

**GCE**

**AS and A Level Specification**

# Physical Education

**AS exams 2009 onwards**

**A2 exams 2010 onwards**



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Vertical black lines indicate a significant change or addition to the previous version of this specification.

# 1 Introduction

1

## 1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

### Specifications

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

### Support

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

### Service

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

### Ethics

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose Physical Education?

- This specification builds on the student's experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in physical education. The qualification looks to equip students with skills and knowledge required for higher education or the world of work.
- The specification offers students the opportunity to experience and develop an interest in a variety of roles in sport such as performer, official and/or leader/coach at AS and then be able to specialise in one at A2.
- The content of the course will address current contemporary topics in sport such as the impact in the use of ergogenic aids, technology and increasing commercialisation of sport.
- AQA provide a network of advisors to support centres in the delivery of the coursework and the subject content for the specification.
- The new specification retains many key features of the previous one, but has taken into consideration the feedback raised by schools and teachers during the development process, to provide a specification that is accessible and streamlined for teachers and students to use.
- The content of the GCE Physical Education specification is designed to follow on from GCSE Physical Education, enabling a smooth transition from one to the other, although it must be emphasised that a GCSE in Physical Education is not a requirement for students wishing to follow this course.

## 1.3 How do I start using this specification?

### Already using the existing AQA Physical Education specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**. Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website **[http://www.aqa.org.uk/admin/p\\_entries.html](http://www.aqa.org.uk/admin/p_entries.html)**

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

# 2 Specification at a Glance

## AS Examinations

### Unit 1 – PHED1 Opportunities for and the effects of leading a healthy and active lifestyle

60% of AS, 30% of A Level

2 hour written examination

84 marks

Two sections:

Section A – six structured questions

Section B – application of theoretical knowledge to a practical situation

Available January (2010 onwards) and June

AS  
Award  
1581

### Unit 2 – PHED2 Analysis and evaluation of physical activity as a performer and/or in an adopted role/s

40% of AS, 20% of A Level

Internal assessment with external moderation

100 marks

Candidates perform, analyse and evaluate the execution of core skills/techniques in isolation and in structured practice as either a player/performer and in an adopted role or two adopted roles.

Available in June only

## A2 Examinations

### Unit 3 – PHED3 Optimising performance and evaluating contemporary issues within sport

30% of A Level

2 hour written examination

84 marks

Three sections:

Section A – how exercise physiology can optimise performance

Section B – how application of psychological knowledge can optimise performance

Section C – contemporary influences in sport and their impact on the performer

Available in June only

A Level  
Award  
2581

### Unit 4 – PHED4 Optimising practical performance in a competitive situation

20% of A Level

Internal assessment with external moderation

120 marks

Candidates perform, analyse and evaluate their own performance, identify areas of performance that they could improve, and suggest causes and appropriate corrective measures.

Available in June only

$$\boxed{\text{AS}} + \boxed{\text{A2}} = \boxed{\text{A Level}}$$

# 3 Subject Content

## 3.1 Unit 1 PHED1 Opportunities for and the effects of leading a healthy and active lifestyle

### Applied Exercise Physiology

This section focuses on how understanding the body and its systems can help lead to a healthy and active lifestyle and is limited to the following topics.

- Health, exercise and fitness
  - definitions of health and fitness and the relationship between them
  - consideration of the problems associated with trying to define health and fitness
  - components of health-related fitness – stamina, muscular endurance, strength, speed, power, flexibility
  - components of skill-related fitness – reaction time, agility, co-ordination and balance
  - effect of lifestyle choices on health and fitness.
- Nutrition
  - the seven classes of food and their exercise-related function – fats, proteins, carbohydrates, vitamins, fibre, minerals and water
  - the need for a balanced diet and the energy balance of food
  - the performer's use of nutritional information based on their activity, difference in diet composition between endurance athletes and power athletes
  - definitions of obesity and the limitations in trying to define it
  - percentage body fat/body composition and Body Mass Index (BMI) as measures of nutritional suitability.
- Pulmonary function
  - mechanics of breathing
  - lung volumes and capacities and interpretations from spirometer readings regarding rest and exercise
  - gas exchange systems at alveoli and muscles
  - principles of diffusion, partial pressures, difference in oxygen and carbon dioxide content between alveolar air and pulmonary blood
  - role of blood carbon dioxide in changing breathing rate.
- Transport of blood gases
  - roles of haemoglobin and myoglobin
  - transport of oxygen – Bohr shift
  - pulmonary and systematic circulation related to the various blood vessels (arteries/arterioles/capillaries/venules and veins)
  - generation of blood pressures/velocities
  - venous return mechanism
  - redistribution of blood/vascular shunting
  - arterio-venous oxygen difference ( $A-VO_2$  diff).
- Cardiac function
  - cardiac cycle

- cardiac output, stroke volume and heart rate and the relationship between them
  - heart rate range in response to exercise
  - hormonal and nervous effects on heart rate
  - role of blood carbon dioxide in changing heart rate
  - cardiac hypertrophy leading to bradycardia/athlete's heart
  - Starling's law of the heart
  - cardio-vascular drift.
- Analysis of movement in specified sporting actions (including planes and axes)
    - shoulder and elbow action in – push-ups, over-arm throwing, forehand racket strokes
    - hip, knee and ankle action in – running, kicking, jumping, squats
    - types of joint, articulating bones, joint actions, main agonists and antagonists, types of muscle contraction: isotonic (concentric and eccentric) and isometric related to the above sporting actions.
  - Levers
    - three classes of levers and examples of their use in the body related to the above specified sporting actions
    - relationship of levers to effective performance – mechanical advantages and disadvantages and range and speed of movement.

**The following content should be delivered in Unit 2, but will be assessed by a question in Section B of the Unit 1 written paper.**

### Applied Exercise Physiology in practical situations

- Principles of training – concepts of specificity, progression, over-training, overload, reversibility and tedium, FITT principles
- Calculating working intensities for optimal gains through heart rate and Borg scale, weights – one rep max
- Fitness testing – reasons for testing, principles of maximal and sub-maximal tests, limitations of testing, specific test protocols, issues relating to validity and reliability
- Physiological and psychological value of a warm-up and cool-down; types of stretching exercises, active, passive, static and ballistic; principles of safe practice
- Training methods – continuous, intermittent, circuit, weights, plyometrics and mobility training; explanation of the principles of each method, specific examples, advantages and disadvantages.

### Skill Acquisition

This section focuses on how skill is acquired and the impact of psychological factors on their performance.

- Characteristics and definitions of skill
- Difference between motor and perceptual abilities
- Difference between skill and ability
- Types of skill
  - cognitive, perceptual and psychomotor
- Classification of skill
  - use of skill continua (open – closed, discrete – serial – continuous, gross – fine, self paced – externally paced).
- Information processing
  - input – senses, receptors, proprioception, perception, selective attention
  - memory – functions and characteristics of short-term sensory store, short-term memory and long-term memory; strategies to improve memory, chunking, chaining, mental rehearsal and practice
  - decision making – reaction time, simple reaction time, choice reaction time, response time, movement time and the relationship between them
  - anticipation temporal and spatial
  - factors affecting reaction time, Hick's law, psychological refractory period, single channel hypothesis
  - motor programmes and sub routines
  - open and closed-loop control
  - factors affecting the efficiency of the components of the information processing system and strategies for improvement.
- Learning and performance
  - learning – stages of learning, use of guidance, how feedback differs between the different stages of learning
  - learning plateaus – causes and solutions
  - motivation – intrinsic, extrinsic, tangible and intangible
  - learning theories – operant conditioning, positive and negative reinforcement and punishment
  - cognitive/insight theories
  - Bandura's observational model of learning, social learning theory
  - motor learning – Schmidt's schema theory (recall, recognition, initial conditions, response specifications, sensory consequences, response outcomes)
  - transfer of learning (positive, negative, zero, bilateral, proactive and retroactive)
  - impact of practice on improving learning
  - goal setting – benefits and types, principles of effective goal setting.

**The following content should be delivered in Unit 2, but will be assessed by a question in Section B of the Unit 1 written paper.**

### Skill Acquisition in practical situations

Candidates should be able to understand the advantages and disadvantages of the following factors and explain how to improve performance.

- Factors to consider when developing skill and planning training/coaching sessions
- Teaching styles – command, reciprocal, discovery and problem solving
- Methods of presenting practice – whole, part and whole-part, progressive part and whole-part-whole
- Types of practice – massed, distributed, variable and mental practice
- Methods of guidance – verbal, visual, manual and mechanical
- Feedback – types of feedback, Knowledge of Performance, Knowledge of Results, terminal, concurrent, delayed, positive and negative, intrinsic, extrinsic.

### Opportunities for Participation

Section 1 introduces some of the concepts, categorisations and benefits of physical activity to both the individual and society.

Candidates should be able to understand:

- the characteristics and objectives of
  - play
  - physical education
  - leisure and recreation
  - active leisure
  - outdoor and adventurous activities
  - sport
- the relationships between these concepts, and be able to compare and contrast one concept with another
- the benefits of play, physical education, active leisure, outdoor and adventurous activities and sport to the individual and to society.

Section 2 focuses on the current provision for active leisure.

Candidates should be able to understand:

- the characteristics and goals of the public, private and voluntary sectors
- the advantages and disadvantages of the public, private and voluntary sector provision
- the concept of 'best value' in relation to public sector provision.

Section 3 considers the role of schools and national governing bodies in creating opportunities for increasing participation.

Candidates should be able to understand:

- the historical, social and cultural factors contributing towards the development of the current provision of physical education (including the influence of the English public schools on the emergence of rational recreation (including games) and the concept of fair play)
- how the development of physical activity within state elementary schools from the early 20th century from the concepts of military drill to post World War II provision and the emphasis on movement have helped increase participation
- the characteristics of each of the Key Stages of the National Curriculum for Physical Education and the relevance of each in relation to increasing opportunity for participation
- the factors influencing provision in schools and the impact this has on pupils' experiences
- the effects of developing school-club links

- initiatives such as Physical Education School Sport and Club Link Strategy (PESSCLS), School Sports Co-ordinator, Sports Colleges, Active Sports, Sports Leaders UK, the TOPS programme, Whole Sport plans designed to encourage the development of school-club links and explain the potential benefits to the government (individuals or community)
- the role of national governing bodies, Sport England and Youth Sports Trust in increasing participation.

Section 4 considers the potential barriers to participation and possible solutions for various target groups.

Candidates should be able to understand:

- the terms equal opportunity, discrimination, stereotyping, inclusiveness and prejudice and give possible examples of each in sport
- the barriers to participation and possible solutions to overcome them for the following target groups:
  - disability
  - socio-economic class
  - ethnic group
  - gender
- the solutions to overcome discrimination in sport to raise participation.



## 3.2 Unit 2 PHED2 Analysis and evaluation of physical activity as a performer and/or in an adopted role/s

### Nature of the practical coursework component

At the start of the course, centres must advise AQA ([pe@aqa.org.uk](mailto:pe@aqa.org.uk)) of their intention to enter candidates so that a moderator can be allocated to the centre.

### Introduction

The coursework component is based upon the principles of acquiring and applying knowledge, skills and understanding from the learning of the theoretical aspects covered in this unit, in order to develop and improve performance in a minimum of two sport related roles. Candidates will be given the opportunity to analyse the performance of themselves and others, facilitating a refining of skills via an analysis of techniques and their application in isolation and modified conditions or conditioned practices.

### Safety procedures

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

### Assessment requirements

Candidates will be assessed in two sections:

- Section A – The ability as a performer, official or leader via demonstration in a practical situation (internal assessment and external moderation)
- Section B – Application of theoretical knowledge for effective performance and development of skills in a practical situation. This is assessed in Section B of the Unit 1 question paper.

### Practical coursework

#### Outline of the coursework assessment

The practical coursework gives candidates the opportunity to acquire and apply knowledge and understanding in the evaluation of physical performance through:

- the demonstration of specific personal skills and techniques in a variety of roles, in isolation and in conditioned practice/modified competitive situations
- the observation, analysis and evaluation of their own and others' performance
- the application of wider knowledge to improve performance.

They will learn to:

- appreciate what an accepted/correct model of various skills/techniques is
- implement physical responses based on informed decision making
- reflect upon and appraise performance in physical activity

- interpret, analyse and process information related to performance in physical activity
- test and compare their performance/outcomes of action against set models and others' performances.

All activities should be set in suitably demanding contexts that show progression from Key Stage 4/ GCSE, and which are appropriate for the age and ability of the candidate.

### Section A – Ability as a performer, official or leader

Each candidate will be assessed on their ability to perform effectively in one **or** two of the following roles:

- practical performer
- official/referee/umpire/judge
- leader/coach.

The candidate may choose to be assessed in two different roles or the same role twice; for example, performer and coach or, performer and performer. If they choose two different roles, they can either use the same activity twice or two different activities. If they choose the same role twice, the activities must be different.

If candidates choose the same role twice with two different activities, these two activities can be from the same category of activity but **cannot** be variations of the same activity. The following list shows the variations that cannot be chosen by a candidate who is performing in the same role twice:

- Canoeing **and** Kayaking
- two types of Hockey (Field/Roller/Ice)
- Rowing **and** Sculling
- Rugby Union **and** Rugby League
- two activities from Sailing/Windsurfing/Kitesurfing
- Skiing **and** Snowboarding
- two activities from Softball/Baseball/Rounders
- two types of Cycling (Track/Road/Mountain Biking)
- two types of Dance (Contemporary/Creative Ballet)
- one activity from the list **and** another that is an adaptation of this criteria allowed by AQA.

There are activities where only two roles are available for assessment. For example, the criteria for Mountain Activities does not allow the role of official, only that of practical performer and leader. Where this occurs the specification will clearly highlight the restriction.

### Section B – Application of theoretical knowledge for effective performance

The theoretical content listed below will be assessed via a question in Section B of the written examination paper for Unit 1. It will be based on a practical scenario. All candidates will be expected to demonstrate their acquired knowledge and the question will focus on the application and justification of that knowledge in the context of one of the roles from Section A of this unit.

In order to understand the nature of effective performance in each of the designated roles, candidates need an awareness of the theoretical factors underpinning the requirements of activities. Their knowledge should allow the performer to identify their own and/or others' strengths and weaknesses, suggest appropriate strategies to enable an improvement in performance and justify their reasons.

The theoretical content outlined below should form an integral part of the candidate's coursework, allowing them to experience a variety of roles across various practical situations and identify the factors contributing to the development of performance.

#### Applied Exercise Physiology in practical situations

- Principles of training – concepts of specificity, progression, over-training, overload, reversibility and tedium, FITT principles
- Calculating working intensities for optimal gains through heart rate and Borg scale, weights – one rep max
- Fitness testing – reasons for testing, principles of maximal and sub-maximal tests, limitations of

testing, specific test protocols, issues relating to validity and reliability

- Physiological and psychological value of a warm-up and cool-down; types of stretching exercises, active, passive, static and ballistic; principles of safe practice
- Training methods – continuous, intermittent, circuit, weights, plyometrics and mobility training; explanation of the principles of each method, specific examples, advantages and disadvantages.

#### Skill Acquisition in practical situations

Candidates should be able to understand the advantages and disadvantages of the following factors and explain how to improve performance.

- Factors to consider when developing skill and planning training/coaching sessions
- Teaching styles – command, reciprocal, discovery and problem solving
- Methods of presenting practice – whole, progressive part and whole-part-whole
- Types of practice – massed, distributed, variable and mental practice
- Methods of guidance – verbal, visual, manual and mechanical
- Feedback – types of feedback, Knowledge of Performance, Knowledge of Results, terminal, concurrent, delayed, positive and negative, intrinsic, extrinsic.

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## 3.3 Unit 3 PHED3 Optimising performance and evaluating contemporary issues within sport

### Section A – Applied physiology to optimise performance

#### Energy systems

Energy sources and systems – fats, carbohydrates and proteins; locations within the body, factors affecting their use, related to intensity and duration of the exercise, resynthesis of ATP.

- Aerobic energy system
  - simplified biochemistry in the breakdown, release and regeneration of ATP in glycolysis, the Krebs cycle and Electron transport chain, role of mitochondria, use in sporting situations
  - oxygen deficit, Excess Post-exercise Oxygen Consumption, including fast and slow components of the recovery process
  - $\text{VO}_2$  max-limiting factor to performance.
- Anaerobic energy systems
  - simplified biochemistry in the lactate anaerobic system – use in sporting situations

- lactate threshold/Onset of Blood Lactate Accumulation (OBLA) and fatigue; relationship with  $\text{VO}_2$  max
- ATP-PC energy system – use in sporting situations.

- Muscles
  - structure and function
  - characteristics of different fibre types (slow twitch (type I), fast glycolytic (type IIb) and fast oxidative glycolytic (type IIa)) and examples in sport
  - sliding filament hypothesis
  - motor units; spatial summation.
- Preparation and training
  - Sports supplements
    - the role and effectiveness of creatine, protein supplements, herbal remedies, bicarbonate of soda and caffeine
    - water and electrolyte balance; the athlete's diet

- achieving optimal weight for activities
- effects of ergogenic aids, EPO, anabolic steroids, Human Growth Hormone and betablockers.
- Specialised training
  - plyometrics
  - PNF stretching
  - altitude training
  - glycogen loading
  - periodisation
  - thermoregulation in differing environments
  - lactate sampling, respiratory exchange ratio (RER).
- Sports injuries
  - prevention and rehabilitation – use and effect of hyperbaric chambers, oxygen tents and ice baths on recovery
  - delayed onset of muscle soreness (DOMS).
- Mechanics of movement
  - vectors and scalars – velocity, acceleration and momentum/impulse in sprinting
  - Newton's Laws applied to movements – application of forces in sporting activities
  - projectile motion – factors affecting distance, vector components of parabolic flight
  - angular motion – conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity.
- somatic techniques – biofeedback, centring, breathing control and muscle relaxation
- goal-setting – characteristics of effective goal setting.
- Attitudes
  - definitions and components of an attitude
  - influences on formation of an attitude and influences on behaviour
  - changing attitudes through cognitive dissonance and persuasive communication.
- Aggression
  - definitions and types – channelled and instrumental aggression, difference between aggression and assertion
  - theories of aggression – instinct theory, frustration-aggression hypothesis, social learning theory and aggressive cue theory
  - strategies to control aggression.
- Confidence
  - self-confidence and self-efficacy – Bandura's model – determinants and changes in self-efficacy
  - social facilitation and inhibition
  - evaluation apprehension, Baron's distraction-conflict theory, home field advantage
  - strategies to eliminate the adverse effects of all the above on performance.

