside).
- Switch Ollie 180.
- Surface 360 (handle pass).
- Heelside Ollie with an indy grab.
- Blind 180 surface.
- Ollie nose grab 180.

Knowledge and equipment

- Understand the terminology (regular, goofy, heelside, toeside, switch, Ollie)
- Awareness of what British Water Ski Association does.
- Understand the differences between types of: boards; bindings; handles/ropes.
- Understand the basic rules for competitive wakeboarding.

Assessment criteria for Wakeboarding: Practical performance

2.1.1: Player/participant

| | | |
|-------------|--|--|
| 0 | Performance not worthy of credit. | |
| 1-2 | Should demonstrate balance and control by making small jumps and minor rotations of the board. Can do skills 1-3. | |
| | Boat | Cable |
| 3-4 | Should be able to use the wake to complete a jump and have sufficient control to complete a full 180 rotation. Can do skills 1-6. | Should be balanced and controlled to the extent that switching the board in both directions is consistent and riding switch in control is natural. Can do skills 1-6. |
| 5-6 | Should maintain control of the board in so much as being able to confidently ride and land switch. Controlled use of the wake to achieve a full wake to wake jump. Can do skills 1-10. | Progression to toeside and heelside Ollies with grabs, demonstrating a good foundation for more advanced tricks. Can do skills 1-10. |
| 7-8 | An advanced progression of basic skills. Demonstrating a solid foundation of wakeboarding, including some athletic progression. Grabs are encouraged. Can do skills 1-13. | An advanced progression of basic skills. Demonstrating a solid foundation of wakeboarding and including some athletic progression. Grabs are encouraged. Can do skills 1-13. |
| 9-10 | Excellent board control and an expressive style of execution. Can do skills 1-17. | Excellent board control and an expressive style of execution. Can do skills 1-15. |

| Skills/manoeuvres | |
|-------------------|--|
| Boat | |
| 1 | Dock start |
| 2 | Lip slide or side slide |
| 3 | Ollie |
| 4 | Heelside wake jump, one wake, out – in |
| 5 | Toeside wake jump, one wake, out – in |
| 6 | Surface 180 |
| 7 | Ride switch behind the boat an in control for one pass |
| 8 | Switch back in control |
| 9 | Ollie 180 |
| 10 | Heelside wake to wake jump |
| 11 | One wake jump, with backhand grab |
| 12 | Toeside wake to wake jump |
| 13 | Air 180, one wake |
| 14 | Switch 180, one wake |
| 15 | Wake to wake jump, with 180 |
| 16 | Wake to wake jump, with back hand grab |
| 17 | Toeside wake to wake jump, with grab |

| Skills/manoeuvres | |
|-------------------|--|
| Cable | |
| 1 | Dock start |
| 2 | Lip slide or side slide |
| 3 | Ollie |
| 4 | Surface 180 front to back |
| 5 | Surface 180 back to front |
| 6 | Ride switch for one length carving from side to side |
| 7 | Reverse fin release |
| 8 | Ollie 180 |
| 9 | Ollie 180 (toeside) |
| 10 | Ollie tail grab (heelside) |
| 11 | Switch Ollie 180 |
| 12 | Surface 360 (handle pass) |
| 13 | Heelside Ollie with an indy grab |
| 14 | Blind 180 surface |
| 15 | Ollie Nose grab 180 |

The assessment must enable the student to demonstrate their level of technical ability in order to overcome increasingly demanding and challenging situations and problems.

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

Water polo

Skills, knowledge and understanding

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

- Swimming with ball: dribbling, control, style.
- Passing and shooting: lob, high, bounce, push, back flip, scoop, throw.
- Set pieces: corner throw, goal throw, neutral throw, free throw, penalty.
- Goalkeeping: positioning, anticipation.

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

- Pressurised practices and games, eg 3 versus 3 or 4 versus 4 illustrating spatial awareness; timing – positional sense; support; weighting the pass.
- Roles of the different positions.
- Marking.
- Movement off the ball.