### Section B – Psychological aspects that optimise performance

- Aspects of personality
  - definition of personality
  - interactionist perspective
  - personality as a predictor of performance
  - use of personality testing
  - profile of mood states (POMs)
  - achievement motivation – motives to achieve (Nach) and avoid failure (Naf), and the characteristics of each
  - incentive value and probability of success
  - development of approach and avoidance behaviour.
- Arousal
  - drive, inverted U and catastrophe theories
  - practical applications and impact on performance
  - Zone of Optimal Functioning and peak flow experience.
- Controlling anxiety
  - different types of anxiety – somatic; cognitive, trait and state
  - measuring anxiety – observations; questionnaires; SCAT, STA1, CSAI 2, physiological measures
  - cognitive techniques – imagery, mental rehearsal and stress management, attentional control and cue utilisation, thought stopping, self-talk
- Attribution theory
  - Weiner's model and its application to sporting situations
  - link between attribution and task persistence
  - attribution retraining, self serving bias
  - learned helplessness, general and specific.
- Group success
  - group formation and dynamics, Carron's antecedents
  - factors affecting cohesion – co-operation and co-ordination
  - task and social cohesion
  - Steiner's model of potential and actual productivity, faulty group processes, strategies to overcome faulty processes
  - Ringlemann effect and social loafing – strategies to overcome social loafing.
- Leadership
  - qualities associated with leaders
  - types of leadership – autocratic, democratic, *laissez faire*
  - effectiveness of leadership styles
  - prescribed and emergent leaders
  - Fiedler's Contingency model – task and person orientated and Chelladurai's multi-dimensional model.

### Section C – Evaluating contemporary influences

This aspect of the specification deals with optimisation of performance to achieve elite status.

Section 1 explores the concepts and characteristics of World Games and their impact on the state and individual.

Candidates should be able to understand:

- the characteristics of World Games
- the impact of World Games on the individual, the country and the government
- the stages of Sport England's sport development continuum and the factors influencing progression from one level to another
- the social and cultural factors required to support progression from participation to performance and excellence
- the role and structure of the world class performance pathway
- the role and purpose of the following external organisations in providing support and progression to performers moving from grass roots to elite level (including initial talent identification programmes, provision of facilities, resources and coaching):
  - UK Sport
  - national institutes of excellence – English Institute of Sport/equivalent home countries
  - National Governing Bodies
  - Sport England/Wales/Scotland/Northern Ireland
  - Sportscoach UK
  - British Olympic Association
  - National Lottery
  - Sports Aid.

Section 2 evaluates whether the Olympic ideal still has a place in modern-day sport.

Candidates should be able to understand:

- the social cultural factors influencing the development of rational recreation from pre-industrial times to the current day
- the development of rational recreation as a result of changing socio-cultural factors through the Industrial Revolution, urbanisation, the emergence of the middle classes, improved communications, the church, public provision and the changing nature of working conditions for the masses and how this has influenced the current day sporting arena
- the development and spread of rational recreation within society and globally due to the influence of ex-public school boys, formation of national governing bodies and the emergence of mass spectator sport and how this can be still seen in the current day sporting arena

- the historical view of the amateur and professional when compared with the current viewpoint
- the contract to compete and its relevance to modern-day elite sport
- the concepts of gamesmanship and sportsmanship and the Olympic Ideal.

Section 3 investigates the causes of deviance in sport and the link between sport and the law as a result.

Candidates should be able to understand:

- positive and negative forms of deviance in relation to the player/performer and spectator
- the causes of violence in sport in relation to the player/performer and spectator
- the implications of violence in sport on the player/performer, spectator and the sport
- strategies for preventing violence within sport to the player/performer and spectator
- the reasons behind elite performers using illegal drugs to aid performance
- the implications to the sport and player/performer of drug taking
- strategies for eliminating players/performers taking drugs
- arguments for and against drug taking and testing
- the uses of sports legislation in relation to:
  - performers (eg contracts; injury; loss of earnings)
  - officials (eg negligence)
  - spectators (eg safety; hooliganism)
- the increased number of prosecutions within sport and the reasons for this.

Section 4 focuses on the factors that have influenced the commercialisation of modern-day sport.

Candidates should understand the advantages and disadvantages to the performer, coach, official, spectator, sport and World Games of the following factors:

- commercialisation
- sponsorship
- media
- technology.

## 3.4 Unit 4 PHED4 Optimising practical performance in a competitive situation

### Nature of the practical coursework

At the start of the course, centres must advise AQA ([pe@aqa.org.uk](mailto:pe@aqa.org.uk)) of their intention to enter candidates so that a moderator can be allocated to the centre.

### Introduction

The nature of the unit requires candidates to utilise the knowledge and understanding developed from the course to improve their own personal performance, as a practical performer, coach/leader or official in **one** activity (this can be the same activity as used at AS).

The candidate should use the experiences gained in Unit 2 as a foundation and strive to optimise their performance in **one** of the nominated roles.

In order to optimise performance in competitive or performance conditions, candidates will need to evaluate the quality and level of their own/others' performance. They achieve this through identifying the areas of performance where they could improve, suggesting and implementing a programme for improvement and then evaluating whether the changes have enabled the performer to optimise their performance.

There will need to be clear reference to the theoretical aspects covered in units 1 and 3:

- physiological
- biomechanical
- psychological
- cultural
- historical
- socio-economic

and an explanation of how these aspects relate and impact on one another. Through this analysis and evaluation, the coursework in Unit 4 is designed to give candidates the context for the application of their acquired knowledge and understanding from all the units of the GCE course.

### Safety procedures

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

### Assessment requirements

All candidates will be assessed in **three** sections;

- **Section A** – The ability to perform and analyse relevant core skills/techniques as a performer, official or leader/coach within a fully competitive

situation/equivalent scenario. (Internal assessment and external moderation.) **60 marks**

- **Section B** – The ability to analyse and critically evaluate their own/others' areas of performance where they could improve within a fully competitive/equivalent situation in relation to an elite level performer. (Internal assessment and external moderation.) **30 marks**
- **Section C** – Their ability to identify theoretical causes for weaknesses in performance and suggest appropriate corrective practices to optimise performance. (Internal assessment and external moderation.) **30 marks**

### Practical coursework

#### Outline of the practical coursework assessment

At Advanced Level, candidates are required to select **one** role from that of player/performer, leader/coach or official and perform, observe, analyse and evaluate performance across the three areas of assessment. They must apply their knowledge and understanding of the learning in **all** the units of the specification to identify possible reasons for the individual's weak areas of performance, and to consider appropriate techniques to bring about optimisation of performance.

Performance of the core skills/techniques within a fully competitive game/performance situation in order to acquire and develop their knowledge and understanding in physical activity through:

- the analysis/evaluation of their own and others' performance of specific skills in a variety of practical situations
- the application of wider knowledge to optimise performance.

The competitive context should provide candidates with:

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

## Section A – Practical performance

Candidates will be assessed on their ability to effectively perform in one of the following roles:

- practical performer in a chosen activity
- official/referee/umpire/judge in a chosen activity
- leader/coach in a chosen activity.

There are activities where there are only two options available for assessment. For example, the criteria for Mountain Activities does not allow the role of official, only that of practical performer and leader. Where this occurs the specification will clearly highlight the restriction.

Centres should use the specific assessment criteria in 3.7 and the achievement descriptors in sections 3.10–3.11 to aid the assessment of their candidates for this section.

## Section B – Observation, analysis and critical evaluation

The candidate will show their ability to analyse and critically evaluate either their own or others' physical performance depending on their choice of role through either an oral discussion with supporting notes or through written notes.

The following criteria should apply:

- performer – analysis of their own performance
- leader/coach – analysis of a named performer (someone they are coaching)
- official – analysis of their own performance.

Candidates should describe two areas of performance that they could improve from each area of assessment, resulting in a total of 6. The candidates must:

- analyse/evaluate their own/others' performance in relation to the stated skills
- analyse/evaluate that of an elite performer.

In making comparisons between the two performances the candidate should identify and comment on the area of performance they could improve in their own performance or named performer/s they are coaching, within the competitive/performance situation.

The marks are assigned as follows:

Area of assessment	1	2	3	Total
Identification of area of performance they could improve in own/other performance	5	5	5	15
Comparison to elite performer	5	5	5	15
				<b>30 marks</b>

Centres should use the specific activity assessment criteria in section 3.7 and the achievement descriptors in sections 3.10–3.11 to aid the assessment of their candidates for this section.

## Section C – Application of knowledge and understanding to optimise performance

Following the candidate's identification of his/her own or other's areas of performance they could improve (depending on the choice of role) they should be able to critically evaluate the factors affecting their/others' performance and suggest strategies that will lead to an optimisation of performance. Candidates can demonstrate their knowledge and understanding either through an oral discussion or written notes.

The following criteria should apply:

- performer – analysis of their own performance
- leader/coach – analysis of a named performer
- official – analysis of their own performance.

By analysing their/others' performance across the three areas of assessment with direct reference to a range of theoretical aspects of the specification (units 1 and 3), candidates must:

- identify the causes of weak areas of performance
- using the knowledge and understanding acquired throughout the GCE course, suggest appropriate corrective measures.

The theoretical aspects may include:

- physiological
- biomechanical
- psychological
- cultural
- historical
- socio-economic

The extent to which each aspect is referred to depends on the role being analysed by the candidate. For example, corrective measures for the official role will relate less to physiological aspects than the performer role.

The marks are assigned as follows:

Area of assessment	1	2	3	Total
Identification of causes	5	5	5	15
Appropriate corrective measures	5	5	5	15
				<b>30 marks</b>

Centres should use the specific activity assessment criteria in section 3.7 and the achievement descriptors in sections 3.10–3.11 to aid the assessment of their candidates for this section.

## 3.5 Activities

Candidates may choose to be assessed in their preferred roles in any of the activities listed below:

<b>Activity Category 1</b>	Association Football	Lacrosse
	Badminton	Mountain Activities
	Basketball	Netball
	Boxing	Orienteering
	Canoeing/Kayaking (moving/white water)	Rowing and Sculling
	Canoeing/Kayaking (Inland flat water/coastal)	Rugby Union/League
	Climbing	Sailing/Windsurfing/Kitesurfing
	Cricket	Skiing/Snowboarding
	Fencing	Softball/Baseball/Rounders
	Gaelic Football	Squash
	Goalball	Table Tennis
	Golf	Tae Kwon Do
	Handball	Tennis
	Hockey (Field/Roller/Ice)	Volleyball
	Horse Riding	Water Polo
	Judo	
Karate		
<b>Activity Category 2</b>	Athletics	Track/Road Cycling/Mountain Biking
	Olympic Weightlifting	
	Swimming	
<b>Activity Category 3</b>	Dance – Contemporary/Creative/Ballet	
	Diving	
	Gymnastics	
	Trampolining	

### Notes for Centres:

In assessing candidates, centres should use:

- the specific activity criteria in section 3.7
- for AS, the achievement descriptors in sections 3.8–3.9
- for A2, the achievement descriptors in sections 3.10–3.11

### Assessed activities not included in the Specification

AQA recognises the fact that many candidates compete at a high level in activities not included in the specification. Whilst efforts have been made to include a wide range of activities, it is not possible to outline criteria for every activity candidates may wish to offer for assessment. If a candidate wishes to be assessed for an activity not included in the specification the centre should contact AQA as soon as possible to discuss the possibility of modifying the core skills of one of the existing sets of criteria.

## 3.6 Role requirements and assessment criteria for Units 2 and 4

### Unit 2

#### Role requirement for a Practical Performer

- The candidate will be assessed on their ability to demonstrate the core skills/techniques (see section 3.7), in isolation and within structured practice/performance conditions (non-competitive and competitive). They will also demonstrate the ability to analyse their own performance in order to enable improvement in subsequent events or situations.
- Performers should demonstrate their range of skills; they will be assessed on their execution of recognised techniques, compliance with the official rules and regulations, accuracy, consistency and outcome.
- The application of skills/techniques will be assessed through the use of appropriate strategies and tactics to optimise their performance to create effective attacking and defensive options or equivalent situations.

#### Assessment criteria for the Practical Performer

##### Category 1

**Total: 50 marks**

Demonstration of the Core Skills in isolation (see section 3.7 for activity criteria) **(25 marks)**

Demonstration of the Core Skills in conditioned practice/modified competition situation

- Attacking Situations  
(see separate comments in activity criteria for canoeing/kayaking, climbing, horse riding, mountain activities, orienteering, rowing and sculling, sailing/windsurfing/kitesurfing, skiing/snowboarding, track/road cycling)
- Defensive Situations  
(see separate comments in activity criteria for canoeing/kayaking, climbing, horse riding, mountain activities, orienteering, rowing and sculling, sailing/windsurfing/kitesurfing, skiing/snowboarding, track/road cycling)
- Set Plays/Specific Situations (see comments in activity criteria)
- Appropriate and safe application and adaptation of effort/efficiency/strategies/rules/tactics or equivalent
- Analysis of personal performance and justification of actions during the practice performance session with suggestions of appropriate modifications for future sessions. **(25 marks)**

##### Category 2

**Total: 50 marks**

Demonstration of **two** events/lifts/strokes (see section 3.7 for activity criteria) **(30 marks)**

Demonstration of **one** event/lift/stroke in conditioned practice/modified competition situation as per set criteria

- Core skill/technique 1
- Core skill/technique 2
- Core skill/technique 3
- Appropriate and safe application and adaptation of effort/efficiency/strategies/rules/tactics or equivalent
- Analysis of personal performance and justification of actions during the practice performance session with suggestions of appropriate modifications for future sessions. **(20 marks)**

##### Category 3

**Total: 50 marks**

Please refer to activity specific criteria in section 3.7 for the detailed assessment criteria for each activity.



## Unit 4

### Role requirement for a Practical Performer

- The candidate will be assessed on their ability to execute the core skills/techniques outlined in the specific activity criteria, in a fully competitive situation/equivalent scenario and demonstrate the ability to analyse their own performance in order to facilitate improvement in subsequent events/situations.
- All performers should demonstrate their range of skills and will be assessed on their execution of recognised techniques, compliance with the official rules and regulations, accuracy, consistency and outcome.
- The application of skills and techniques will be assessed through the implementation of appropriate strategies and tactics to optimise their performance to create effective attacking and defensive options/equivalent situations depending on the requirements of individual activities through the practical performance.

### Assessment criteria for the Practical Performer

Candidates will be assessed for all of the activities in the following skills:

Area of Assessment 1 – Technical Quality – aspect 1  
**20 marks**

Area of Assessment 2 – Technical Quality – aspect 2  
**20 marks**

Area of Assessment 3 – Application of strategic/  
tactical awareness  
**20 marks**

An integral aspect of the performance assessment will be the personal physiological and psychological preparation and application during the performance.

Candidates will be assessed on their execution and performance of the following considerations for each of the areas of assessment:

- appropriate level of physical preparation to meet the demands of the activity throughout the expected duration of the competitive situation
- development of specific fitness components related to the positional requirements of the activity
- demonstration of the relevant psychological skills necessary for effective performance
- ability to reach an optimum level of arousal for the activity and remain focused throughout
- appropriate execution of stress management techniques to restore optimal arousal levels as required before, during or after the competition.

Centres should use the achievement descriptors in sections 3.10–3.11 to aid the assessment of their candidates for this section.

### Area of Assessments 1 and 2

Detailed guidance explaining the relevant core skills/techniques is outlined in section 3.7 for each activity.

### Area of Assessment 3

Candidates will be assessed on their execution and performance of the following considerations:

- general strategies employed to achieve the overall aim/objective
- specific tactics that help achieve the strategies
- game or performance plans related specifically to attacking and defensive play
- specific set plays to outwit an opponent
- ability to modify and execute changes as required either due to personal analysis of the situation or via the instructions of a leader/coach.

### Role requirements and assessment criteria for Units 2 and 4 as a Leader/Coach

For the purpose of this specification the role of 'leader' does not extend to that of 'captain' on the field of play, only that of the person responsible for overseeing the preparation, execution and evaluation of skills, strategies and tactics.

#### Unit 2

##### Role requirement for a Leader/Coach

- The candidate will be assessed on their ability to analyse, modify and refine the core skills/ techniques (see section 3.7) in isolation and within structured practice conditions (non-competitive and competitive). They will be expected to plan, co-ordinate and lead appropriate sessions to demonstrate these skills.
- The leader/coach should demonstrate an understanding of the requirements and expectations of the role before, during and after the demonstrations and modified situations to ensure all participants are safe and recognised techniques are developed.
- They will also be required to implement strategies and tactics to maximise the strengths of the performers involved in the particular session, when appropriate alter the tactics to facilitate a different outcome and have the ability to justify their decisions during and after the event.

##### Assessment criteria for a Leader/Coach

###### Category 1 Total: 50 marks

Ability to analyse and evaluate strengths and weaknesses of a performer in each of the Core Skills in isolation and suggest appropriate corrective practices (25 marks)

Ability to analyse and evaluate the application of the core skills during the conditioned practice/modified competitive practice situation

- Ability to analyse attacking phases of play (see separate comments in activity criteria for canoeing/kayaking, climbing, horse riding, mountain activities, orienteering, rowing and sculling, sailing/windsurfing/kitesurfing, skiing/snowboarding, track/road cycling)
- Ability to analyse defensive phases of play (as above, see separate comments in activity criteria)
- Ability to analyse set plays or equivalent (see comments in activity criteria)
- Ability to communicate effectively with the performer and implement appropriate coaching principles to facilitate an improvement in performance

- Analysis of personal performance and justification of actions during the practice performance session with suggestions of appropriate modifications for future sessions. (25 marks)

###### Category 2 Total: 50 marks

Ability to analyse and evaluate strengths and weakness of the performer's execution of the core skills in isolation for each of the **two events** and suggest appropriate corrective practices (30 marks)

Ability to analyse and evaluate the effective application of **one** event during the conditioned practice/modified competitive practice situation

- Core skill/technique 1
- Core skill/technique 2
- Core skill/technique 3
- Ability to communicate effectively with the performer and implement appropriate coaching principles to facilitate an improvement in performance
- Analysis of personal performance and justification of actions during the practice performance session with suggestions of appropriate modifications for future sessions. (20 marks)

###### Category 3 Total: 50 marks

*Please refer to Dance criteria for specific assessment required for a leader/coach. For all other activities the criteria outlined below should be used.*

Ability to analyse and evaluate strengths and weakness of a performer in each of the **core skills** when demonstrated in isolation and suggest appropriate corrective practices (25 marks)

Ability to analyse the effective application of the core skills during the conditioned practice/modified competitive practice situation and suggest appropriate corrective practices

- Set criteria 1
- Set criteria 2
- Set criteria 3
- Ability to communicate effectively with the performer and implement appropriate coaching principles to facilitate an improvement in performance
- Analysis of personal performance and justification of actions during the practice performance session with suggestions of appropriate modifications for future sessions. (25 marks)

## Unit 4

### Role requirement for a Leader/Coach

- The leader/coach will be expected to plan, co-ordinate and lead participants to demonstrate the core skills/techniques in a full competitive setting.
- The leader/coach should demonstrate an understanding of the requirements and expectations of the role before, during and after the competitive event to ensure all participants are safe and recognised techniques are developed.
- They will also be required to implement strategies and tactics to maximise the strengths of the performers involved in the particular competitive event, when appropriate to alter the tactics to facilitate a different outcome and have the ability to justify their decisions during and after the event.

### Assessment criteria for a Leader/Coach

Candidates will be assessed for all of the activities in the following skills:

Area of Assessment 1 – Technical Quality – aspect 1  
**20 marks**

Area of Assessment 2 – Technical Quality – aspect 2  
**20 marks**

Area of Assessment 3 – Application of strategic/tactical awareness  
**20 marks**

An integral aspect of the performance assessment will be the application of physiological and psychological principles before and during performance.

Candidates will be assessed on their execution and performance of the following considerations for each of the areas of assessment:

- ability to communicate effectively with the performers and officials as required
- ability to prepare the performer/team immediately prior to the competition both physically and psychologically
- effectiveness of modifications made and the timing and implementation of those decisions
- implementation of appropriate physical and psychological strategies to maximise future performances.

Centres should use the achievement descriptors in sections 3.10–3.11 to aid the assessment of their candidates for this section.

### Area of assessments 1 and 2

Detailed guidance explaining the relevant core skills/techniques is outlined in section 3.7 for each activity. The leader/coach will be assessed on their ability to analyse the effective execution of the relevant core skills/techniques by their performer/s and suggest changes as required during and after the competition.

### Area of assessment 3

Candidates will be assessed on their preparation, evaluation, analysis and execution of the following considerations:

- general strategies employed to achieve the overall aim/objective
- specific tactics that help achieve the strategies
- game or performance plans related specifically to attacking and defensive play
- specific set plays to outwit an opponent
- ability to modify and execute changes as required.

## Role requirements and assessment criteria in Units 2 and 4 for an Official

### Unit 2

#### Role requirement for an Official

- The candidate will be assessed on their ability to officiate the five core skills/techniques (see section 3.7), in isolation and within structured practice conditions (non-competitive and competitive).
- The official should demonstrate an understanding of the requirements and expectations of the role before, during and after the demonstrations and modified situations to ensure all participants are safe and the rules are consistently and accurately applied to maintain fair play.
- The official should ensure they are suitably prepared and equipped to fulfil their role. They should demonstrate a clear understanding of the scoring systems, apply them as required and have the ability to justify their decisions during and after the event.

#### Assessment criteria for an Official

##### Category 1

**Total: 50 marks**

- Explanation of rules relating to the demonstration of the core skills by the performer to ensure compliance when transferred to the conditioned practice/modified competitive practice situation
- Ability to explain and implement appropriate safety checks for equipment, clothing and playing area and justification of their actions
- Ability to explain the appropriate scoring/recording/judging system to performers and leaders to ensure effective performance
- Ability to assume various roles as required by the national governing body, either referee/umpire/scorer/timekeeper or equivalent which are specific to the activity to ensure an effective performance can occur
- Demonstration of appropriate personal preparation to officiate in terms of physical fitness/psychological readiness/personal attire/suitable equipment or equivalent. **(25 marks)**

Consistency of application of rules/regulations/scoring during conditioned practice/modified competitive practice situations with reference to the named core skills

- Correct application of rules/regulations/judging criteria or equivalent
- Consistent application of rules/regulations/judging criteria or equivalent
- Clarity of communication/use of appropriate signals of rules/scoring or equivalent to the performers

- Rapport with the performers to maintain fair play and the ability to communicate with other officials
- Analysis of personal performance and justification of actions both during and after the practice performance session. **(25 marks)**

##### Category 2

**Total: 50 marks**

- Explanation of rules relating to **two** events/lifts/strokes to the performer during the demonstration of the core skills to ensure compliance when transferred to the conditioned practice/modified competitive practice situation
- Ability to explain and implement appropriate safety checks for equipment, clothing and playing area and justification of their actions
- Ability to explain the appropriate scoring/recording/judging system to performers and leaders to ensure effective performance
- Ability to assume various roles as required by the national governing body, either referee/umpire/scorer/timekeeper or equivalent which are specific to the activity to ensure an effective performance can occur
- Demonstration of appropriate personal preparation to officiate in terms of physical fitness/psychological readiness/personal attire/suitable equipment or equivalent **(30 marks)**

Consistency of application of rules/regulations/scoring during conditioned practice/modified competitive practice situations with reference to the **one** event

- correct application of rules/regulations/judging criteria or equivalent
- consistent application of rules/regulations/judging criteria or equivalent
- clarity of communication/use of appropriate signals of rules/scoring or equivalent to the performers
- rapport with the performers to maintain fairplay and the ability to communicate with other officials
- analysis of personal performance and justification of actions both during and after the practice performance session. **(20 marks)**

##### Category 3

**Total: 50 marks**

- Explanation of rules relating to five core skills of the performer during the demonstration of specific skills to ensure compliance when transferred to the conditioned practice/modified competitive practice situation
- Ability to explain and implement appropriate safety checks for equipment, clothing and performance area and justification of their actions

- Ability to explain the appropriate scoring/recording/judging system to performers and leaders to ensure effective performance
- Ability to assume various roles as required by the national governing body, either referee/umpire/scorer/timekeeper or equivalent which are specific to the activity to ensure an effective performance can occur
- Demonstration of appropriate personal preparation to officiate in terms of physical fitness/psychological readiness/personal attire/suitable equipment or equivalent. **(25 marks)**

Consistency of application of rules/regulations/scoring during conditioned practice/modified competitive practice situations with reference to the core skills

- Correct application of rules/regulations/judging criteria or equivalent
- Consistent application of rules/regulations/judging criteria or equivalent
- Clarity of communication/use of appropriate signals of rules/scoring or equivalent to the performers
- Rapport with the performers to maintain fairplay and the ability to communicate with other officials
- Analysis of personal performance and justification of actions both during and after the practice performance session. **(25 marks)**

#### Unit 4

##### Role requirement for an Official

- The candidate will be assessed on their ability to officiate a fully competitive situation as recognised by the relevant national governing body.
- The official should demonstrate an understanding of the requirements and expectations of the role before, during and after the event to ensure all participants are safe and the rules are consistently and accurately applied to maintain fairplay.
- The official should ensure they are suitability prepared and equipped to fulfil their role. They should be able to demonstrate a clear understanding of the scoring systems, applying them as required, and have the ability to justify their decisions during and after the event.

##### Assessment criteria for an Official

Candidates will be assessed for all of the activities in the following skills:

Area of Assessment 1 – Technical Quality – aspect 1  
**20 marks**

Area of Assessment 2 – Technical Quality – aspect 2  
**20 marks**

Area of Assessment 3 – Ability to communicate effectively with performers, other officials and maintain a safe playing environment **20 marks**

An integral aspect of the performance assessment will be personal physiological and psychological preparation and application during the performance.

Candidates will be assessed on their execution and performance of the following considerations for each of the areas of assessment:

- appropriate level of physical preparation to meet the demands of the activity throughout the expected duration of the competitive situation
- demonstration of the relevant psychological skills necessary for effective performance
- ability to reach an optimum level of arousal for the activity and remain focused throughout.

Centres should use the achievement descriptors in sections 3.10–3.11 to aid the assessment of their candidates for this section.

##### Area of assessments 1 and 2

Detailed guidance explaining the relevant core skills/techniques is outlined in section 3.7 for each activity. The official will be assessed on their ability to analyse and interpret the execution of the relevant core skills/techniques in a competitive situation and implement the rules/laws of the activity as required. Candidates will be assessed on their ability to apply the rules/laws/scoring systems correctly, with consistency, whilst maintaining the discipline of the performers and taking appropriate action as required to ensure fairplay.

##### Area of assessment 3

Candidates will be assessed on their execution and performance of the following considerations:

- ability to communicate effectively with the performers and fellow officials as required
- ability to justify the decisions made as required to maintain fairplay
- keep accurate records of scoring or incidents involving performers during the competition as required
- implementation of suitable safety procedures of the playing environment, the equipment and the performers to ensure injuries are minimised.

## 3.7 Core skills criteria for Units 2 and 4

### Category 1 Activities

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

#### Association Football

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation and in a conditioned practice/competition at AS and in a fully competitive context at A2.

#### Core skills/techniques

##### *Outfield*

1. Passing/receiving/control (short, long, ground, lofted, chip, both feet)
2. Dribbling/moving with ball (both feet)
3. Shooting short/long/volley/half volley
4. Heading – defence and attack
5. Tackling/jockeying/closing down/intercepting

##### *Goalkeeper*

1. Receiving/distributing
2. Kicking – from hand/dead ball
3. Shot stopping (high/low)
4. Taking ball at the feet
5. Taking high crosses/punching

##### *Allocation of marks (for each skill)*

Feet/hand placements (1)  
 Early preparation/feet/arm/hand/head (1)  
 Skill action (1)  
 Follow through/recovery (1)  
 Result/overall effectiveness/accuracy (1)

#### Notes for AS assessment

Conditioned practices may contain 1v1, 2v2, 3v3, 5v5, defence vs attack and conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

#### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

## Badminton

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation and in a conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Service (high/low)
2. Net play (forehand/backhand)
3. Clears (forehand/backhand)
4. Drop shots
5. Smash

*Allocation of marks (for each skill)*

Grip (1)  
 Early preparation/footwork/back swing (1)  
 Shot positioning/footwork/balance/timing (1)  
 Follow through/recovery (1)  
 Result/effectiveness/accuracy (1)

### Notes for AS assessment

Various modified structured drills and practices may include stroke restriction, court restriction, serve reply, set pieces.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Basketball

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation and in a conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Passing/receiving (handling, chest/bounce/side/overhead/running/stationary)
2. Dribbling/moving with the ball (both hands, change of pace, reverse)
3. Shooting (L/R, reverse, lay ups, driving)
4. Shooting (set/jump/3 point)
5. Marking/intercepting (1v1, against ball handler, rebounding)

*Allocation of marks (for each skill)*

Feet/hand placement (1)

Early preparation/feet/hand/arm/body (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Conditioned practices may contain 1v1, 2v2, 3v3, 5v5, defence vs attack and conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.



## Boxing

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation and in a conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Jabs
2. Hooks (left/right)
3. Uppercut
4. Straight (left/right)
5. Ring work/evasion skills

*Allocation of marks (for each skill)*

Footwork (1)  
 Early preparation (1)  
 Skill action (1)  
 Recovery (1)  
 Result (1)

Candidates should adhere to ABA rules and regulations in regards to the correct weight gloves, head guard, gum shield and all other relevant guidelines.

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practice competition situations, and the technical quality of individual skills/techniques demonstrated and maintained throughout modified practices focusing on defensive/avoidance skills/techniques, attacking skills/techniques and ring work.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the match.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Canoeing/Kayaking (moving/white water)

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Launching/landing – sideways off low wall/bank/ seal launch
2. Paddling – forward/backwards/edging/stern rudder/push/ferry glide and reverse ferry glide/S cross
3. Breaking in and out of a current – into eddy – bow rudder/low brace/no brace. From eddy – low brace/bow rudder/short and fast/slow and graceful
4. Negotiating and use of currents and water features – stoppers, standing/waves/whirlpools/ green water
5. Two advanced/group skills from capsize and rescue (self and with rope)/combat roll/high cross/ hanging draw

*Allocation of marks (for each skill)*

Grip/hand placement in paddle (1)

Early preparation/angle of paddle/paddle entry/body position (1)

Skill action relationship to canoe/kayak (1)

Recovery (1)

Result (1)

### Notes for AS assessment

Candidates should demonstrate the techniques being used and adapted through a 600m (Grade 3) or Division 4 slalom (18–25 gates) to include red and green gates for the modified practice.

Assessment in a conditioned practice/competitive situation/context should include:

- launching and landing
- paddling (as outlined above)
- breaking in and out of current.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are assessed on their efficient and effective personal performance of the core skills/ techniques of canoeing/kayaking from AS, with some additional and group skills being used throughout an 800m course (Grade 3) or Division 4/3 slalom course (18–25 gates) to include red and green gates.

**Area of Assessment 1** – Technical quality of basic skills

**Area of Assessment 2** – Technical quality of advanced skills

**Area of Assessment 3** – Application of strategy/ tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

### Health and Safety

Candidates must, at all times, observe all the appropriate and correct safety procedures/rules such as clothing, equipment, buoyancy aids, swimming ability/basic first aid/hypothermia, in order to ensure their own personal safety and the safety of others.

Candidates should be aware of the environmental issues related to the effect of canoeing/kayaking on the river and surrounding area.

## Canoeing/Kayaking (Inland flat water/coastal)

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Launching/landing – low bank/jetty/shore/rocks
2. Paddling – forward/reverse/stopping – forward/backwards/J stroke (canoe only)/sweep/reverse sweep strokes (static and moving)/stern rudder/bow rudder/figure of 8 course (forwards and backwards) with strokes appropriate to the craft – tilting to assist turning
3. Draw strokes and support strokes – draw stroke/sculling draw (kayak only)/hanging draw/pry strokes/low brace/high brace turn/sculling for support
4. Capsize drills/recovery/rolls (kayak and enclosed canoes)
5. Deep water rescues – swimmer to boat/X rescue (in both the rescue and being rescued must be performed)/rafting

*Allocation of marks (for each skill)*

Grip/hand placement on paddle (1)

Early preparation/angle of paddle/paddle entry/body position (1)

Skill action relationship to canoe/kayak (1)

Recovery (1)

Result (1)

### Notes for AS assessment

Candidates should demonstrate the techniques being used and adapted through a 1000m course.

Assessment in a conditioned practice/competitive situation/context should include:

- launching and landing
- paddling (as outlined above)
- draw and support strokes (as above) min of 2 each.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are assessed on their efficient and effective personal performance of the core skills/techniques of canoeing/kayaking from AS, with some additional and group skills being used throughout a 1500m course.

**Area of Assessment 1** – Technical quality of basic skills

**Area of Assessment 2** – Technical quality of advanced skills

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

### Health and Safety

Candidates must at all times, observe all the appropriate and correct safety procedures/rules such as clothing, equipment, buoyancy aids, swimming ability/basic first aid/hypothermia, in order to ensure their own personal safety and the safety of others.

Candidates should be aware of the environmental issues related to the effect of canoeing/kayaking on the river/and surrounding area.

## Climbing

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Use of equipment and implementation of safety procedures
2. Climbing bottom and top rope (single and multiple anchor)/rope management/belaying/hand-finger-foot jams/3 points and/or correct use of 2 contact points/lay backing/undercling/bridging
3. Overhang/mantle shelf
4. Traversing feet and hands/hands/tension
5. Abseil straight abseil/show ability to lock off when collecting a piece of equipment part way down and abseil

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

*Allocation of marks (for core skill 1)*

Ropes and harness (1)  
 Appropriate helmet and footwear (1)  
 Appropriate clothing (1)  
 Knots (1)  
 Climbing aids/calls (1)

*Allocation of marks (for core skills 2, 3, 4, 5)*

Hand and feet placements (1)  
 Appropriate safety procedures (1)  
 Skill action/climbing cleanly/leading (1)  
 Recovery (1)  
 Result (1)

### Notes for AS assessment

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

Assessment in a conditioned practice/competitive situation should include:

- climbing – use of top and bottom rope
- traversing
- abseil.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately in **two** climbs using one climb to demonstrate leading skills. It is expected that candidates should be working at level HVS 5A/5B and working towards level E1/5B.

**Area of Assessment 1** – Technical quality of climb 1

**Area of Assessment 2** – Technical quality of climb 2

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

### Health and Safety

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

Candidates should be aware of the environmental issues relating to the rock face and surrounding areas.

## Cricket

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Batting (straight/on/off drive, forward/back)
2. Batting (cut/pull/glance)
3. Bowling (medium or fast or spin, line/length)
4. Fielding – close
5. Fielding – deep

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

*Allocation of marks (for each skill)*

Grip bat/ball or basic stance and hand placements for wicket keepers and fielding (1)

Early preparation/footwork/backswing/hands/run up (1)

Skill action – footwork, balance, timing, delivery (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Various modified structured drills and practices may include stroke/ball restrictions, field restriction, conditioned/restricted practices.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of batting skills

**Area of Assessment 2** – Technical quality of bowling and fielding or, wicket keeping skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Fencing

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. On guard
2. Stepping/moving backwards and forwards
3. Lunge
4. Parry
5. Riposte

*Allocation of marks (for each skill)*

Holding the foil (1)

Preparation/footwork (1)

Skill action (1)

Recovery (1)

Result/effectiveness/accuracy (1)

### Notes for AS assessment

Various modified structured drills and practices may include rehearsed phrase to second counter riposte to include defensive strokes, attacking strokes and compound attacks.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Gaelic Football

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

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

*Allocation of marks (for each skill)*

Feet/hand placement (1)

Early preparation/feet/hand/arm/body (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Conditioned practices may contain 1v1, 2v2, 3v3, 5v5, defence vs attack and conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Goalball

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Orientation (tactile skills/squaring up/finding lines by sweeping with hands and feet/using lines for direction and when making the wall/interchanging places)
2. Listening (detecting the ball/position/path/speed/ detecting other players/listening to referee for game directions)
3. The throw (bowling action/run-up/with a turn/ variation of direction and speed/use of spin/ penalty throw)
4. Defence (squat [ready] position/moving into – 'wall' to the right and left/sliding into wall safely/ making a straight wall parallel to lines)
5. Defence (stopping the ball/holding wall position/ controlling and collecting the ball/passing the ball between the team/defending a penalty throw)

*Allocation of marks (for each skill)*

Feet/hand placements (1)

Early preparation/feet/arm/hand/head (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Conditioned practices may contain 1v1, 2v2, 3v3, 5v5, defence vs attack and conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/ tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.



## Golf

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Driving
2. Mid irons
3. Approach shots
4. Putting
5. Bunker play

*Allocation of marks (for each skill)*

Grip (1)

Early preparation/stance/address/alignment (1)

Shot/control of club/back swing/down swing/  
balance/timing (1)

Follow through/recovery (1)

Result/effectiveness/accuracy (1)

### Notes for AS assessment

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

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of long shots

**Area of Assessment 2** – Technical quality of shorter shots and putting

**Area of Assessment 3** – Application of strategy/tactics

For assessment at A2 the candidate must demonstrate the core skills/techniques in a fully competitive situation on a 18 hole course.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Handball

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Passing/receiving (various)
2. Moving with the ball
3. Shooting (various)
4. Moving free (dodge/change of pace)
5. Marking/intercepting/jockeying

*Allocation of marks (for each skill)*

Feet/hand placements (1)

Early preparation/feet/arm/hand/head (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Conditioned practices may contain 1v1, 2v2, 3v3, 5v5, defence vs attack and conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Hockey (Field/Roller/Ice)

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

#### *Outfield*

1. Passing/receiving/control (push/stopping/short, long/slap/hitting/reverse, L/R)
2. Dribbling/moving with ball open/reverse/change of pace
3. Flicking – short/long, high/low, penalties
4. Shooting (L/R circle, close, distance)
5. Tackling/jockeying/closing down/intercepting

#### *Goalkeeping*

1. Receiving/distribution (both feet)
2. Defending short corners
3. Saving penalty flicks
4. Shot stopping (high/low, edge of circle)
5. Sliding tackle on attacking player

#### *Allocation of marks (for each skill)*

Feet/hand placements (1)

Early preparation/feet/arm/hand/head (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Conditioned practices may contain 1v1, 2v2, 3v3, 5v5, defence vs attack and conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Horse Riding

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

It is useful if these movements can be ridden in an arena with dressage markers.