Tactics

- Defence: front mark, area mark, one-to-one, double mark, man down.
- Attack: lanes, use of 4 m area and 2 m area, man up, pit marker, use of wings and decoys.
- Rules.
- Fouls: ordinary and major, personal fault.
- Officials and rules governing goalkeeper.

Assessment criteria for Water polo: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Does not pass accurately, lacks control over ball, has difficulty dribbling. Participates with limited effectiveness. Has no tactical awareness. |
| 3-4 | Passes accurately over a reasonable distance with preferred hand. Can swim with the ball and demonstrates a variety of shots. Begins to be more effective. Can perform skills if given space. |
| 5-6 | Shoots and passes well with either hand, swims effectively with the ball. Can attack and defend effectively. Tactically more aware and uses players in space in attack. |
| 7-8 | Passes and shoots with power and accuracy using a variety of styles. Good ball control with either hand. Exerts influence on the game, able to create and use opportunities in attack, defends well. |
| 9-10 | Has outstanding skills to suit the situation. Has excellent ball control. Dominates the game, able to perform all advanced skills under pressure. Is tactically aware and able to create and use opportunities. |

Water skiing

Skills, knowledge and understanding

Students will be assessed on individual skills from the list of skills/manoeuvres. The teacher-assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the student and the weather conditions.

Safety

- Awareness and use of protective clothing (wetsuit, buoyancy aid, helmet).
- Stretching and warm-up/down routine.
- Check skis and protective clothing before use.

Skills

Two skis

- Unassisted deep water start on two skis.
- Complete one lap of the lake (including corners).
- Carry out six even wake crossings on two skis, equal distance on both sides of the wake.

Mono

- Drop a ski and continue the length of the lake.
- Lift a ski for the length of the lake (having decided which leg student is most comfortable on).
- Ski the length of the lake in the correct position (knees forward, back straight, arms straight, back knee in behind front knee).

Trick

- Complete one lap of the lake on one ski.
- Carry out six even wake crossings.
- Side slides in both directions.
- Wake jumps in both directions.
- 180s and 360s in both directions.

Slalom

- Complete five consecutive deep water starts on one ski.
- Run the slalom course at any speed, with the gates.

Jump

- Carry out six even wake crossings.
- Stand just outside the wake, lift the ski closest to the wake (keeping the tip up) and cross both wakes.
- Three consecutive successful jumps at lowest height setting.

Knowledge and equipment

- Awareness of what British Water Ski Association does.
- Understand the differences between types of: skis, bindings, handles/ropes.
- Understand the basic rules for competitive water skiing.

Assessment criteria for Water skiing: Practical performance

2.1.1: Player/participant

| | |
|-------------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Maintains control and stability on two skis without assistance from the coach or boat driver. Can do skills 1-3. |
| 3-4 | Has a basic degree of stability on one ski and have mastered the deep water start for one ski. Can do skills 1-7. |
| 5-6 | Should be a competent water skier using one ski and have a degree of balance which enables a strong cut across the boat wake at speed and a minimal amount of errors and falls. Able to get up and stay up, in control on a trick ski. Can do skills 1-7, and a choice of two out of 8-11. |
| 7-8 | An advanced level of water skiing which requires confidence, control and balance on the trick ski and the ability to almost run the full slalom course. Uses an advanced ski and maintain an edge all the way through the boat wake. Can do skills 1-10, and a choice of two out of 12-15. |
| 9-10 | Excellent skills required in all three disciplines with the ability to enter a three event competition and score points. Able to complete the slalom course with a well-established balance and the ability to make technical adjustments to fine tune performance. Can do skills 1-15, and a choice of two from 16-18. |

| Skills/manoeuvres | | | |
|-------------------|---|-----------|---|
| 1 | 2 skis: unassisted deep water start on two skis | 10 | Tricks: carry out six even wake crossings |
| 2 | 2 skis: cross both wakes and return to behind the boat | 11 | Jump: carry out six even wake crossings |
| 3 | 2 skis: complete one lap of the lake (including the corners) | 12 | Slalom: run the $\frac{3}{4}$ course |
| 4 | Mono: drop a ski and continue the length of the lake | 13 | Tricks; side slides in both directions |
| 5 | Mono: carry out six even wake crossings one ski, equal distance on both sides of the wake | 14 | Tricks: wake jumps in both directions |
| 6 | Mono: complete one lap of lake (including corners) one ski | 15 | Jump: stand just outside the wake, life the ski closest to the wake (keeping the tip up) and cross both wakes |
| 7 | Mono: complete five consecutive deep water starts on one ski | 16 | Tricks: 360s in both directions |
| 8 | Slalom: run the half course | 17 | Slalom: run the slalom course, with or without the gates |
| 9 | Tricks: complete one lap of the lake on one ski | 18 | Jump: three consecutive successful jumps at lowest height setting |

Weightlifting

Skills, knowledge and understanding

The teacher/assessor must ensure that each student uses the appropriate weights for his/her capabilities. The teacher/assessor for this activity should be BWLA-trained.

Safety

- Wear appropriate clothing and footwear.
- Check weights are of correct value.
- Check weights are secured to bar.
- Presence of safety spotters.
- Appreciate dangers involved.
- Suitable protection for flooring.

Advanced Skills

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

Tactics

For example, selecting differing lifts and weights in competition.

Knowledge

- History of sport.
- Different kinds of lift.
- Parts of the equipment.
- Safety issues.
- Rules applicable to the event.

| Weightlifting: General performance levels | | |
|--|-------------------------------------|----------------------------|
| 1-2 | Weight lifted ÷ (body weight x 1.1) | boys < 0.3 girls < 0.2 |
| 3-4 | Weight lifted ÷ (body weight x 1.1) | boys < 0.6 girls < 0.3 |
| 5-6 | Weight lifted ÷ (body weight x 1.1) | boys < 0.75 girls < 0.4 |
| 7-8 | Weight lifted ÷ (body weight x 1.1) | boys < 0.9 girls < 0.5 |
| 9-10 | Weight lifted ÷ (body weight x 1.1) | boys < 1.0 girls < 0.6 |

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

Assessment criteria for Weightlifting: Practical performance

2.1.1: Player/participant

| | |
|-----|---|
| 0 | Performance not worthy of credit. |
| 1-2 | <p>Snatch lift: swings bar during pull phase out from the body, throws the shoulders back on the top pull. Makes no attempt to extend up onto the toes or shrug the shoulders during the pull phase. Able to fix the bar at arm's length with some evidence of a press out. Fixation of the bar occurs on straight legs with no knee bend. Clean lift: the pull movement is slow and away from the body, resulting in the shoulders moving away from the bar as the pull reaches the knees and above. Able to rack the bar onto the chest, but the elbows are not brought up to allow resting on the shoulders. Bar is supported by the forearms only. Catches the bar on straight legs with no knee bend evident. Jerk lift: during drive phase, the bar travels forwards due to poor control of the trunk during the dip; dip and drive are slowly executed. Able to fix the bar overhead with some arm bend/press out. No foot movement at all with the legs remaining locked as the bar is fixed.</p> |
| 3-4 | <p>Snatch lift: can fix the bar at arm's length with some control/balance, slight press out still evident. Makes no attempt to move under the bar, and poor attempt at shoulder shrug and extension onto toes. Clean lift: start position has hips slightly high with slight rounding of the back evident. The pull is kept closer to the body, but not eased in at the start of the lift. Makes some effort to shrug the shoulders and extend onto the toes, but no hip drive is seen to occur. Bar is racked cleanly with elbows coming up under the bar slightly due to the lack of mobility. Legs bend slightly as the bar is received onto the chest/shoulders. Jerk lift: starts to fix the bar overhead with no arm movement or press. Dip is excessive in depth and is slow on the recovery. Able to jump forwards or backwards to keep the bar in line when overhead. Makes no attempt to split the feet under the bar.</p> |
| 5-6 | <p>Snatch lift: able to maintain this position until the lifter recovers to an upright position ensuring good posture during the movement. Some extension of the shoulders and toes at the top of the pull phase. Feet are moving out on completion of the pull to allow some movement under the bar. The bar is fixed with some bending of the knees to receive. Clean lift: flat back position at the start with the shoulders in front of the bar. The pull is eased in slightly and kept close throughout the pull phase. Makes some attempt at a hip drive with good extension of the toes and shrugging of the shoulders (no throwing back of the shoulders). The bar is racked cleanly with the elbows pulled around the bar quickly. Movement under the bar occurs with a fast drop into a half squat position as the bar is cleaned. Jerk lift: the dip is short and followed by a quick drive onto the toes. The trunk position is erect throughout the sequence. A shallow split under the bar occurs with the front foot slightly short and the back leg in a straight position. The bar is fixed strongly overhead with no press out, and in line with the centre of the body. Makes recovery to feet together off the back foot.</p> |