- |                    |   |
|--------------------|---|
| 1. Walking/halting | Medium walk, free walk on a long rein, square halt on a marker  |
| 2. Trotting        | Rising trot showing correct diagonals, sitting trot, a few lengthened strides   |
| 3. Cantering       | Canter on both reins showing correct canter leads, forward position canter, lengthened strides  |
| 4. Transitions     | Upward and downward transitions, accurately ridden on a marker  |
| 5. Basic jumping   | Upright, spread, 2 stride double minimum height 75cms (2'6"). Five stages of the jump understood (approach, take off, flight, landing and departure). |

*Allocation of marks (for each skill)*

Hand/leg positions (1)

Body position/seat/posture (1)

Skill action/use of aids/balance/timing (1)

Control/recovery/correction (1)

Result/effectiveness/accuracy (1)

### Notes for AS assessment

Candidates are assessed on their ability to maintain, in relation to the horse being ridden, the quality and consistency of their performance of all the core skills/techniques being used in 'structured practice situations'. This should be for flatwork riding a dressage test or practising an individual show for a showing class. This should if possible be ridden in a dressage arena and the candidate should state which dressage test is being used.

For jumping, this should be over a course of show jumps or cross country fences of 75cms minimum and the candidate should ride a good track to their fences.

Assessment in a conditioned practice/competitive situation should include:

- walking/trotting in dressage test or showing class
- cantering/school movements in dressage test or showing class
- jumping/accuracy and planned track riding.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Ride 1 – **without jumping**, dressage test, or showing class individual show, or flatwork phase of working hunter class.

**Area of Assessment 2** – Ride 2 – **with jumping** 75cm course, or cross country 75cm, or the jumping phase of a working hunter class

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

### Health and Safety

Candidates should be at an equivalent level to British Horse Society Stage II, S/NVQ Level 2 or Pony Club B Test.

All candidates must be wearing hard hats to **PAS015** or **BSEN1384** standards. They should be wearing gloves and correct riding boots (long or short) and wearing a body protector to Beta Level 2 or 3. Candidates must make every effort to ensure their own personal safety, the safety of others and of the horse.

## Judo

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

They should choose **five** skills, of which at least two must be holds and two must be throws

#### Throwing techniques

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

#### Holding techniques

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

#### Other techniques

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

#### Allocation of marks (for each skill)

Gripping (1)
Preparation opportunity (1)
Skill action/tempo and balance (1)
Recovery (1)
Result/effectiveness/accuracy (1)

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practice competition situations and the technical quality of individual skills/techniques demonstrated and maintained throughout modified practices focusing on defensive/avoidance skills/techniques, attacking skills/techniques and groundwork.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are assessed on their efficient and effective personal performance/demonstrations of a variety of compulsory core skills/techniques in a full game competitive performance context. They should include a minimum of five skills, of which at least two must be holds and two must be throws.

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

### Area of Assessment 3 – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Karate

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

#### *Kihon*

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

#### *Kata (Form)*

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

#### *Allocation of marks (for each skill)*

- Stance (1)
- Preparation opportunity (1)
- Skill action/tempo and balance (1)
- Recovery (1)
- Result effectiveness/accuracy (1)

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and practice competition situations. Candidates should choose **five** core skills, at least **two skills** from each of the areas above

Technical quality of individual skills/techniques should be demonstrated and maintained throughout modified practices to include defensive/avoidance skills/techniques, attacking skills/techniques including kumite.

(one from Ippon Kumite, Sanbon Kumite, ji-yu Kumite)

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

In addition to the core skills outlined above candidates will be required to select at least **one** skill from the additional group of Kumite outlined below:

## Kumite

Ippon Kumite  
Sanbon Kumite  
Ji-yu Kumite

Assessment must be conducted in a fully competitive match/tournament.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Lacrosse

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core/skills techniques

1. Passing/receiving (long/short, running, high/low)
2. Tackling/intercepting
3. Running/moving with the ball/cradling
4. Shooting
5. The face/draw

*Allocation of marks (for each skill)*

Feet/hand placement (1)

Early preparation/feet/hand/arm/body (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, ie small sided games – 2v2, 3v3, conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Mountain Activities

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Role Choice

The role of official is not suitable for this activity.

### Core skills/techniques

1. Route Planning  
Preparing a route card for proposed expedition to include: map reading/estimating time (Naismith's rule) checkpoints/escape routes/selection and packing of equipment and food.
2. Navigation  
Using various terrain/map reading using compass/route planning and selection/estimating paces/specific orienteering/bad weather navigation techniques.
3. Ascending and descending – scree/grass/moraines.
4. Camp craft  
Setting up/striking camp/cooking/bad weather techniques/use of equipment/food.
5. Emergency/Safety Procedures  
Benightment/first aid/use of rope/emergency signals.

#### *Allocation of marks (for each skill)*

Knowledge/use of appropriate equipment (1)  
Preparation (1)  
Skill action, speed of actions; technical action (used for assessing route planning) (1)  
Awareness of appropriate safety factors (1)  
Result/accuracy of actions (1)

A log book should be completed by all candidates for both assessment at AS and A2.

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately in an expedition which should be a minimum of **two** days/sessions with **one** overnight camp in total. Each day should be a minimum of **six** hours walking. Groups should be a minimum of **four** and a maximum of **six** persons. Candidates will be expected to keep a detailed log book of current experience including: route cards, maps and any relevant training. This should reflect the candidates current level of competence at the time of assessment.

Assessment in a conditioned practice/competitive situation should include:

- planning/navigation
- camp craft
- emergency safety procedures.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately in an expedition which should be for a minimum of **three** days/sessions with a minimum of **two** nights at camp in total. Each day should be a minimum of **six** hours walking. Groups should be a minimum of **four** and a maximum of **six** persons.

**Area of Assessment 1** – Planning and preparation

**Area of Assessment 2** – Safety and implementation

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

### Health and Safety

Expeditions in wild country should only take place from April to the end of September. Mountainous areas like the peaks should be avoided, unless with a nationally qualified instructor. Adherence to the Country/Mountain Code and environmental issues should be considered at all times.



## Netball

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Passing/receiving (one/two-handed, shoulder/lob/bounce/running/chest pass)
2. Footwork (one/two foot landings, pivot)
3. Shooting – close/distance/run (one/two handed, forward/backward, step shots)
4. Moving free (dodge/change of pace)
5. Marking/intercepting/rebounding

*Allocation of marks (for each skill)*

Feet/hand placements (1)

Early preparation/feet/hand/head (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, ie small sided games – 1v1, 2v2, 3v3, 5v5, defence vs attack and conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Orienteering

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Pacing skills
2. Navigation skills
3. Map reading
4. Route planning
5. Overall efficiency/co-ordination of movement

*Allocation of marks (for each skill)*

Preparation (1)

Skill/technical action, speed of actions (2)

Awareness of appropriate safety factors (1)

Result/accuracy of actions (1)

### Notes for AS assessment

Candidates will be assessed on their ability to perform the core skills/techniques in isolation and in a structured performance scenario.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are required to perform in two competitive events on different terrain (e.g. school grounds and forest)

**Area of Assessment 1** – Technical quality of event 1

**Area of Assessment 2** – Technical quality of event 2

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Rowing and Sculling

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Sculling strokes
2. Rowing on stroke side
3. Rowing on bow side
4. Paddling with square blades
5. Single stroke to hands away

*Allocation of marks (for each skill)*

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

### Notes for AS assessment

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

Assessment in a conditioned practice/competitive situation should include:

- sculling strokes
- rowing on bow side
- rowing on stroke side.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately throughout 2000m races.

**Area of Assessment 1** – Sculling strokes or rowing bow side

**Area of Assessment 2** – Rowing bow/stroke side

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Rugby Union/League

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

#### *Rugby Union*

1. Handling (passing/receiving, long/short, stationary/run, high/low, pick up from floor, quick, spin, switch)
2. Tackling/intercepting (front, rear, side, smother)
3. Retaining ball in maul
4. Retaining possession on floor/setting ruck
5. Running with the ball (swerve, side-step, dummy, change of pace)

#### *Rugby League*

1. Handling (passing/receiving, long/short, stationary/run, high/low, pick up from floor, quick, spin, switch)
2. Tackling/intercepting (front, rear, side, smother)
3. Retaining ball in held tackle
4. Recycling ball/playing from floor
5. Running with the ball (side-step, bumping off, hit/spin, handoff, pace)

#### *Allocation of marks (for each skill)*

Feet/hand placement (1)

Early preparation/feet/hand/arm/body (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, ie small sided games – 1v1, 2v2, 3v3, 5v5, defence vs attack and conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Sailing/Windsurfing/Kitesurfing

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Leaving/returning to a windward shore
2. Leaving/returning to a leeward shore
3. Tacking/going about (upwind)
4. Gybing (downwind)
5. Capsize drill/recovery

*Allocation of marks (for each skill)*

Early preparation (1)  
Sail setting (1)  
Skill action (1)  
Recovery (1)  
Result (1)

### Notes for AS assessment

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

Assessment in a conditioned practice/competitive context should include:

- sailing course up/downwind
- tacking
- gybing.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

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

**Area of Assessment 1** – Technical quality of course 1

**Area of Assessment 2** – Technical quality of course 2

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Skiing

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

**NB:** Separate **Snowboarding** criteria will be published on the **Teachers Resource Bank**.

### Core skills/techniques

1. Linked plough parallel turns
2. Basic parallel turns
3. Parallel stop
4. Linked parallel turns
5. Linked Carved turns

*Allocation of marks (for each skill)*

Use of poles to initiate turn (1)

Body position (balance/stance/upper & lower body separation) (1)

Skill action (pressure/edge/rotation of skis) (1)

Turn shape (1)

Radius of turn (short/medium/long) (1)

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

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately throughout either a slalom course of a minimum of ten turning poles or a minimum of 10 turns on a free expression run of at least 150 meters.

Assessment for conditioned practice/competitive Situation should include:

- plough parallel turns
- parallel turns
- carved turns

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance in applying and adapting the core skills/techniques appropriately throughout either a slalom course of a minimum of ten turning poles or a minimum of 10 turns on a free expression run of at least 150 meters in a fully competitive context.

### Basic Core skills/techniques

Basic parallel turns

Parallel stop

### Advanced Core skills/techniques

Carved parallel turns

Parallel turns on steeper slopes/bumps/variable snow conditions

**Area of Assessment 1** – Basic skills

**Area of Assessment 2** – Advanced skills

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section

## Softball/Baseball/Rounders

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Catching/receiving/throwing (various)
2. Hitting/striking/batting
3. Pitching/bowling (various) (medium, fast, swerve, spin, line/length)
4. Fielding on base/close
5. Fielding deep/outfield

*Allocation of marks (for each skill)*

Grip bat/ball or basic stance and hand placements for wicket keepers and fielding (1)  
 Early preparation/footwork/back swing/hands/run up (1)  
 Skill action (1)  
 Follow through/recovery (1)  
 Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

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

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of batting skills

**Area of Assessment 2** – Technical quality of pitching/throwing and fielding or, catching skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Squash

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Service (forehand/backhand variations)
2. Drives (forehand/backhand)
3. Volleys (forehand/backhand)
4. Boasts
5. Lob

*Allocation of marks (for each skill)*

Grip (1)  
 Early preparation/footwork/back swing (1)  
 Shot positioning/footwork/balance/timing (1)  
 Follow through/recovery (1)  
 Result/effectiveness/accuracy (1)

### Notes for AS assessment

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

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.



## Table Tennis

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

- 1 Service (forehand/backhand variations)
- 2 Drives (forehand/backhand)
- 3 Push (forehand/backhand)
- 4 Block
- 5 Smash

*Allocation of marks (for each skill)*

- Grip (1)
- Early preparation/footwork/back swing (1)
- Shot positioning/footwork/balance/timing (1)
- Follow through/recovery (1)
- Result/effectiveness/accuracy (1)

### Notes for AS assessment

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

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Tae Kwon Do

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

Ap Chagi	Front kick
Yop Chagi	Side kick
Dollyo Chagi	Turning kick
Bandal Chagi	Crescent kick
Bandae Jirugi	Reverse punch
Naeryo Jirugi	Downward punch
Nopunde Makgi	High block
Najunde Makgi	Low block
Charyot Sogi	Attention stance
Narani Sogi	Parallel stance

### Patterns

1. Chon – Ji – Tul
2. Dan – Gun Tul
3. Do-San Tul
4. Won – Hyo Tul
5. Yul – Gok Tul
6. Joong – Gun Tul
7. Toi- Gye Tul
8. Hwa – Rang Tul
9. Choong – Moo Tul

*Allocation of marks (for each skill)*

- Gripping (1)
- Preparation opportunity (1)
- Skill action/tempo and balance (1)
- Recovery (1)
- Result effectiveness/accuracy (1)

### Notes for AS assessment

Candidates should perform **five** of the core skills/techniques outlined above in **two** of the above patterns.

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques in isolation and in structured practice/performance situation.

Technical quality of individual skills/techniques demonstrated and maintained throughout modified practices to include defensive/avoidance skills/techniques, attacking skills/techniques, Matsoki and free sparring (Jayo, Ilbo Matsoki, Sambo Matsoki).

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive match/tournament.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Tennis

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

- 1 Service (variations)
- 2 Drives (forehand/backhand)
- 3 Volleys (forehand/backhand)
- 4 Lob
- 5 Smash

*Allocation of marks (for each skill)*

Grip (1)  
 Early preparation/footwork/back swing/(1)  
 Shot positioning/footwork/balance/timing (1)  
 Follow through/recovery (1)  
 Result/effectiveness/accuracy (1)

### Notes for AS assessment

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

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Volleyball

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Serving (under/over arm, frontal/floating/side floating)
2. Volleying (set forward/backward)
3. Digging (two/one arm)
4. Smash/spike
5. Blocking

*Allocation of marks (for each skill)*

Feet/hand placement (1)

Early preparation/feet/hand/arm/body (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and match practices, ie small sided games – 2v2, 3v3, conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Water Polo

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Passing/receiving (various)
2. Moving with the ball
3. Shooting (various)
4. Moving free
5. Marking/intercepting

*Allocation of marks (for each skill)*

Position/hand placements (1)  
 Early preparation/arm/hand/head (1)  
 Skill action (1)  
 Follow through/recovery (1)  
 Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of all the core skills/techniques being used in various modified structured drills and competition practices, ie small sided games – 1v1, 2v2, 3v3, 5v5, defence vs attack and conditioned/restricted games.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

**Area of Assessment 1** – Technical quality of attacking skills

**Area of Assessment 2** – Technical quality of defending skills

**Area of Assessment 3** – Application of strategy/tactics

Assessment must be conducted in a fully competitive full sided version of the game.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Category 2 Activities

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Athletics

#### Core skills/techniques

*Track – skills/techniques*

1. Starts and finish
2. Upper body action (arms and head)
3. Lower body action (legs)

*Throws – skills/techniques*

1. Grip/stance/preparation
2. Movement into throwing action
3. Release and follow through

*Jumps – skills/techniques*

1. Run-up
2. Take off
3. Flight and landing

*Allocation of marks (for each skill)*

Position/hand/feet placements (1)

Early preparation (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

Centres must ensure that equipment/implements used are at the appropriate size, weight, height for their age group.

#### Notes for AS assessment

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

Candidates are assessed in **one athletic event** in a structured practice/performance situation.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

#### Notes for A2 assessment

Candidates are assessed in their performance of skills/techniques of **two separate athletic events**. Candidates can choose any combination of jumps, throws and runs.

**Area of Assessment 1** – Technical quality of event 1

**Area of Assessment 2** – Technical quality of event 2

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Olympic Weightlifting

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Stance/grip/preparation
2. Movement into lifting action
3. Hold and release

*Allocation of marks (for each skill)*

Position/hand/feet placements (1)

Early preparation (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Candidates will be assessed on their ability to perform the core skill/techniques in isolation for **both** the snatch and the clean and jerk. They will only need to perform **one** lift in the structured/competitive practice.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are assessed on their performance of skills/techniques of **two** separate weightlifting events in a competitive situation. Candidates can choose to be assessed in either the snatch or the clean and jerk.

**Area of Assessment 1** – Technical quality of event 1

**Area of Assessment 2** – Technical quality of event 2

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Swimming

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Starts, turns, finish
2. Head action, breathing action, body position
3. Arm action, leg action

*Allocation of marks (for each skill)*

Position/hand/feet placements (1)

Early preparation (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance in **two** strokes in isolation and **one** stroke in a structured practice/competition-training context, ie a 50m swim including a start, one turn and a finish.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of two different strokes over **any** distance, including a start, turns and finish.

**Area of Assessment 1** – Technical quality of event 1

**Area of Assessment 2** – Technical quality of event 2

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.



## Track/Road Cycling/Mountain Biking

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

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

Demonstration of skills/techniques in two practice sessions.

### Trail 1 – 15 marks      Trail 2 – 15 marks

#### Core skills/techniques

##### Road Cycling

1. Breaks from queue/sprint to finish
2. Climbing
3. Echelon riding/group escaping
4. Working with winds
5. Chain ganging/through and off cornering

##### Track/Mountain Biking

1. Starts and finishes
2. Climbing/decending/riding technique
3. Route selection/positioning
4. Tactical awareness
5. Bends/cornering

*Allocation of marks (for each skill)*

Feet/hand placement (1)

Early preparation/feet/hand/arm/body (1)

Skill action (1)

Follow through/recovery (1)

Result/overall effectiveness/accuracy (1)

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

### Notes for AS assessment

Candidates are assessed on their ability to maintain the quality and consistency of their performance of **one** event in a structured practice/competition-training context – **20 marks**.

Assessment in a structured practice/competitive context should include:

#### Road Cycling

- Breaks from groups/sprints to finish
- Climbing and descending
- Cornering.

#### Track/Mountain Biking

- Starts & finishes
- Climbing/decending/riding technique
- Bends/cornering.

Centres should use the achievement descriptors in section 3.8 to aid the assessment of their candidates for this section.

#### Notes for A2 assessment

Candidates are assessed on their performance of skills/techniques of **two** separate events/courses of different lengths and appropriate to the category of performer.

Centres should use the achievement descriptors in section 3.14 to aid the assessment of their candidates for this section.

## Category 3 Activities

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Dance – Contemporary/Creative/Ballet

#### Core skills/techniques

1. Travel/locomotion/stepping/pathways
2. Balances/stillness
3. Rotation/turning/weight transference
4. Jumps/elevation
5. Gesture/motifs

Candidates will be required to perform and choreograph a two to three minute solo routine. The routine will be assessed on both the performance and choreography.

#### Performance of solo sequence **30 marks**

Technical quality **12 marks**

- Technique/style
- Control/co-ordination
- Flexibility/mobility/fluency/consistency
- Balance/stillness

Expressive/communicative quality **6 marks**

- Mood/emotion
- Body language/awareness/accuracy/clarity

Movement – body parts **6 marks**

- Gesture/focus
- Motif – stated/developed/repeated

Movement – whole body **6 marks**

- Travel/elevation
- Turning/weight transference

#### Choreography of solo sequence **20 marks**

Form **2 marks**

- Binary/tertiary/theme and variation

Use of space – personal **6 marks**

- Extension/contraction/symmetry/asymmetry
- Floor/air patterns
- Levels/dimensions

Use of space – general **6 marks**

- Floor patterns/pathways/direction
- Travel
- Elevation

Dynamics **4 marks**

- Speed/strength
- Flow/rhythm

Relationships **2 marks**

- Dancer with movements/audience

**20 marks**

#### Notes for AS assessment

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

Centres should use the achievement descriptors in section 3.9 to aid the assessment of their candidates for this section.

#### Notes for A2 assessment

At A2 candidates build on the basic core skills/techniques demonstrated at AS, and are assessed on their ability to apply and incorporate, as a minimum the basic skills/techniques listed below, into a two – four minute duet or group routine. The routine is assessed for performance and choreography.

Centres should use the achievement descriptors in section 3.15 to aid the assessment of their candidates for this section.

#### Area of Assessment 1 – Technical quality of sequence

- Technique/style of movement performed
- Control/co-ordination when performing movements in sequence
- Flexibility/mobility in sequence
- Fluency/consistency throughout performance
- Balance/stillness (as appropriate during the sequence)

#### Area of Assessment 2 – Expressive quality during performance of sequence

- Mood/emotion portrayed during performance
- Use of body language in clear/accurate manner during sequence
- Use of gesture/focus in sequence
- Motif – stated/developed/repeated (as appropriate during sequence)
- Travel/elevation/turning/weight transfer exhibited during sequence

#### Area of Assessment 3 – Strategies/Tactics/Choreography

When designing the sequence with partner(s), how is it developed to illustrate?

- Form
- Use of space – personal
- Use of space – general
- Dynamics/relationships between performers

Centres should use the achievement descriptors in section 3.11 to aid the assessment of their candidates for this section.

## Diving

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

(Candidates should perform a minimum of two techniques from each skill area)

Jumps	Forward tuck/pike Back tuck/pike
Entries	Forward standing open pike <b>or</b> Forward sitting open pike <b>and</b> Back straight/tuck/pike
Group 1	Basic required dives (min 2) Forward dive straight/tuck/pike Back dive straight/tuck/pike Reverse dive straight/tuck/pike Inward dive straight/tuck/pike Armstand somersault tuck/pike
Group 2	Basic twist/somersault combinations (min 2) Back dive half twist Back somersault half twist Back 1½ somersaults half twist Forward somersault 1 twist Forward 1½ somersaults 1 twist
Group 3	Advanced somersaults (min 2) Forward 1½ somersaults tuck/pike Back somersault or 1½ somersaults tuck/pike Reverse somersault or 1½ somersaults tuck/pike Inward somersault or 1½ somersaults tuck/pike

### Allocation of marks

Stance (1)  
Take off (1)  
Flight (2)  
Entry (1)

### Notes for AS assessment

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

Centres should use the achievement descriptors in section 3.9 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

At A2, candidates build on the AS dive lists of basic required dives, twists and somersaults, and assimilate these into a more sophisticated and demanding **9-dive list**. Candidates may perform from the 1 or 3 metre springboard, or the 5, 7.5 or 10 metre platform.

The first 5 dives must be chosen from:

Group 1	Forward dive or 1½ somersaults tuck/pike
Group 2	Back dive straight/tuck/pike
Group 3	Reverse dive straight/tuck/pike
Group 4	Inward dive or 1½ somersaults tuck/pike
Group 5	Back 1½ somersaults ½ twist Reverse 1½ somersaults ½ twist Forward 1½ somersaults 1 twist
Group 6	Handstand somersault tuck/pike (Platform only)

The second 4 dives must be chosen from:

Group 1	Forward double or 2½ somersaults tuck/pike
Group 2	Back 1½ somersault pike Back double or 2½ somersaults tuck/pike
Group 3	Reverse 1½ somersaults pike Reverse double or 2½ somersaults tuck/pike
Group 4	Inward double or 2½ somersaults tuck/pike
Group 5	Back 1½ somersaults 1½ or 2½ twists Reverse 1½ somersaults 1½ or 2½ twists Forward 1½ somersaults 2 twists Forward 2½ somersaults 1 twist
Group 6	Handstand double somersault tuck/pike Handstand reverse cut-through tuck/pike Back handstand single somersault with ½ twist

**Area of Assessment 1** – First 5 dives

**Area of Assessment 2** – Second 4 dives

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.15 to aid the assessment of their candidates for this section.

## Gymnastics

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills techniques

#### Agilities/vaults

1. Jumps (min. 2) – tuck/pike/straddle/180° turn
2. Rolls (min. 2) – forward/backward/others
3. Balances (min. 2) – handstand/headstand/barabesque/others
4. Over swings (min. 2) cartwheel/round off/hand spring/back flip
5. Vaults (min. 2) – through/straddle vault/Headspring/handspring

#### Allocation of marks (for each agility/vault)

- First flight (1)
- Repulsion (1)
- Flight to landing (1)
- Body shape (1)
- Landing (1)

Candidates are expected to perform and use equipment in a safe manner at all times. Reuter or spring boards may be used.

The box should be at least 5 sections or competitive height.

The box may be crossways or lengthways, according to the skill being demonstrated and the ability of the gymnast.

The gym square should a minimum of 10m x 10m.

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

Candidates must produce a written sequence/diagram prior to assessment and moderation.

### Notes for AS assessment

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

Centres should use the achievement descriptors in section 3.9 to aid the assessment of their candidates for this section.

Demonstration of core skills in modified practice.

### 25 marks – 5 marks/section

- Criteria 1: Rolls/jumps (min 2)
- Criteria 2: Balances (min 2)
- Criteria 3: Over swings (min 2)

Overall application/efficiency

Analysis of performance and modifications

### Notes for A2 assessment

At A2, candidates build and develop on the basic AS routine and skills. They are assessed in their efficient and effective personal performance of a more sophisticated routine which should include a minimum combination of **four** advanced agilities and linked into a sequence and **two** advanced vaults performed in isolation.

#### Four agilities from

- Backward roll to handstand
- Head spring
- Fly spring
- Back flip
- Front somersault
- Hand stand ½ turn
- One handed cartwheel
- Back somersault
- Back/forward walkovers

#### Two vaults from

- Head spring
- Hand spring
- Short arm over swing
- Optional vault of similar tariff (not through or straddle)

**Area of Assessment 1** – Agilities

**Area of Assessment 2** – Vaults

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.15 to aid the assessment of their candidates for this section.

## Trampolining

Candidates will be assessed on their personal performance in the role(s) of their choice across a variety of compulsory core skills/techniques in isolation, conditioned practice/competition at AS and in a fully competitive context at A2.

### Core skills/techniques

1. Jumps (min. 2) – straight/tuck/pike/straddle/180° turn half twist
2. Drops (min. 2) – front/back/seat
3. Twists (min. 2) – swivel hips/full twist basic jump/back half twist to feet
4. Twisting/rotation – ½ twist to front drop/seat ½ twist to feet/½ twist to seat combination (min. 2) drop/front drop ½ twist to feet
5. Front somersault

*Allocation of marks (for each skill)*

Height (1),  
Body shape/form/aesthetic (1)  
Control/centring/landing (1)  
Clearly defined phasing (2)

Candidates are expected to perform and use the trampolines in a safe manner at all times.

As a minimum, a standard size trampoline is required with appropriate spotters/safety mats and head clearance.

As long as the skills/techniques are demonstrated, better candidates may assimilate the core skills/techniques into a more technically demanding routine.

### Notes for AS assessment

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

Centres should use the achievement descriptors in section 3.9 to aid the assessment of their candidates for this section.

### Notes for A2 assessment

At A2 candidates build on the AS routines of basic jumps, twists and somersaults, and assimilate these into a more sophisticated and demanding 10-bounce routine. These must include a minimum of two more advanced twists and two more advanced somersaults.

### Two advanced twists from

Barani  
Roller  
Cat twist  
Turntable  
Cradle

### Two advanced somersaults from

Piked back somersault  
Piked front somersault  
Straight back somersault

**Area of Assessment 1** – Twists

**Area of Assessment 2** – Somersaults

**Area of Assessment 3** – Application of strategy/tactics

Centres should use the achievement descriptors in section 3.15 to aid the assessment of their candidates for this section.

## 3.8 Achievement descriptors at AS for PHED2 (Performer) – category 1 and category 2 activities

### Very High Achievement

**Category 1: 21–25 marks**

**Category 2: 17–20 marks**

The candidate demonstrates the basic core skills/techniques to a very high standard. The skills/techniques are performed extremely accurately and demonstrate a refined level of technique that allows for a very high level of skill production when performed in isolation. S/he possesses well-developed body management and co-ordination, enabling her/him to achieve a high level of success with more advanced skills both in isolation and within the structured/conditioned practice situations.

Under pressure, the accuracy and quality of the skill production remains high. The candidate's performance within the structured practice situations is indicative of advanced tactical and strategical awareness. S/he has a well-developed and mature perception of the demands and requirements of the activity being performed. The candidate's level of commitment and motivation are extremely high.

Performance and progress in both the closed and the structured practice contexts is of a very high standard, enabling very high levels of learning and understanding to be achieved. S/he shows a clear understanding of the correct technical terms and applies them appropriately. S/he can easily identify and readily discuss the strengths and weaknesses in performance and can analyse and evaluate accurately.

### High Achievement

**Category 1: 16–20 marks**

**Category 2: 13–16 marks**

The candidate demonstrates a more consistent and accurate level of technique, allowing for high standards of skill production when core skills are performed in isolation. S/he can incorporate and demonstrate the core skills/techniques with consistent levels of success in more advanced and technically demanding contexts.

The candidate can independently introduce and use tactics and strategies of a more developed nature, in order to achieve success in the application of the skills/techniques being used. High levels of commitment and motivation are demonstrated and so the performance and progress in the closed and structured practices are very reliable, enabling high levels of learning and understanding to be achieved.

The candidate has a very good knowledge of the terminology of the activity and uses it when discussing and playing/competing without prompting. S/he recognises the strengths and weaknesses in personal skills and can analyse and evaluate accurately.

### Sound Achievement

**Category 1: 8–15 marks**

**Category 2: 6–12 marks**

The candidate demonstrates soundly and performs with consistency all the core skills/techniques in isolation. There is also improved success in the performance when extending a skill to more advanced levels. Under pressure, and when performing in structured/conditioned practice, s/he is able to demonstrate some success but not always consistently or accurately.

The candidate is able to use tactics/strategies within conditioned games to a satisfactory level while showing a sound and developing perception of the demands/requirements to perform the activity. S/he has knowledge of terminology and uses it in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects.

S/he is able to recognise the strengths and weaknesses in performance, but not of some of the more complex skills/situations/tactics. Performance and progress in the structured/conditional practices over the period of the course are such that satisfactory levels of learning and understanding are achieved from the experience.

### Limited achievement

**Category 1: 1–7 marks**

**Category 2: 1–5 marks**

The candidate is able to demonstrate a moderate mastery of the basic skills/techniques when performed in isolation, but not always consistently. There are some limited signs of being able to perform more advanced/variations of the core skills/techniques. However, under pressure and in the structured/conditioned practices, the level of quality and technical accuracy reduces.

The candidate has a developing but basic, if not rudimentary, perception and ability to apply and adapt the skills/techniques in the appropriate manner. S/he shows little appreciation of the quality of movements.

The candidate shows some knowledge of the basic terminology, but her/his ability to identify strengths and weaknesses is hampered by an inability to break down the skills/techniques and tactics into the recognised aspects. The candidate's level of performance and progress during the course is such to allow limited improvement in learning and understanding to be achieved from the experience.

**No work offered = 0 marks**

## 3.9 Achievement descriptors at AS for PHED2 (Performer) – category 3 activities

### Very High Achievement

#### 41–50 marks

The candidate is able to perform/choreography all the core skills/techniques in both isolation and the structured sequence/routine to a very high standard. S/he possesses excellent body management skills. S/he is likely to be able to, or chooses to assimilate the core skills/techniques into more advanced demonstrations or routine/choreographed sequence. The sequence/routine will show excellent flow and continuity. S/he shows a clear understanding of the correct technical terms and applies them appropriately. S/he can recognise the strengths and weaknesses in performance and can analyse and evaluate accurately.

### High Achievement

#### 31–40 marks

The candidate can perform/choreograph all the basic core skills/techniques to a consistently high standard in both isolation and within the routine/sequence. S/he has good levels of body management and is able to demonstrate a good appreciation of quality in a wide range of movements. The routine/sequence/choreographed sequence indicates a high level appreciation of flow and continuity. The candidate has a very good knowledge of the terminology of the activity and uses it when discussing and playing/competing without prompting. S/he recognises the strengths and weaknesses in personal skills and can analyse and evaluate accurately. As a result of her/his experience, the candidate demonstrates high levels of achievement and success.

### Sound Achievement

#### 16–30 marks

The candidate will be able to perform/choreograph well and shows consistency with all the basic skills/techniques in isolation. S/he shows some quality of movement in many, but not all, of the skills/techniques within the routine/sequence/choreographed sequence. The sequence/routine will indicate an awareness of the flow and continuity. S/he has knowledge of terminology and uses it in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects. S/he is able to recognise the strengths and weaknesses in performance, but not of some of the more complex skills/situations/tactics. The performer will experience a sound level of achievement/success.

### Limited achievement

#### 1–15 marks

The candidate is able to perform/choreograph the basic skills in isolation to a moderate level, but not always consistently. S/he finds difficulty in performing the skills/techniques consistently in the structured routine/sequence/choreographed sequence. S/he shows little appreciation of the quality of movements. Body tension is limited in some movements. The sequence/routine shows limited flow/continuity. The candidate shows some knowledge of the basic terminology, but her/his ability to identify strengths and weaknesses is hampered by an inability to break down the skills/techniques and tactics into the recognised aspects. The candidate experiences moderate but limited achievement.

#### No work offered = 0 marks

## 3.10 Achievement descriptors at AS for PHED2 (Coach) – category 1 and category 2 activities

### Very High Achievement

**Category 1: 21–25 marks (max 25)**

**Category 2: 17–20 marks (max 20)**

**Category 2: 13–15 marks (max 15)**

The candidate analyses, modifies and refines the basic core skills/techniques to a very high standard. The skills/techniques are analysed extremely accurately and the candidate demonstrates a refined level of coaching technique that allows for a very high quality practice session that effectively and safely improves performers' skill production. This is done in relation to the skill level of the performer.

S/he possesses well developed planning, co-ordination and communication skills, enabling her/him to achieve a high level of success in refining even the more advanced skills both in isolation and within the structured/conditioned practice situations. The accuracy and quality of analysis, modification and refinement of performers' techniques, and the capacity to communicate this effectively to the performers, remains consistently high. The candidate's analysis and improvement of a performers' performance within the structured practice situations is indicative of advanced tactical and strategic awareness. S/he has a well-developed and mature perception of the demands and requirements of the activity being performed.

The candidate's level of commitment and motivation are extremely high. Leadership/coaching performance and progress in both the closed and the structured practice contexts is of a very high standard, enabling very high levels of learning and understanding to be achieved. S/he shows a clear understanding of the correct technical terms and applies them appropriately. S/he can easily identify and readily discuss the strengths and weaknesses in her/his performance as a leader/coach and can analyse and evaluate these accurately to a very high standard, suggesting a detailed programme of improvement.

### High Achievement

**Category 1: 16–20 marks**

**Category 2: 13–16 marks**

**Category 2: 9–12 marks (max 15)**

The candidate demonstrates a more consistent and accurate level of analysis, modification and refinement of techniques, allowing for a high standard of practice session which enables performers' improvement in skill production when core skills are performed in isolation. S/he can incorporate and demonstrate planning, co-ordination and communication skills in order to refine the performers' core skills/techniques in relation to their ability level. They do this with consistent levels of success in more advanced and technically demanding contexts. The candidate can independently analyse and facilitate tactics and strategies of a more developed nature, in order for performers to achieve success in the application of the skills/techniques being used.

High levels of commitment and motivation are demonstrated and so the leadership/coaching performance and progress in the closed and structured practices are reliable, enabling high levels of learning and understanding to be achieved. The candidate has a very good

knowledge of the terminology of the activity and uses it when coaching or analysing their performance without prompting. S/he recognises the strengths and weaknesses in personal coaching skills and can analyse and evaluate accurately, identifying a programme for improvement with some detail.



## Sound Achievement

- Category 1: 8–15 marks**  
**Category 2: 6–12 marks**  
**Category 2: 4–8 marks (max 15)**

The candidate demonstrates soundly and performs with consistency the analysis, modification and refinement of all the core skills/techniques in isolation. There is also improved success in enabling performance of skills at more advanced levels through the incorporation of planning, co-ordination and communication skills often but these are not demonstrated consistently. Therefore, when leading/coaching structured/conditioned practice, s/he is able to demonstrate some success but not always consistently or accurately.

The candidate is able to analyse, modify and refine tactics/strategies within conditioned games to a satisfactory level while showing a sound and developing perception of the performer's ability level and the demands/requirements to perform the activity. S/he has knowledge of terminology and uses it in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects.

S/he is able to recognise the strengths and weaknesses in their coaching performance, but not of some of the more complex skills/situations/tactics. S/he identifies some programme of improvement.

Leadership/coaching performance and progress in the structured/conditional practices over the period of the course are such that satisfactory levels of learning and understanding are achieved from the experience.

## Limited Achievement

- Category 1: 1–7 marks**  
**Category 2: 1–5 marks**  
**Category 2: 1–3 marks (max 15)**

The candidate is able to demonstrate a moderate mastery of analysis, modification and refinement of the basic skills/techniques when performed in isolation, but not always consistently. There are some limited signs of being able to enable others to perform more advanced/variations of the core skills/techniques. However, in the structured/conditioned practices, the level of quality in the analysis and technical accuracy reduces. There are significant lapses or deficiencies in planning, co-ordination and communication skills.

The candidate has a developing but basic, if not rudimentary, perception and ability to analyse and suggest improvement for the skills/techniques in the appropriate manner. S/he shows little appreciation of the quality of movements or of the performer's ability level. The candidate shows some knowledge of the basic terminology, but her/his ability to identify strengths, weaknesses and a programme for improvement is limited. Their ability to break down the skills/techniques and tactics into the recognised aspects is also limited.

The candidate's level of leadership/coaching performance and progress during the course is such to allow limited improvement in learning and understanding to be achieved from the experience.

**No work offered = 0 marks**

## 3.11 Achievement descriptors at AS for PHED2 (Coach) – category 3 activities

### Very High Achievement

**Category 3: 25-30 marks (max 30)**

**Category 3: 21-25 marks (max 25)**

**Category 3: 17-20 marks (max 20)**

The candidate analyses, modifies and refines the basic core skills/techniques to a very high standard. The skills/techniques are analysed extremely accurately and the candidate demonstrates a refined level of coaching technique that allows for a very high quality practice session that effectively and safely improves performers' skill production. This is done in relation to the skill level of the performer.

S/he possesses well developed planning, co-ordination and communication skills, enabling her/him to achieve a high level of success in refining even the more advanced skills both in isolation and within the structured/conditioned /sequence/ routine practice situations. The accuracy and quality of analysis, modification and refinement of performers' techniques, and the capacity to communicate this effectively to the performers, remains consistently high. The candidate's analysis and improvement of a performers' performance within the structured/conditioned /sequence/ routine is indicative of advanced tactical and strategic awareness. S/he has a well-developed and mature perception of the demands and requirements of the activity being performed.