| | |
|------|---|
| 7-8 | <p>Snatch lift: very fast and precise fixation of the bar, after a first and second pull phase which has been kept very close to the body during the movement. Full extension of the shoulders at the top of the pull, combined with a good drive off the toes simultaneously. Fast movement under the bar into a half squat where the bar is received. Makes smooth recovery to a standing position, which is balanced and under control. Clean lift: has excellent start position with the shoulders well in front of the bar. Pull phase is executed with great speed, following a shallow S curve and kept close to the body throughout. A hip drive occurs as the bar passes the knees, allowing full extension onto the toes in unison with a rapid shoulder shrug. Jerk lift: performs dip and drive sequence very quickly with a smooth movement under the bar. Split is lower and the feet are positioned well apart, with a slight bend in the back leg, and the front shin position not quite vertical to the ground. Recovery is made from the front foot first.</p> |
| 9-10 | <p>Snatch lift: able to perform a fluid movement with great speed in all phases. Receiving position is in a very deep squat, which demonstrates excellent mobility and balance. Maintains this position should be maintainable until the lifter recovers to an upright position ensuring good posture during the movement. Clean lift: performs movement with great speed and fluidity. Pull phase is again kept very close to the line of the body, with a rapid hip drive and extension onto the toes combined with a powerful shoulder shrug. The movement under the bar is very fast into a deep seated receiving position, with the bar racked securely due to good elbow positioning with speed. Can sit in the position until he/she is able to effect a clean recovery with emphasis on maintaining an erect trunk position. Jerk lift: performs jerk rapidly, maintaining a very erect trunk position throughout drive sequence. A very fast extension onto the toes with a wide, fast split under the bar with the feet. Maintains fixation of the bar whilst the holding a low split position, with the back leg well bent and on the toes, and the front foot well forward and flat on the floor with the shin vertical to the ground. Recovery starts off the front foot, and finishes with both feet in a parallel position.</p> |

Windsurfing

Skills, knowledge and understanding

The teacher/assessor should choose appropriate skills/manoeuvres for each student from the following lists, subject to the capabilities of the student and weather/water conditions.

Safety

- Swimming ability.
- Use of buoyancy aid.
- Correct clothing for the conditions.
- Inspection of equipment (including board and rig).
- First Aid.
- Dangers (eg offshore winds and tides).
- Weather forecasts (obtaining, analysing, understanding).
- The seven 'Common senses'.

Skills/manoeuvres

- Basic simulator drill – secure position, static turn, sail across the wind.
- Rig a training sail and attach to board.
- De-rig the sail.
- Balance on the board without a rig.
- Self-rescue a board and rig.
- Appropriate ropework/knots.
- Uphaul to the secure position.
- Complete a static turn.
- Get into the sailing position.
- Sail away in light winds.
- Stopping emergency and under control.
- Basic launching and landing.
- Rig a fully-battened sail and set it for the conditions.
- Sailing to an upwind goal in non-planing conditions.
- Sailing to a downwind goal in planing conditions.
- Perform a beach start.
- Land board on a beach (leaving equipment safely shore).
- Sailing on a reach, upwind and downwind in planing conditions, tacking and gybing as appropriate.
- Use a harness and footstraps.
- Demonstrate the basic rules of sailing – port and starboard, windward board, overtaking board.
- Show the basics of the carve gybe and waterstart.