The candidate's level of commitment and motivation are extremely high. Leadership/coaching performance and progress in both the closed and the structured practice contexts is of a very high standard, enabling very high levels of learning and understanding to be achieved. S/he shows a clear understanding of the correct technical terms and applies them appropriately. S/he can easily identify and readily discuss the strengths and weaknesses in her/his performance as a leader/coach and can analyse and evaluate these accurately to a very high standard, suggesting a detailed programme of improvement.

### High Achievement

**Category 3: 17-24marks (max 30)**

**Category 3: 16-20 marks (max 25)**

**Category 3: 13-16 marks (max 20)**

The candidate demonstrates a more consistent and accurate level of analysis, modification and refinement of techniques, allowing for a high standard of practice session which enables performers' improvement in skill production when core skills are performed in isolation. S/he can incorporate and demonstrate planning, co-ordination and communication skills in order to refine the performers' core skills/techniques in relation to their ability level. They do this with consistent levels of success in more advanced and technically demanding contexts. The candidate can independently analyse and facilitate tactics and strategies of a more developed nature, in order for performers to achieve success in the application of the skills/techniques being used.

High levels of commitment and motivation are demonstrated and so the leadership/coaching performance and progress in the closed and structured/conditioned /sequence/ routine are reliable, enabling high levels of learning and understanding to be achieved. The candidate has a very good knowledge of the terminology of the activity and uses it when coaching or analysing their performance without prompting. S/he recognises the strengths and weaknesses in personal coaching skills and can analyse and evaluate accurately, identifying a programme for improvement with some detail.

## Sound Achievement

**Category 3: 7-16 marks (max 30)**

**Category 3: 8-15 marks (max 25)**

**Category 3: 6-12 marks (max 20)**

The candidate demonstrates soundly and performs with consistency the analysis, modification and refinement of all the core skills/techniques in isolation. There is also improved success in enabling performance of skills at more advanced levels through the incorporation of planning, co-ordination and communication skills often but these are not demonstrated consistently. Therefore, when leading/coaching structured/conditioned /sequence/ routine, s/he is able to demonstrate some success but not always consistently or accurately.

The candidate is able to analyse, modify and refine tactics/strategies within structured/conditioned / sequence/ routine to a satisfactory level while showing a sound and developing perception of the performer's ability level and the demands/ requirements to perform the activity. S/he has knowledge of terminology and uses it in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects. S/he is able to recognise the strengths and weaknesses in their coaching performance, but not of some of the more complex skills/situations/tactics. S/he identifies some programme of improvement.

Leadership/coaching performance and progress in the structured/conditioned /sequence/ routine over the period of the course are such that satisfactory levels of learning and understanding are achieved from the experience.

## Limited Achievement

**Category 3: 1-6 marks (max 30)**

**Category 3: 1-7 marks (max 25)**

**Category 3: 1-5 marks (max 20)**

The candidate is able to demonstrate a moderate mastery of analysis, modification and refinement of the basic skills/techniques when performed in isolation, but not always consistently. There are some limited signs of being able to enable others to perform more advanced/variations of the core skills/ techniques. However, in the structured/conditioned / sequence/ routine, the level of quality in the analysis and technical accuracy reduces. There are significant lapses or deficiencies in planning, co-ordination and communication skills.

The candidate has a developing but basic, if not rudimentary, perception and ability to analyse and suggest improvement for the skills/techniques in the appropriate manner. S/he shows little appreciation of the quality of movements or of the performer's ability level. The candidate shows some knowledge of the basic terminology, but her/his ability to identify strengths, weaknesses and a programme for improvement is limited. Their ability to break down the skills/techniques and tactics into the recognised aspects is also limited.

The candidate's level of leadership/coaching performance and progress during the course is such to allow limited improvement in learning and understanding to be achieved from the experience.

**No work offered = 0 marks**

## 3.12 Achievement descriptors at AS for PHED2 – (Official) category 1 and category 2 activities

### Very High Achievement

**Category 1: 21–25 marks (max 25)**

**Category 2: 17–20 marks (max 20)**

**Category 2: 13–15 marks (max 15)**

The candidate officiate the basic core skills/ techniques to a very high standard. The rules and scoring/recording/judging systems relating to the demonstration of the core skills/techniques are explained extremely clearly and accurately and the candidate demonstrates a refined level of officiating technique in various roles, allowing for a very high quality practice session that is consistently fair and safe. S/he possesses well developed preparation, safety awareness and communication skills, enabling her/him to achieve a high level of success in applying rules and scoring systems for even the more advanced skills both in isolation and within the structured/conditioned practice situations.

Under pressure, the accuracy, consistency and quality of application of rules/regulations/judging criteria, and the capacity to communicate this effectively to the performers and/ or other officials, remain high. The candidate's ability to implement safety checks and prepare and equip themselves in readiness for officiating roles within structured practice situations is indicative of advanced safety awareness and self-efficacy. S/he has a well developed and mature perception of the demands and requirements of the activity being performed by participants and also of the officiating roles s/he is performing during the practice drills/ conditioned games. This leads to themselves, performers and facilities being prepared for the activity to an outstanding level.

The candidate's level of commitment and motivation are extremely high. Officiating performance and progress in both the closed and the structured practice contexts is of a very high standard, enabling very high levels of learning and understanding to be achieved. S/he shows a clear understanding of the correct technical terms and hand signals (where appropriate) and applies them appropriately. S/he can easily identify and readily discuss the strengths and weaknesses in her/his performance as an official and can analyse and evaluate these accurately, outlining a detailed programme for improvement.

### High Achievement

**Category 1: 16–20 marks**

**Category 2: 13–16 marks**

**Category 2: 9–12 (max 15)**

The candidate demonstrates a more consistent and accurate level of application of rules/regulations/ judging criteria. The candidate demonstrates the capacity to communicate this effectively to the performers and other officials (where appropriate). This allows for a high standard of practice session which is safe and officiated fairly when core skills are performed in isolation. S/he can incorporate and demonstrate preparation, safety awareness and communication skills, enabling her/him to achieve a consistent level of success in applying rules and scoring systems in more advanced and technically demanding contexts. The candidate can implement safety checks and prepare and equip themselves in readiness for officiating roles within structured practice situations, in order for themselves, performers and facilities to be prepared successfully for the activity.

High levels of commitment and motivation are demonstrated and so the officiating performance and progress in the closed and structured practices are very reliable, enabling high levels of learning and understanding to be achieved. The candidate has a good knowledge of the terminology and hand signals (where appropriate) of the activity and uses them without prompting with a degree of consistency. S/he recognises the strengths and weaknesses in personal skills and can analyse and evaluate these with some accuracy, outlining a programme for improvement which contains some detail.

## Sound Achievement

**Category 1: 8–15 marks**  
**Category 2: 6–12 marks**  
**Category 2: 4–8 marks (max 15)**

The candidate demonstrates soundly and applies with some consistency the rules/regulations/judging criteria, and shows the capacity to communicate this effectively to the performers and other officials in sessions focussing upon the core skills/techniques in isolation. There is also improved success in communicating this to performers and other officials in more advanced practice contexts. Under pressure, and when officiating structured/conditioned practice, s/he is able to demonstrate some success but not always consistently or accurately. A candidate scoring 3 would have more consistency than a candidate scoring 2.

The candidate is able to implement safety checks and prepare and equip themselves in readiness for officiating roles within structured practice situations, in order for themselves, performers and facilities to be prepared satisfactorily, while showing a sound and developing perception of the demands/requirements of the activity and their officiating role(s) within it. S/he has knowledge of terminology and hand signals (where appropriate) and uses them in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects. Again, a candidate scoring 3 would have more success than a candidate scoring 2.

S/he is able to recognise the strengths and weaknesses in officiating performance, but not of some of the more complex skills/ situations. The level of detail in their programme for improvement will differentiate between a 2 or a 3.

Officiating performance and progress in the structured/conditional practices over the period of the course are such that satisfactory levels of learning and understanding are achieved from the experience.

## Limited Achievement

**Category 1: 1–7 marks**  
**Category 2: 1–5 marks**  
**Category 2: 1–3 marks (max 15)**

The candidate is able to demonstrate a moderate mastery of the rules/regulations/judging criteria when applying them to the basic skills/techniques performed in isolation. However, this is not always consistently nor with clarity in explaining these to performers/ other officials. There are some limited signs of being able to apply and communicate these for more advanced/variations of the core skills/ techniques. However, under pressure and in the structured/conditioned practices, the level of quality and accuracy in the application and communication reduces.

The candidate has a developing but basic, if not rudimentary, perception and ability to implement safety checks and prepare and equip themselves, performers and facilities in readiness for officiating roles within structured practice situations in the appropriate manner. S/he shows little appreciation of the knowledge and qualities needed in the various officiating roles within the activity. The candidate shows some knowledge of the basic terminology, but her/his ability to identify strengths and weaknesses is hampered by an inability to break down the skills/ techniques of an official into the recognised aspects. The candidate's ability to identify a programme of improvement is basic.

The level of officiating performance and progress during the course is such to allow limited improvement in learning and understanding to be achieved from the experience.

**No work offered = 0 marks**

## 3.13 Achievement descriptors at AS for PHED2 – (Official) category 3 activities

### Very High Achievement

**Category 3: 25-30 marks (max 30)**

**Category 3: 21-25 marks (max 25)**

**Category 3: 17-20 marks (max 20)**

The candidate officiate the basic core skills/ techniques and structured/conditioned /sequence/ routine to a very high standard. The rules and scoring/recording/judging systems relating to the demonstration of the core skills/techniques and structured/conditioned /sequence/ routine are explained extremely clearly and accurately and the candidate demonstrates a refined level of officiating technique in various roles (where appropriate), allowing for a very high quality practice session that is consistently fair and safe. S/he possesses well developed preparation, safety awareness and communication skills, enabling her/him to achieve a high level of success in applying rules and scoring systems for even the more advanced skills both in isolation and within the structured/conditioned / sequence/ routine practice situations.

Under pressure, the accuracy, consistency and quality of application of rules/regulations/judging criteria, and the capacity to communicate this effectively to the performers and/ or other officials, remain high. The candidate's ability to implement safety checks and prepare and equip themselves in readiness for officiating roles within structured practice situations is indicative of advanced safety awareness and self-efficacy. S/he has a well developed and mature perception of the demands and requirements of the activity being performed by participants and also of the officiating roles s/he is performing during the structured/conditioned /sequence/ routine. This leads to themselves, performers and facilities being prepared for the activity to an outstanding level.

The candidate's level of commitment and motivation are extremely high. Officiating performance and progress in both the closed and the structured practice contexts is of a very high standard, enabling very high levels of learning and understanding to be achieved. S/he shows a clear understanding of the correct technical terms and hand signals (where appropriate) and applies them appropriately. S/he can easily identify and readily discuss the strengths and weaknesses in her/his performance as an official and can analyse and evaluate these accurately, outlining a detailed programme for improvement.

### High Achievement

**Category 3: 17-24 marks (max 30)**

**Category 3: 16-20 marks (max 25)**

**Category 3: 13-16 marks (max 20)**

The candidate demonstrates a more consistent and accurate level of application of rules/regulations/ judging criteria. The candidate demonstrates the capacity to communicate this effectively to the performers and other officials (where appropriate). This allows for a high standard of practice session which is safe and officiated fairly when core skills are performed in isolation. S/he can incorporate and demonstrate preparation, safety awareness and communication skills, enabling her/him to achieve a consistent level of success in applying rules and scoring systems in more advanced and technically demanding contexts. The candidate can implement safety checks and prepare and equip themselves in readiness for officiating roles within structured/ conditioned /sequence/ routine, in order for themselves, performers and facilities to be prepared successfully for the activity.

High levels of commitment and motivation are demonstrated and so the officiating performance and progress in the closed and structured practices are very reliable, enabling high levels of learning and understanding to be achieved. The candidate has a good knowledge of the terminology and hand signals (where appropriate) of the activity and uses them without prompting with a degree of consistency. S/he recognises the strengths and weaknesses in personal skills and can analyse and evaluate these with some accuracy, outlining a programme for improvement which contains some detail.

## Sound Achievement

**Category 3: 7-16 marks (max 30)**

**Category 3: 8-15 marks (max 25)**

**Category 3: 6-12 marks (max 20)**

The candidate demonstrates soundly and applies with some consistency the rules/regulations/judging criteria, and shows the capacity to communicate this effectively to the performers and other officials in sessions focussing upon the core skills/techniques in isolation. There is also improved success in communicating this to performers and other officials in the structured/conditioned /sequence/ routine. Under pressure, and when officiating the structured/conditioned /sequence/ routine, s/he is able to demonstrate some success but not always consistently or accurately. A candidate scoring 3 would have more consistency than a candidate scoring 2.

The candidate is able to implement safety checks and prepare and equip themselves in readiness for officiating roles within the structured/conditioned /sequence/ routine, in order for themselves, performers and facilities to be prepared satisfactorily, while showing a sound and developing perception of the demands/requirements of the activity and their officiating role(s) within it. S/he has knowledge of terminology and hand signals (where appropriate) and uses them in discussing situations/demonstrations and solving problems without help, but may falter on the more technically demanding aspects. Again, a candidate scoring 3 would have more success than a candidate scoring 2.

S/he is able to recognise the strengths and weaknesses in officiating performance, but not of some of the more complex skills/ situations, such as the structured/conditioned /sequence/ routine. The level of detail in their programme for improvement will differentiate between a 2 or a 3.

Officiating performance and progress in the structured/conditioned /sequence/ routine over the period of the course are such that satisfactory levels of learning and understanding are achieved from the experience.

## Limited Achievement

**Category 3: 1-6 marks (max 30)**

**Category 3: 1-7 marks (max 25)**

**Category 3: 1-5 marks (max 20)**

The candidate is able to demonstrate a moderate mastery of the rules/regulations/judging criteria when applying them to the basic skills/techniques performed in isolation. However, this is not always consistently nor with clarity in explaining these to performers/ other officials. There are some limited signs of being able to apply and communicate these for more advanced/variations of the core skills/techniques. However, under pressure and in the structured/conditioned /sequence/ routine, the level of quality and accuracy in the application and communication reduces.

The candidate has a developing but basic, if not rudimentary, perception and ability to implement safety checks and prepare and equip themselves, performers and facilities in readiness for officiating roles within the structured/conditioned /sequence/ routine in the appropriate manner. S/he shows little appreciation of the knowledge and qualities needed in the various officiating roles within the activity. The candidate shows some knowledge of the basic terminology, but her/his ability to identify strengths and weaknesses is hampered by an inability to break down the skills/techniques of an official into the recognised aspects. The candidate's ability to identify a programme of improvement is basic.

The level of officiating performance and progress during the course is such to allow limited improvement in learning and understanding to be achieved from the experience.

**No work offered = 0 marks**

## 3.14 Achievement descriptors at A2 for PHED4 Section A (Performer) – category 1 and category 2 activities

### Very High Achievement

#### 51–60 marks

The candidate is able to demonstrate a wide range of techniques and skills to a very high standard. The skills/techniques are performed extremely accurately and demonstrate a refined level of technique that allows for a very high level of skill production. S/he possesses well-developed body management and co-ordination, enabling her/him to achieve a high level of success with more advanced skills within the competitive situation.

Under pressure, the accuracy and quality of the skill production remains high. The candidate's performance is indicative of an advanced tactical and strategic awareness. S/he has a well developed and mature perception of the demands and requirements of the activity being performed.

The candidate's level of commitment and motivation are extremely high. Performance and progress are of a very high standard, enabling very high levels of learning and understanding to be achieved.

### High Achievement

#### 36–50 marks

The candidate can demonstrate a more consistent and accurate level of technique, allowing for high standards of skill production when core skills are performed. S/he is able to incorporate and demonstrate the core skills/techniques with consistent levels of success in this more advanced and technically demanding context.

The candidate independently introduces and uses tactics and strategies of a more developed nature, in order to achieve success in the application of the skills/techniques being used.

High levels of commitment and motivation are demonstrated and so the performance and progress in the competitive situation are very reliable, enabling high levels of learning and understanding to be achieved.

### Sound Achievement

#### 16–35 marks

The candidate is able to demonstrate soundly and perform well and with consistency all the core skills/techniques in performance situations. There is also improved success in the performance when extending a skill to more advanced levels. Under pressure, and when performing in competition, s/he is able to demonstrate some success but not always consistently or accurately.

The candidate is able to use tactics/strategies within performance to a satisfactory level while showing a sound and developing perception of the demands/requirements to perform the activity. Performance and progress over the period of the course are such that satisfactory levels of learning and understanding have been achieved from the experience.

### Limited Achievement

#### 1–15 marks

The candidate is able to demonstrate a moderate mastery of the basic skills/techniques when performed, but not always consistently. There are some, limited, signs of being able to perform more advanced/variations of the core skills/techniques. However, under pressure and in the competitive performance situation, the level of quality and technical accuracy reduces.

The candidate has a developing but basic, if not rudimentary, perception and ability to apply and adapt the skills/techniques in the appropriate manner. S/he shows little appreciation of the quality of movements.

The candidate's level of performance and progress over the period of the course is such to allow limited improvement in learning and understanding to be achieved from the experience.

#### No work offered = 0 marks



### 3.15 Achievement descriptors at A2 for PHED4 Section A (Performer) – category 3 activities

#### Very High Achievement

##### 51–60 marks

The candidate is able to perform/choreograph all the core skills/techniques in both isolation and the structured/choreographed sequence/routine to a very high standard. S/he possesses excellent body management skills. S/he is likely to be able to, or chooses to, assimilate the core skills/techniques into more advanced demonstrations or routines/choreographed sequences. The sequence/routine will show excellent flow and continuity.

#### High Achievement

##### 36–50 marks

The candidate can perform/choreograph all the basic core skills/techniques to a consistently high standard in both isolation and within the routine/sequence. S/he has good levels of body management and is able to demonstrate a good appreciation of quality in a wide range of movements. The routine/choreographed sequence indicates a high level appreciation of flow and continuity. As a result of her/his experience, the candidate demonstrates high levels of achievement and success.

#### Sound Achievement

##### 16–35 marks

The candidate will be able to perform/choreograph well and show consistency with all the basic skills/techniques. S/he shows some quality of movement in many, but not all, of the skills/techniques within the routine/sequence. The choreographed sequence/routine will indicate an awareness of the flow and continuity. The performer will experience a sound level of achievement/success.

##### No work offered = 0 marks

#### Limited Achievement

##### 1–15 marks

The candidate is able to perform/choreograph the basic skills to a moderate level, but not always consistently. S/he finds difficulty in performing the skills/techniques consistently in the structured routine/choreographed sequence. S/he shows little appreciation of the quality of movements. Body tension is limited in some movements. The sequence/routine shows limited flow/continuity. The candidate experiences moderate but limited achievement.

## 3.16 Achievement descriptors at A2 for Unit 4 Section A (Coach) – category 1 and category 2 activities

### Very High Achievement

#### 51–60 marks

The candidate is able to coach a wide range of techniques and skills to a very high standard. The skills/techniques are coached extremely accurately and demonstrate a refined level of observation/analysis and that allows for appropriate modification and a very high level of skill refinement/production by performer(s) being coached.

Under pressure, the accuracy and quality of the coaching remains very high. The candidate's performance when coaching is indicative of an advanced tactical and strategic awareness. S/he has a very well developed and mature perception of the demands and requirements of the activity being coached and is able to communicate these to the performer(s) they are coaching.

The candidate's level of commitment and motivation when coaching on the A-level course are extremely high enabling excellent progress to be made in this role. Their coaching is of a very high standard, enabling very high levels of learning and understanding to be achieved by the performer(s) being coached.

### High Achievement

#### 36–50 marks

The candidate is able to coach a wide range of techniques and skills to a high standard. The skills/techniques are coached accurately and demonstrate a good level of observation/analysis and that allows for appropriate modification and a high level of skill refinement/production by performer(s) being coached.

Under pressure, the accuracy and quality of the coaching remains high. The candidate's performance when coaching is indicative of a good level of tactical and strategic awareness. S/he has a well developed and mature perception of the demands and requirements of the activity being coached and is able to communicate these to the performer(s) they are coaching.

The candidate's level of commitment and motivation when coaching on the A-level course are high enabling good progress to be made in this role. Their coaching is of a high standard, enabling high levels of learning and understanding to be achieved by the performer(s) being coached.

### Sound Achievement

#### 16–35 marks

The candidate is able to coach a range of techniques and skills to a satisfactory standard. The skills/techniques are coached well and demonstrate a sound level of observation/analysis and that allows for appropriate modification and a very satisfactory level of skill refinement/production by performer(s) being coached.

Under pressure, the accuracy and quality of the coaching remains sound. The candidate's performance when coaching is indicative of a satisfactory level of tactical and strategic awareness. S/he has a reasonably well developed and mature perception of the demands and requirements of the activity being coached and is able to communicate these to the performer(s) they are coaching.

The candidate's level of commitment and motivation when coaching on the A-level course are satisfactory enabling some progress to be made. Their coaching is of a satisfactory standard, enabling some degree of learning and understanding to be achieved by performer(s) being coached.

### Limited Achievement

#### 1–15 marks

The candidate is able to coach a range of techniques and skills to a limited standard. The skills/techniques are coached in a basic manner and demonstrate a limited level of observation/analysis that allows for some appropriate modification and a limited level of skill refinement/production by performer(s) being coached.

Under pressure, the accuracy and quality of the coaching declines. The candidate's performance when coaching is indicative of limited tactical and strategic awareness. S/he has a limited perception of the demands and requirements of the activity being coached and is sometimes able to communicate these to the performer(s) they are coaching.

The candidate's level of commitment and motivation when coaching on the A-level course are limited meaning little progress is made. Their coaching is of a limited standard, enabling very little learning and understanding to be achieved by performer(s) being coached.

#### No work offered: 0 marks

## 3.17 Achievement descriptors at A2 for Unit 4 Section A (Coach) – category 3 activities

### Very High Achievement

#### 51–60 marks

The candidate is able to coach/choreograph a wide range of techniques and skills to a very high standard. The skills/techniques are coached/choreographed extremely accurately and demonstrate a refined level of observation/analysis and that allows for appropriate modification and a very high level of skill refinement/production by performer(s) being coached/choreographed.

Under pressure, the accuracy and quality of the coaching/choreography remains very high. The candidate's performance when coaching/choreographing is indicative of an advanced tactical and strategic awareness. S/he has a well developed and mature perception of the demands and requirements of the activity being coached/choreographed and is able to communicate these to the performer(s) they are working with to produce a very high level sequence/routine/dive.

The candidate's level of commitment and motivation when coaching/choreographing on the A-level course are extremely high enabling excellent progress to be made. Their coaching/choreography are of a very high standard, enabling very high levels of learning and understanding to be achieved by performer(s) being coached/choreographed.

### High Achievement

#### 36–50 marks

The candidate is able to coach/choreograph a wide range of techniques and skills to a high standard. The skills/techniques are coached/choreographed accurately and demonstrate a refined level of observation/analysis and that allows for appropriate modification and a high level of skill refinement/production by performer(s) being coached/choreographed.

Under pressure, the accuracy and quality of the coaching/choreography remains high. The candidate's performance when coaching/choreographing is indicative of an advanced tactical and strategic awareness. S/he has a well developed and mature perception of the demands and requirements of the activity being coached/choreographed and is able to communicate these to the performer(s) they are working with to produce a high level sequence/routine/dive.

The candidate's level of commitment and motivation when coaching/choreographing on the A-level course are high enabling good progress to be made. Their coaching/choreography are of a high standard, enabling high levels of learning and understanding to be achieved by performer(s) being coached/choreographed.

### Sound Achievement

#### 16–35 marks

The candidate is able to coach/choreograph a range of techniques and skills to a satisfactory standard. The skills/techniques are coached/choreographed accurately and demonstrate a sound level of observation/analysis and that allows for appropriate modification and a very satisfactory level of skill refinement/production by performer(s) being coached/choreographed.

Under pressure, the accuracy and quality of the coaching/choreography remains satisfactory. The candidate's performance when coaching/choreographing is indicative of sound tactical and strategic awareness. S/he has a well developed and mature perception of the demands and requirements of the activity being coached/choreographed and is able to communicate these to the performer(s) they are working with to produce a satisfactory level sequence/routine/dive.

The candidate's level of commitment and motivation when coaching/choreographing on the A-level course are satisfactory enabling sound progress to be made. Their coaching/choreography are of a satisfactory standard, enabling some level of learning and understanding to be achieved by performer(s) being coached/choreographed.

### Limited Achievement

#### 1–15 marks

The candidate is able to coach/choreograph techniques and skills to a limited standard. The skills/techniques coached/choreographed demonstrate a limited level of observation/analysis that allows for some appropriate modification and a limited level of skill refinement/production by performer(s) being coached/choreographed.

Under pressure, the accuracy and quality of the coaching/choreography declines. The candidate's performance when coaching/choreographing is indicative of limited tactical and strategic awareness. S/he has a limited perception of the demands and requirements of the activity being coached/choreographed and has a limited ability to communicate these to the performer(s) they are working with.

The candidate's level of commitment and motivation when coaching/choreographing on the A-level course are low enabling little progress to be made. Their coaching/choreography are of a limited standard, enabling low levels of learning and understanding to be achieved by performer(s) being coached/choreographed.

**No work offered: 0 marks**

## 3.18 Achievement descriptors at A2 for Unit 4 Section A (Official) – category 1 and category 2 activities

### Very High Achievement

#### 51–60 marks

The candidate is able to demonstrate a wide range of techniques and skills to a very high standard when officiating. The skills/techniques are performed extremely accurately and demonstrate a refined level of technique/communication/decision making that allow for a very high level of officiating. S/he possesses well-developed body management/fitness levels, enabling her/him to achieve a very high level of success with more advanced officiating skills within the competitive situation.

Under pressure, the accuracy and quality of the decision making remains very high. The candidate's officiating performance is indicative of an advanced health and safety awareness. S/he has a well developed and mature perception of the demands and requirements of the activity being officiated and where appropriate, communicates very effectively with other officials whilst taking suitable action to maintain a very high standard of safety throughout.

The candidate's level of commitment and motivation are extremely high when officiating in fully competitive situations. Performance and progress as an official are of a very high standard, enabling very high levels of learning and understanding to be achieved.

### High Achievement

#### 36–50 marks

The candidate is able to demonstrate a wide range of techniques and skills to a high standard when officiating. The skills/techniques are performed accurately and demonstrate a refined level of technique/communication/decision making that allow for a high level of officiating. S/he possesses well-developed body management/fitness levels, enabling her/him to achieve a high level of success with more advanced officiating skills within the competitive situation.

Under pressure, the accuracy and quality of the decision making remains high. The candidate's officiating performance is indicative of an advanced health and safety awareness. S/he has a well developed and mature perception of the demands and requirements of the activity being officiated and where appropriate, communicates very effectively with other officials whilst taking suitable action to maintain a high standard of safety throughout.

The candidate's level of commitment and motivation are high when officiating in fully competitive situations. Performance and progress as an official are of a high standard, enabling high levels of learning and understanding to be achieved.

### Sound Achievement

#### 16–35 marks

The candidate is able to demonstrate a range of techniques and skills to a satisfactory standard when officiating. The skills/techniques are performed to a sound level and demonstrate a satisfactory level of technique/communication/decision making that allow for a sound level of officiating. S/he possesses well-developed body management/fitness levels, enabling her/him to achieve a degree of success with more advanced officiating skills within the competitive situation.

Under pressure, the accuracy and quality of the decision making remains satisfactory. The candidate's officiating performance is indicative of a sound level of health and safety awareness. S/he has a well developed and mature perception of the demands and requirements of the activity being officiated and where appropriate, communicates effectively with other officials whilst taking suitable action to maintain a satisfactory standard of safety throughout.

The candidate's level of commitment and motivation are satisfactory when officiating in fully competitive situations. Performance and progress as an official are of a satisfactory standard, enabling sound levels of learning and understanding to be achieved.

### Limited Achievement

#### 1–15 marks

The candidate is able to demonstrate a limited range of techniques and skills to a low standard when officiating. The skills/techniques are performed to a limited level and demonstrate a low level of technique/communication/decision making that allow for a limited level of officiating. S/he possesses limited body management/fitness levels, enabling her/him to achieve very little success with more advanced officiating skills within the competitive situation.

Under pressure, the accuracy and quality of the decision making is very low. The candidate's officiating performance is indicative of a limited level of health and safety awareness. S/he has a limited perception of the demands and requirements of the activity being officiated and where appropriate, communicates effectively with other officials whilst taking suitable action to maintain a limited standard of safety throughout.

The candidate's level of commitment and motivation are low when officiating in fully competitive situations. Performance and progress as an official are of a limited standard, enabling low levels of learning and understanding to be achieved.

**No work offered: 0 marks**

## 3.19 Achievement descriptors at A2 for Unit 4 Section A (Official) – category 3 activities

### Very High Achievement

#### 51–60 marks

The candidate is able to officiate all the core skills/ techniques in both isolation and the structured/ choreographed sequence/routine to a very high standard. S/he possesses excellent decision making skills and a very fine eye for detail when making decisions on performances observed.

Under pressure the quality of decision making remains very high. The candidates level of commitment and motivation are extremely high when officiating, enabling excellent progress to be made as an official. Takes action to maintain a very high standard of safety throughout.

### High Achievement

#### 36–50 marks

The candidate can officiate all the basic core skills/ techniques to a consistently high standard in both isolation and within the routine/sequence. S/he has good levels of decision making skills and a fine eye for detail when making decisions on performances observed.

Under pressure the quality of decision making remains high. The candidate's level of commitment and motivation are high when officiating, enabling good progress to be made as an official. Takes action to maintain a high standard of safety throughout.

### Sound Achievement

#### 16–35 marks

The candidate can officiate well and show consistency when officiating. S/he has satisfactory levels of decision making skills with some ability to spot fine levels of technical detail when making decisions on performances observed.

Under pressure the quality of decision making remains satisfactory. The candidate's level of commitment and motivation are satisfactory when officiating, enabling some progress to be made as an official. Takes action to maintain a satisfactory standard of safety throughout.

### Limited Achievement

#### 1–15 marks

The candidate is able to officiate the basic skills to a moderate level, but not always consistently. S/he has limited levels of decision making with very little ability to spot fine levels of technical detail when making decisions on performances observed

Under pressure the quality of decision making begins to decrease. The candidate's level of commitment and motivation are limited when officiating, enabling little progress to be made as an official. Takes action to maintain a limited standard of safety throughout.

**No work offered: 0 marks**

## 3.20 Achievement descriptors at A2 for PHED4 Sections B & C – Role of Performer (for **all activity categories**)

**NB** To identify the three Areas of Assessment for the chosen activity, please refer to the criteria in the specification/ amended criteria sheets. For some activities, Areas of Assessment vary from technical quality of attacking skills, technical quality of defensive skills and application of strategy/tactics, eg cricket.

### Section B

The emphasis here is on the ability of candidates to identify a number of weaknesses in their own performance (**ie 2 weaknesses in each of the 3 Areas of Assessment = 6 weaknesses in total**). Candidates then need to compare these to a perfect technical/tactical/strategic model of named elite performer(s) as appropriate.

This can be completed in **either**:

- (1) a **purely written** format, or
- (2) via a **combination** of a **written format** (eg continuous prose/power-point slides etc) and **additional verbal explanation** (eg expanding on power-point presentation/interview).

**NB** It is a prerequisite that some written evidence exists, even if it is only notes for an interview. It is also very important that the evidence collected reflects the mark awarded.

Candidates are marked and placed into an appropriate achievement band according to the level of detail provided by either format (1) or (2) as explained above in relation to the following descriptors:

### Very High Achievement

#### 25–30 marks

- candidate is able to explain their own identified weaknesses in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating an excellent level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a very high level of analysis when analysing their weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon the performance
- candidate is able to demonstrate to a very high level how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/ equivalent

- candidate clearly identifies a named elite performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates an excellent level of understanding across all of the technical, tactical and strategic models of an elite performer/s they compare themselves to
- overall, candidate illustrates an excellent in depth knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- candidate uses highly appropriate and correct technical language to a very high level in their self analysis and elite performer comparison/s.

### High Achievement

#### 19–24 marks

- candidate is able to explain their own weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a high level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a high level of analysis when analysing their weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon the performance
- candidate is able to demonstrate to a high level how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/equivalent
- candidate clearly identifies a named elite performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a high level of understanding across all of the technical, tactical and strategic models of an elite performer/elite performers they compare themselves to
- overall, candidate illustrates a good/in depth knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- candidate uses appropriate and correct technical language to a high level in their self analysis and elite performer comparison/s.

## High Sound Achievement

### 13–18 marks

- candidate is able to explain their own weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a satisfactory level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a satisfactory level of analysis when analysing their weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon the performance
- candidate is able to demonstrate satisfactorily how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/equivalent
- candidate clearly identifies a named elite performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a satisfactory level of understanding across all of the technical, tactical and strategic models of an elite performer/s they compare themselves to
- overall, candidates illustrate a satisfactory level of knowledge and understanding of the different techniques/tactics/strategies chosen for analysis both in relation to perfect models to compare to as well as in relation to identification of their own key weaknesses in relation to these models
- candidate uses appropriate and correct technical language to a satisfactory level in their self analysis and elite performer comparison/s.

## Low Sound Achievement

### 7–12 marks

- candidate is able to explain their own weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a limited level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a basic level of analysis when analysing their weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon the performance
- candidate is able to demonstrate at a basic level how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/equivalent
- candidate clearly identifies a named elite

performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work

- candidate illustrates a basic level of understanding across the technical, tactical and strategic models of an elite performer/s they compare themselves to
- overall, candidate illustrates a basic knowledge and understanding of the different techniques/tactics/strategies chosen for analysis both in relation to perfect models to compare to as well as in relation to identification of their own key weaknesses in relation to these models
- candidate uses technical language at a basic level in their self analysis and elite performer comparison/s.

## Limited Achievement

### 0–6 marks

- candidate is rarely able to explain their own weakness/es identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a very basic level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate demonstrates a very limited level of analysis when analysing their weaknesses, with very little highlighting of prominent technical/tactical/strategic errors that impact upon the performance
- candidate is rarely able to demonstrate how these prominent technical/tactical/strategic errors impact upon their overall skill execution and the effect it has on their performance in a fully competitive situation/equivalent
- candidate identifies a named elite performer/s to compare themselves against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a very limited level of understanding across the technical, tactical and strategic models of an elite performer/s they compare themselves to
- overall, candidate illustrates very little knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- the use of technical language is rarely evident by candidates in their self analysis and elite performer comparison/s.

### No work offered = 0 marks

## Section C

The emphasis here is on the ability of candidates to explain the causes of weaknesses identified in Section B. Candidates then need to explain how they would correct these weaknesses using a range of different theoretical measures drawn from across the AS/A Level Physical Education specification.

The format options for Section C are exactly the same as for Section B with student's continuing along their chosen route (ie purely written or a combination of verbal and written).

Candidates are marked into the following bands according to the level of detail provided in relation to the achievement descriptors set out below.

### Very High Achievement

#### 25–30 marks

- candidate illustrates an excellent in depth knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details very high level in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a very high level
- corrective measures for weaknesses are highly relevant in relation to causes identified with a variety of theory from the specification applied in a highly appropriate manner
- candidate provides very high level in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are very well developed and directly linked back to the causes and weaknesses
- candidate uses a very high level of technical language throughout this section of work.

### High Achievement

#### 19–24 marks

- candidate illustrates a good in depth knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details good in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses

- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a high level
- corrective measures for weaknesses are very relevant in relation to causes identified with a variety of theory from the specification applied in an appropriate manner
- candidate provides good in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are developed to a high degree and directly linked back to the causes and weaknesses
- candidate uses a high level of technical language throughout this section of work.

### High Sound Achievement

#### 13–18 marks

- candidate illustrates a satisfactory depth of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details in satisfactory depth, theoretical causes in line with the detail required in the specification for that topic. The causes are developed and linked back to the weaknesses.
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a satisfactory level
- corrective measures for weaknesses are relevant in relation to causes identified with a variety of theory from the specification applied in an appropriate manner to a satisfactory level
- candidate provides a satisfactory depth of theoretical corrective measures with a satisfactory level of detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a satisfactory level of technical language throughout this section of work.

### Low Sound Achievement

#### 7–12 marks

- candidate illustrates a basic level of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details in basic depth the theoretical causes in line with the detail required in the specification for that topic. The causes are developed to a basic level and with limited linkage back to the weaknesses.



- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a basic level
- corrective measures for weaknesses are mainly relevant in relation to causes identified with a variety of theory from the specification applied in a basic manner
- candidate provides some theoretical corrective measures with limited detail from that required in the specification for that topic. The corrective measures are sometimes developed and linked back to the causes and weaknesses
- candidate uses a basic level of technical language throughout this section of work.

### Limited Achievement

#### 0–6 marks

- candidate illustrates a very basic level of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to different areas of assessment
- candidates detail in very limited depth theoretical causes in terms of the detail required in the specification for that topic. The causes are rarely developed or directly linked back to the weaknesses
- candidate is rarely able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies

- corrective measures for weaknesses are rarely relevant in relation to causes identified with a limited range of theory from the specification applied in a very basic manner
- candidate provides a very limited depth of theoretical corrective measures with very limited detail compared to that required in the specification for that topic. The corrective measures are not developed and rarely linked back to the causes and weaknesses
- candidate uses a very basic level of technical language throughout this section of work.

#### No work offered = 0 marks

**NB** When marking student work, such descriptors should be taken into account as appropriate to the part being completed.

When considering each of the 2 weaknesses in each of the sections of work, you should give a mark out of 5. (5 links to Very High Achievement, 4 links to High Achievement, 3 links to High Sound Achievement, 2 links to Low Sound Achievement and 1 links to Limited Achievement).