Knowledge and equipment

- Windsurfing terminology (including board and rig terminology).
- Board and rig styles/types.
- Sources for weather forecasts.
- Points of sailing (including No Go Zone).
- Windsurfing competition.
- Basic aerodynamic theory.
- Competition opportunities.
- Environmental issues (impact of windsurfing on the environment, access to sailing venues, use of products from crude oil).

Assessment criteria for Windsurfing: Practical performance

2.1.1: Player/participant

| | |
|------|---|
| 0 | Performance not worthy of credit. |
| 1-2 | Able to rig and de-rig a training sail with assistance. Able to name the key components of the board and rig. Uses a basic simulator, and under the supervision of an instructor, demonstrates uphauling, secure position, static turn and sailing position. Aware of a self-rescue method. Can do skills 1-3. |
| 3-4 | Able to balance on a board. They can launch the board and attach the rig. In light winds, using a training board and rig, can uphaul, sail across the wind, returning to start. Demonstrates a static turn and emergency stop under control, on the water. Can do skills 1-12. |
| 5-6 | Able to rig a fully battened sail for the conditions at the time. Can launch the board and rig. In light winds they can uphaul and sail across the wind. Can make progress upwind and downwind, tacking and gybing as appropriate. Shows the beginnings of the harness and the beach start and can land the board on a beach. Can do skills 1-18. |
| 7-8 | Able to beach start, get underway and use the harness with some confidence. Can sail in stronger winds, on some points of sailing; across the wind, upwind and downwind, tacking and gybing with some confidence. Can do skills 1-19. |
| 9-10 | Is a competent performer. Can sail in planing conditions, using the harness and footstraps. Confidently sails on all points of sailing, tacking and gybing when appropriate. Shows the beginnings of the waterstart and carve gybe. Can do skills 1-22. |

| Skills/manoeuvres | | | |
|-------------------|--|----|--|
| 1 | Basic simulator drill – secure position, static turn, sail across the wind | 12 | Basic launching and landing |
| 2 | Rig a training sail and attach to board | 13 | Rig a fully battened sail and set it for the conditions |
| 3 | De-rig the sail | 14 | Sailing to an upwind goal in non-planing conditions |
| 4 | Balance on the board without a rig | 15 | Sailing to a downwind goal in planing conditions |
| 5 | Self-rescue a board and rig | 16 | Land board on a beach (leaving equipment safely shore) |
| 6 | Appropriate ropework/knots | 17 | Perform a beach start |
| 7 | Uphaul to the secure position | 18 | Use of a harness |
| 8 | Complete a static turn | 19 | Sailing on a reach, upwind and downwind in planing conditions, tacking and gybing as appropriate |
| 9 | Get into the sailing position | 20 | Use of footstraps |
| 10 | Sail away in light winds | 21 | Demonstrate the basic rules of sailing – port and starboard, windward board, overtaking board |
| 11 | Stopping emergency and under control | 22 | Show the basics of the carve gybe and waterstart |

The assessment must enable the student to demonstrate their level of technical ability in order to overcome increasingly demanding and challenging situations and problems. For higher-level marks, these will necessarily require a range of experiences in the natural environment.

C Assessment

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for the GCSE in PE is shown below.

Summary of conditions for controlled assessment

Task setting – limited level of control

- Tasks set by centres must allow students to demonstrate/complete the requirements of the controlled assessment, for example demonstrating the required skills, knowledge and understanding in Section 2.1: Practical performance or completing the five components of the task in Section 2.2: Analysis of performance.

Task taking – medium level of control

- Controls relating to task taking are set for:
 - authenticity control – externally defined by Edexcel
 - feedback control – externally defined by Edexcel
 - time control – externally defined by Edexcel
 - collaboration control – internally defined whilst maintaining other given controls
 - resources – internally defined.

Task marking – medium level of control

- The teacher/assessor must mark all work using the published assessment criteria for the task.

The teacher/assessor must make all assessment decisions; including being present for performances, or using suitable, clear, evidence.

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the Edexcel GCSE Short Course and GCSE in Physical Education: Instructions and administrative documentation for internally assessed units document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) Instructions for conducting coursework/portfolio document on the JCQ website: www.jcq.org.uk. For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

D Appendices

| | | |
|------------|---|-----|
| Appendix 1 | Controlled assessment record sheets | 207 |
| Appendix 2 | Example trampolining student assessment sheet | 209 |
| Appendix 3 | Example skiing student assessment sheet | 211 |
| Appendix 4 | Example snowboarding student assessment sheet | 213 |
| Appendix 5 | Analysis of performance matrix | 215 |

Appendix 1 Controlled assessment record sheets

Controlled assessment record sheet (5PE04)

GCSE (Short Course) in Physical Education

| | | | |
|---|-------|-------------------|------------|
| | | Examination year: | |
| Centre name: | | Centre number: | |
| Candidate name: | | Candidate number: | |
| Task 2.1: Practical performance | | | |
| Performance 1 | Role: | Activity: | /10 |
| Performance 2 | Role: | Activity: | /10 |
| Task 2.2: Analysis of performance | | | |
| 2.2.1: Rules, regulations and terminology | | /4 | |
| 2.2.2: Observe and analyse performance | | /4 | |
| 2.2.3: Evaluate performance | | /4 | |
| 2.2.4: Plan strategies, tactics and practices | | /4 | |
| 2.2.5: Plan a Personal Exercise Programme (PEP) | | /4 | |
| Sub-total for Task 2.2 | | /20 | |
| Derived total for Task 2.2 (sub-total/2)* | | | /10 |
| Total for Unit 2 | | | /30 |

* this must be a whole number, halves should be rounded up

| | | | |
|-----------|--------|-------------|-------|
| Candidate | (name) | (signature) | Date: |
| Teacher | (name) | (signature) | Date: |

Please attach this sheet to the student's work before submitting it to the moderator.

Controlled assessment record sheet (5PE02)

GCSE in Physical Education

| | | | |
|---|-------|-----------|-------------------|
| | | | Examination year: |
| Centre name: | | | Centre number: |
| Candidate name: | | | Candidate number: |
| Task 2.1: Practical performance | | | |
| Performance 1 | Role: | Activity: | /10 |
| Performance 2 | Role: | Activity: | /10 |
| Performance 3 | Role: | Activity: | /10 |
| Performance 4 | Role: | Activity: | /10 |
| Task 2.2: Analysis of performance | | | |
| 2.2.1: Rules, regulations and terminology | | /4 | |
| 2.2.2: Observe and analyse performance | | /4 | |
| 2.2.3: Evaluate performance | | /4 | |
| 2.2.4: Plan strategies, tactics and practices | | /4 | |
| 2.2.5: Plan a Personal Exercise Programme (PEP) | | /4 | |
| Sub-total for Task 2.2 | | /20 | |
| Derived total for Task 2.2 (sub-total/2)* | | | /10 |
| Total for Unit 2 | | | /50 |

* this must be a whole number, halves should be rounded up

| | | | |
|-----------|--------|-------------|-------|
| Candidate | (name) | (signature) | Date: |
| Teacher | (name) | (signature) | Date: |

Please attach this sheet to the student's work before submitting it to the moderator.

Appendix 2 Example trampolining student assessment sheet

Candidate name:

| Skills | Tick | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|---|------|--------|------|--------|--------|--------|
| Basic jumps | | ALL | ALL | ALL | ALL | ALL |
| i checking/stopping | | | | | | |
| ii good controlled bouncing | | | | | | |
| iii tuck | | | | | | |
| iv pike | | | | | | |
| v straddle | | | | | | |
| vi half twist | | | | | | |
| vii full twist | | | | | | |
| Basic drops | | 1 of | 2 of | All of | All of | All of |
| i seat drop | | | | | | |
| ii front drop | | | | | | |
| iii back drop | | | | | | |
| Basic combinations | | 1 of 2 | 2 of | 4 of | All | All |
| i seat drop to front drop | | | | | | |
| ii front drop to seat drop | | | | | | |
| Combination twisting and rotation | | | | | | |
| i seat, half twist to feet | | | | | | |
| ii half twist to seat drop | | | | | | |
| iii front drop, half twist to feet | | | | | | |
| iv half twist to front drop | | | | | | |
| Basic twists | | | | 1 of | 2 of | ALL |
| i swivel hips | | | | | | |
| ii back, half twist to feet | | | | | | |
| iii half twist to back drop | | | | | | |
| Advanced twists | | | | | 1 of | 2 of |
| i roller | | | | | | |
| ii back drop, full twist to feet | | | | | | |
| iii cradle | | | | | | |
| iv half turntable | | | | | | |
| v cat twist | | | | | | |
| vi full turntable | | | | | | |
| Basic somersaults | | | | | 2 of | 1 of |
| i hands and knees drop, forward turnover to back | | | | | | |
| ii hands and knees drop, forward turnover to feet with tuck | | | | | | |
| iii back pullover to feet | | | | | | |
| iv back pullover to front drop | | | | | | |
| v front drop to back drop | | | | | | |
| vi back drop to front drop | | | | | | |
| vii $\frac{3}{4}$ front somersault to back drop | | | | | | |
| viii front somersault tucked | | | | | | 1 of |
| ix back somersault tucked | | | | | | |

Appendix 3 Example skiing student assessment sheet

Candidate name:

| Skills | Tick | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|--|------|-----|-----|-----|-----|------|
| Basic stance | | | | | | |
| Ability to get up after a fall | | | | | | |
| Straight descent – ascent by side stepping | | | | | | |
| Basic side step and turn | | | | | | |
| Snow plough stop | | | | | | |
| Snow plough then left and right turn | | | | | | |
| Stop by turning uphill | | | | | | |
| Use of ski lift | | | | | | |
| Linked snow plough turns | | | | | | |
| Traverse | | | | | | |
| Traverse joined by snow plough turns | | | | | | |
| Side stepping | | | | | | |
| Perform a slalom on a blue run | | | | | | |
| Swing to the hill from left and right | | | | | | |
| Linked basic swing | | | | | | |
| Parallel stop – skid to halt | | | | | | |
| Turn left and right | | | | | | |
| Linked turns | | | | | | |
| Linked parallel turns | | | | | | |
| Ski down a red run using parallel turns | | | | | | |
| Carved turns | | | | | | |
| Short swings | | | | | | |
| Ski through moguls down a black run | | | | | | |
| Running close or taking to the fall lines | | | | | | |

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

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

Appendix 4 Example snowboarding student assessment sheet

Candidate name:

| Skills | Tick | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|---|------|-----|-----|-----|-----|------|
| Basic stance (regular or goofy) | | | | | | |
| Ability to get up after a fall | | | | | | |
| Side slip (toe edge and heel edge) | | | | | | |
| Basic side step and turn | | | | | | |
| Straight descent | | | | | | |
| Toe edge turn | | | | | | |
| Carve to stop | | | | | | |
| Heel edge stop | | | | | | |
| Turn left and right – toe edge and heel edge | | | | | | |
| Scooting front foot in | | | | | | |
| Use of ski lift | | | | | | |
| Linked turns | | | | | | |
| Heel traverse | | | | | | |
| Toe traverse | | | | | | |
| Descend a blue run showing complete control | | | | | | |
| Carved turn left and right | | | | | | |
| Snowboard fakie in a controlled manner | | | | | | |
| Descend a red run showing complete control | | | | | | |
| Short swings | | | | | | |
| Snow board jump | | | | | | |
| Descend a black run showing complete control, but do not necessarily attempt moguls | | | | | | |

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

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

Appendix 5 Analysis of performance matrix

| Criteria | 1 | 2 | 3 | 4 |
|--|--|--|---|--|
| Component 2.2.1: Rules, regulations and terminology | Students demonstrate some knowledge of the basic rules and regulations and their roles in physical activity and make use of simple terminology appropriate to the activity. | Students demonstrate a sound knowledge but may falter on the more complex rules and/or regulations of the activity. They have an understanding of the basic terminology but falter on the more technical aspects. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately. | Students demonstrate a clear understanding of the rules and regulations of competition. They will, on the whole, use correct terminology. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be largely accurate. Technical language will be largely accurate. | Students demonstrate a clear understanding of the rules and/or regulations of competition and the ability to apply them. They show a clear understanding of the technical terms appropriate for the activity at this level. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used. |
| Component 2.2.2: Observe and analyse performance | Students may describe what they have seen but not analyse the performance. | Students will make a sound observation and are able to analyse simple, but not technical, aspects of techniques, movements, tactics or strategies. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately. | Students will make a detailed observation and analyse performance making use of a variety of recognised techniques applicable to the activity. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate. | Students will observe and analyse performance and make use of a variety of recognised techniques. They link detailed analysis of all aspects into comprehensive feedback. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used. |
| Component 2.2.3: Evaluate performance | Students will identify and evaluate only the very basic strengths and areas for improvement in performance. | Students will evaluate performances and compare one with another, indicating strengths and areas for improvement. They will refer to the perfect model, but sometimes inaccurately. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately. | Students will make a good assessment of the strengths and areas for improvement in performances. They can evaluate and give a good explanation against the perfect model. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be accurate. Technical language will be largely accurate. | Students will evaluate, the strengths and limitations of performances accurately against the perfect model. They provide a detailed evaluation that will link all aspects of the analysis into comprehensive and detailed feedback. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used. |
| Component 2.2.4: Plan strategies, tactics and practices | Students will suggest simple strategies and practices to improve skills and/or performance. | Students will suggest simple practices to improve basic skills in order to improve performance. They can plan simple strategies and explain basic tactics. Where students present work in a written format it may show weaknesses in grammar, spelling and punctuation. Technical language will be used, but not always accurately. | Students will make sound suggestions to improve skills and/or performance. They will suggest and discuss tactics to take performance to a higher level. They will have sound evidence of a structured quantitative analysis for some aspect of their physical activity. Where students present work in a written format it will, on the whole, be grammatically sound and spelling and punctuation will be largely accurate. Technical language will be largely accurate. | Students demonstrate a very good knowledge of and ideas for practices to improve performance. They plan more complex strategies and explain advanced tactics to improve performance. They have very good and clear documentation for the analysis. They will evaluate the evidence and suggest ways to improve performance on the basis of this evidence. Where students present work in a written format grammar, spelling and punctuation will be accurate. Appropriate technical language will be correctly used. |
| Component 2.2.5: Plan a Personal Exercise Programme (PEP) | Students will show little understanding of planning, performing, monitoring and evaluating their fitness and training. Students' work will show weaknesses in grammar, spelling and punctuation, and if technical language is used it may not be correct or used accurately. | Students will produce a Personal Exercise Programme to improve their personal fitness over a six-week period of planned, personal training and can discuss their programme in relation to performance. Students' work may show weaknesses in grammar, spelling and punctuation, and the use of technical language may not be accurate. | Students will show clear evidence of planning improvement in fitness to take their own practical performance to a higher level. Students' work will, on the whole, be grammatically sound and spelling and punctuation will be correct. The use of technical language will, mostly, be accurate. | Students will produce clear and ample evidence of a well-designed Personal Exercise Programme which shows improvement in their personal fitness over a six-week period, taking their performance to a higher level. Students' work will show sound grammar, spelling and punctuation and appropriate technical language will be used accurately. |

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which help to raise attainment.

Acknowledgements

This guide has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

References to third-party material made in this guide are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Dominic Sutton and Ria Bhatta
Publications code UG021013

All the material in this publication is copyright
© Edexcel Limited 2009

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts NG18 4FN
Telephone 01623 467467
Fax 01623 450481
Email: publications@linneydirect.com

Publications Code UG021013 June 2009

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