If a candidate achieves 5 marks in each of the 2 weaknesses considered, they score 5+5 (ie 10) divided by 2 = 5 for that area of assessment.

### Marking Grid

		Area of Assessment 1	Area of Assessment 2	Area of Assessment 3	Total
SECTION B	Weaknesses	5 marks max.	5 marks max.	5 marks max.	15 marks
	Comparisons	5 marks max.	5 marks max.	5 marks max.	15 marks
SECTION C	Causes	5 marks max.	5 marks max.	5 marks max.	15 marks
	Corrective Measures	5 marks max.	5 marks max.	5 marks max.	15 marks
				<b>TOTAL</b>	<b>60 marks</b>

## 3.21 Achievement descriptors at A2 for PHED4 Sections B & C – Role of Coach (for **all activity categories**)

**NB** To identify the three Areas of Assessment for the chosen activity, please refer to the criteria in the specification/amended criteria sheets. For some activities, Areas of Assessment vary from technical quality of attacking skills, technical quality of defensive skills and application of strategy/tactics, eg cricket.

### Section B

The emphasis here is on the ability of candidates to identify a number of weaknesses in the performer/s they are coaching (**ie 2 weaknesses in each of the 3 Areas of Assessment = 6 weaknesses in total**). Candidates then need to compare these to a perfect technical/tactical/strategic model of named elite performer(s) as appropriate.

This can be completed in **either**:

- (1) a **purely written** format, or
- (2) via a **combination** of a **written format** (eg continuous prose/power-point slides etc) and **additional verbal explanation** (eg expanding on power-point presentation/interview).

**NB** It is a prerequisite that some written evidence exists even if it is only notes for an interview. It is also very important that the evidence collected reflects the marks awarded

Candidates are marked and placed into an appropriate band according to the level of detail provided via either format (1) or (2) as explained above, in relation to the following descriptors:

### Very High Achievement

#### 25–30 marks

- candidate is able to explain their named performer's weaknesses identified in relation to perfect technical/tactical/strategic model' in each of the 3 areas of assessment, illustrating an excellent level of awareness of their named performer's main weaknesses/deficiencies in relation to such models
- candidate demonstrates a very high level of analysis when analysing their performer's weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon their performance
- candidate is able to demonstrate how these prominent technical/tactical/strategic errors impact upon their performer's overall skill execution and the effect it has on their performance in a fully competitive situation

- candidate clearly identifies a named elite performer/s to compare their named performer against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates an excellent level of understanding across all of the technical/tactical/strategic models of an elite performer/s they compare their named performer to
- overall, candidate illustrates an excellent in depth knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their named performer's key weaknesses in relation to these models
- candidate uses appropriate and correct technical language to a very high level in their named performer analysis and elite performer comparison/s.

### High Achievement

#### 19–24 marks

- candidate is able to explain their named performer's weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a good/high level of awareness of their named performer's main weaknesses/deficiencies in relation to such models
- candidate demonstrates a high level of analysis when analysing their performer's weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon their performance.
- candidate is able to demonstrate how these prominent technical/tactical/strategic errors impact upon their performer's overall skill execution and the effect it has on their performance in a fully competitive situation
- candidate clearly identifies a named elite performer/s to compare their named performer against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a good level of understanding across all of the technical/tactical/strategic models of an elite performer/s they compare their named performer to
- overall, candidate illustrates a good/high depth of knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their named performer's key weaknesses in relation to these models

- candidate uses appropriate and correct technical language to a high level in their named performer analysis and elite performer comparison/s

### High Sound Achievement

#### 13–18 marks

- candidate is able to explain their named performer's weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a satisfactory level of awareness of their named performers main weaknesses/deficiencies in relation to such models
- candidate demonstrates a satisfactory level of analysis when analysing their performer's weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon their performance
- candidate is able to demonstrate how these prominent technical/tactical/strategic errors impact upon their performer's overall skill execution and the effect it has on their performance in a fully competitive situation
- candidate clearly identifies a named elite performer/s to compare their named performer against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a satisfactory level of understanding across all of the technical/ tactical/ strategic models of an elite performer/s they compare their named performer to
- overall, candidate illustrates a satisfactory depth of knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their named performer's key weaknesses in relation to these models
- candidate uses appropriate and correct technical language to a satisfactory level in their named performer analysis and elite performer comparison/s.

### Low Sound Achievement

#### 7–12 marks

- candidate is able to explain their named performer's weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a limited level of awareness of their named performers main weaknesses/deficiencies in relation to such models

- candidate demonstrates a basic/limited level of analysis when analysing their performer's weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon their performance.
- candidate is sometimes able to demonstrate how these technical/ tactical/strategic errors impact upon their performer's overall skill execution and the effect it has on their performance in a fully competitive situation
- candidate clearly identifies a named elite performer/s to compare their named performer against for each technique/tactic/strategy they identify as a focus for their work
- candidate illustrates a basic level of understanding across all of the technical/tactical/strategic models of an elite performer/s they compare their named performer to
- overall, candidate illustrates a basic knowledge and understanding of the different techniques/ tactics/strategies/ chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their named performer's key weaknesses in relation to these models
- candidate uses appropriate and correct technical language to a basic level in their named performer analysis and elite performer comparison/s

### Limited achievement

#### 0–6 marks

- candidate is able to explain their named performer's weaknesses identified in relation to perfect technical/tactical/strategic models in each of the 3 areas of assessment, illustrating a very limited level of awareness of their named performer's main weaknesses/deficiencies in relation to such models
- candidate demonstrates a very limited level of analysis when analysing their performer's weaknesses, highlighting prominent technical/tactical/strategic errors that impact upon their performance
- candidate is rarely able to demonstrate how these prominent technical/tactical/strategic errors impact upon their performer's overall skill execution and the effect it has on their performance in a fully competitive situation
- candidate identifies a named elite performer/s to compare themselves against for each technique/ tactic/strategy they identify as a focus for their work
- candidate illustrates a very limited level of understanding across all of the technical/tactical/ strategic models of an elite performer/s they compare their named performer to

- overall, candidate illustrates a very limited depth of knowledge and understanding of the different techniques/tactics/strategies chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their named performer's key weaknesses in relation to these models
- correct use of technical language is evident to a very limited level by candidates in their named performer analysis and elite performer comparison/s.

**No work offered = 0 marks**

### Section C

The emphasis here is on the ability of candidates to explain the causes of weaknesses identified in Section B. Candidates then need to explain how they would correct these weaknesses using a range of different theoretical measures drawn from across the AS/A Level Physical Education specification.

The format options for Section C are exactly the same as for Section B with student's continuing along their chosen route (ie purely written or a combination of verbal and written).

Candidates are marked into the following bands according to the level of detail provided in relation to the achievement descriptors set out below.

### Very High Achievement

**25–30 marks**

- overall, candidate illustrates an excellent in depth knowledge and understanding of different causes of a named performer's weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details very high level in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses of named performer
- candidate is able to analyse causes of weaknesses in named performer in relation to techniques, tactics and strategies to a very high level
- corrective measures for weaknesses are highly relevant in relation to causes identified with a variety of theory applied in an excellent manner
- candidate provides very high level in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are very well developed and directly linked back to the causes and weaknesses
- candidate uses a very high level of technical language throughout this section of work.

### High Achievement

**19–24 marks**

- overall, candidate illustrates a high level of in depth knowledge and understanding of different causes of a named performer's weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details high level/in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses of named performer
- candidate is able to analyse causes of weaknesses in named performer in relation to techniques, tactics and strategies to a high level
- corrective measures for weaknesses are very relevant in relation to causes identified with a variety of theory applied in a highly appropriate manner
- candidate provides good in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a high level of technical language throughout this section of work.

### High Sound Achievement

**13–18 marks**

- overall, candidate illustrates a satisfactory depth of knowledge and understanding of different causes of named performer's weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details in satisfactory depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses of named performer
- candidate is able to analyse causes of weaknesses in named performer in relation to techniques, tactics and strategies to a satisfactory level
- corrective measures for weaknesses are relevant in relation to causes identified with a variety of theory applied in an appropriate manner to a satisfactory level
- candidate provides a satisfactory depth of theoretical corrective measures with a satisfactory level of detail required in the specification for that topic. The corrective measures are developed and linked back to the causes and weaknesses
- candidate uses a satisfactory level of technical language throughout this section of work.

## Low Sound Achievement

### 7–12 marks

- overall, candidate illustrates a basic level of knowledge and understanding of different causes of named performer's weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details a limited depth of theoretical causes in line with the detail required in the specification for that topic. The causes are developed to a basic level and linked back to the weaknesses of named performer
- candidate is able to analyse causes of weaknesses in named performer in relation to techniques, tactics and strategies to a basic/limited level
- corrective measures for weaknesses are mostly relevant in relation to causes identified with a variety of theory applied in a basic manner
- candidate provides in limited depth theoretical corrective measures with limited detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a basic level of technical language throughout this section of work.

## Limited Achievement

### 0–6 marks

- overall, candidate illustrates a very basic level of knowledge and understanding of different causes of named performer's weaknesses identified via self analysis in relation to different areas of assessment

- candidate details in very limited depth theoretical causes in line with the detail required in the specification for that topic. The causes are often not developed or directly linked back to the weaknesses of named performer
- candidate is rarely able to analyse causes of weaknesses in named performer in relation to techniques, tactics and strategies
- corrective measures for weaknesses are rarely relevant in relation to causes identified with a limited range of theory applied in a very basic manner
- candidate provides a very limited depth of theoretical corrective measures with very limited detail compared to that required in the specification for that topic. The corrective measures are not developed or directly linked back to the causes and weaknesses
- candidate uses a very basic level of technical language throughout this section of work

### No work offered = 0 marks

NB When marking student work, such descriptors should be taken into account as appropriate to the part being completed.

When considering each of the 2 weaknesses in each of the sections of work, you should give a mark out of 5 (5 links to Very High Achievement, 4 links to High Achievement, 3 links to High Sound Achievement, 2 links to Low Sound Achievement and 1 links to Limited Achievement).

If a candidate achieves 5 marks in each of the 2 weaknesses considered, they score 5+5 (ie 10) divided by 2 = 5 for that area of assessment.

## Marking Grid

		Area of Assessment 1	Area of Assessment 2	Area of Assessment 3	Total
SECTION B	Weaknesses	5 marks max.	5 marks max.	5 marks max.	15 marks
	Comparisons	5 marks max.	5 marks max.	5 marks max.	15 marks
SECTION C	Causes	5 marks max.	5 marks max.	5 marks max.	15 marks
	Corrective Measures	5 marks max.	5 marks max.	5 marks max.	15 marks
				<b>TOTAL</b>	<b>60 marks</b>

## 3.22 Achievement descriptors at A2 for PHED4 Sections B & C – Role of Official (for **all activity categories**)

**NB** To identify the three Areas of Assessment for the chosen activity, please refer to the criteria in the specification/amended criteria sheets. For some activities, Areas of Assessment vary from technical quality of attacking skills, technical quality of defensive skills and application of strategy/tactics, eg cricket.

### Section B

The emphasis here is on the ability of candidates to identify a number of weaknesses in their own officiating (**ie 2 weaknesses in each of the 3 Areas of Assessment = 6 weaknesses in total**). Candidates then need to compare these to a perfect technical/tactical/strategic model of named elite official(s) as appropriate.

This can be completed in **either**:

- (1) a **purely written** format, or
- (2) via a **combination** of a **written format** (eg continuous prose/power-point etc) and **additional verbal explanation**.

**NB** It is a prerequisite that some written evidence exists even if it is only notes for an interview. It is also very important that the evidence collected reflects the marks awarded.

Candidates are marked and placed into an appropriate band according to the level of detail provided by either format (1) or (2) as explained above in relation to the following descriptors:

### Very High Achievement

#### 25–30 marks

- candidate demonstrates a very high level of analysis when analysing the weaknesses in their officiating, highlighting appropriate prominent errors that impact upon their performance as an official.
- candidate is able to demonstrate to a very high level how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate may also fully explain the effect these weaknesses have on their relationship with other officials and/ or the performers
- candidate is able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 areas of assessment, illustrating an excellent level of awareness of their main weaknesses/deficiencies in relation to such models

- candidate illustrates an excellent level of understanding across all of the officiating models of an elite official/s they compare themselves to
- overall, candidate illustrates an excellent in depth knowledge and understanding of the different models chosen for analysis both in relation to perfect models to compare to as well as in relation to identification of their own key weaknesses in relation to these models
- highly appropriate and correct use of technical language is evident to a very high level by the candidate in their self analysis and elite official comparison(s).

### High Achievement

#### 19–24 marks

- candidate demonstrates a good/high level of analysis when analysing the weaknesses in their officiating, highlighting appropriate prominent errors that impact upon their performance as an official
- candidate is able to demonstrate to high level how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate may also explain to a high level the effect these weaknesses have on their relationship with other officials and/or the performers playing
- candidate is able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 assessment areas illustrating a good/high level of awareness of their main weaknesses/deficiencies in relation to such models
- candidates illustrate a good/high level of understanding across all of the officiating models of an elite official/s they compare themselves to
- overall, candidate illustrates a good depth of knowledge and understanding of the different models chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- appropriate and correct use of technical language is evident to a high level by the candidate in their self analysis and elite official comparison(s).

## High Sound Achievement

### 13–18 marks

- candidate demonstrates a satisfactory level of analysis when analysing the weaknesses in their officiating, highlighting appropriate prominent errors that impact upon their performance as an official
- candidate is able to demonstrate to a satisfactory level how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate may also explain to a satisfactory level the effect these weaknesses have on their relationship with other officials and/or the performers playing.
- candidate is able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 areas of assessment, illustrating a satisfactory level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate illustrates a satisfactory level of understanding across all of the officiating models of an elite official/s they compare themselves to
- overall, candidate illustrates some knowledge and understanding of the different models chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- appropriate and correct use of technical language is evident to a satisfactory level by the candidate in their self analysis and elite official comparison(s).

## Low Sound Achievement:

### 7–12 marks

- candidate demonstrates a basic level of analysis when analysing the weaknesses in their officiating, highlighting appropriate errors that impact upon their performance as an official
- candidate is able to demonstrate to a basic level how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate may also explain at a basic level the effect these weaknesses have on their relationship with other officials and/or the performers playing
- candidate is able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 areas of assessment, illustrating a basic level of awareness of their main weaknesses/deficiencies in relation to such models

- candidate illustrates a basic level of understanding across all of the officiating models of an elite official/s they compare themselves to
- overall, candidate illustrates basic knowledge and understanding of the different models chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- appropriate and correct use of technical language is evident to a basic level by candidates in their self analysis and elite official comparison(s).

## Limited Achievement

### 0–6 marks

- candidate demonstrates a very limited level of analysis when analysing the weaknesses in their officiating, highlighting appropriate prominent errors that impact upon their performance as an official
- candidate is rarely able to demonstrate how these prominent errors impact upon their overall ability to officiate and the effect it has on their officiating performance in a fully competitive situation. The candidate also rarely fully explains the effect these weaknesses have on their relationship with other officials and/ or the performers playing
- candidate is rarely able to explain their own weaknesses identified in relation to perfect officiating models in each of the 3 areas of assessment, illustrating a very basic level of awareness of their main weaknesses/deficiencies in relation to such models
- candidate illustrates a very limited level of understanding across all of the officiating models of an elite official/s they compare themselves to
- overall, candidate illustrates very little knowledge and understanding of the different models chosen for analysis, both in relation to perfect models to compare to, as well as in relation to identification of their own key weaknesses in relation to these models
- use of technical language is rarely evident by candidate in their self analysis and elite official comparison(s).

### No work offered = 0 marks

## Section C

The emphasis here is on the ability of candidates to explain the causes of weaknesses identified in Section B. Candidates then need to explain how they would correct these weaknesses using a range of different theoretical measures drawn from across the AS/A Level Physical Education specification.

The format options for Section C are exactly the same as for Section B with student's continuing along their chosen route (ie purely written or a combination of verbal and written).

Candidates are marked into the following bands according to the level of detail provided in relation to the achievement descriptors set out below.

### Very High Achievement

#### 25–30 marks

- overall, candidate illustrates an excellent in depth knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details very high level in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, communication and safety to a very high level
- corrective measures for weaknesses are highly relevant in relation to causes identified with a variety of theory applied in a highly appropriate manner
- candidate provides very high level in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are very well developed and directly linked back to the causes and weaknesses
- candidate uses a very high level of technical language throughout this section of work.

### High Achievement

#### 19–24 marks

- overall, candidate illustrates a good in depth knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details good in depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses

- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, tactics and strategies to a high level
- corrective measures for weaknesses are highly relevant in relation to causes identified with a variety of theory applied in an appropriate manner
- candidate provides good in depth theoretical corrective measures with the detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a high level of technical language throughout this section of work.

### High Sound Achievement

#### 13–18 marks

- overall, candidate illustrates a satisfactory depth of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details in satisfactory depth theoretical causes in line with the detail required in the specification for that topic. The causes are developed and directly linked back to the weaknesses.
- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, communication and safety to a satisfactory level
- corrective measures for weaknesses are relevant in relation to causes identified with a variety of theory applied in an appropriate manner to a satisfactory level
- candidate provides a satisfactory depth of theoretical corrective measures with a satisfactory level of detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a satisfactory level of technical language throughout this section of work.

### Low Sound Achievement

#### 7–12 marks

- overall, candidate illustrates a basic level of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to all 3 areas of assessment
- candidate details in basic depth of theoretical causes in line with the detail required in the specification for that topic. The causes are developed to a basic level and linked back to the weaknesses.



- candidate is able to analyse causes of weaknesses in their performance in relation to techniques, communication and safety to a basic level
- corrective measures for weaknesses are mainly relevant in relation to causes identified with a variety of theory applied in a basic manner
- candidate provides some theoretical corrective measures with limited detail required in the specification for that topic. The corrective measures are developed and directly linked back to the causes and weaknesses
- candidate uses a basic level of technical language throughout this section of work.

### Limited Achievement

#### 0–6 marks

- overall, candidate illustrates a very basic level of knowledge and understanding of different causes of personal weaknesses identified via self analysis in relation to different areas of assessment
- candidates detail in very limited detail theoretical causes in terms of the detail required in the specification for that topic. The causes are rarely developed or linked back to the weaknesses
- candidate is rarely able to analyse causes of weaknesses in their performance in relation to techniques, communication and safety

- corrective measures for weaknesses are rarely relevant in relation to causes identified with a limited range of theory applied in a very basic manner
- candidate provides a very limited depth of theoretical corrective measures with very limited detail compared to that required in the specification for that topic. The corrective measures are rarely developed or directly linked back to the causes and weaknesses
- candidate uses a very basic level of technical language in this section of work

#### No work offered = 0 marks

**NB** When marking student work, such descriptors should be taken into account as appropriate to the part being completed.

When considering each of the 2 weaknesses in each of the sections of work, you should give a mark out of 5 (5 links to Very High Achievement, 4 links to High Achievement, 3 links to High Sound Achievement, 2 links to Low Sound Achievement and 1 links to Limited Achievement).

If a candidate achieves 5 marks in both of the 2 weaknesses considered, they score 5+5 (ie 10) divided by 2 = 5 for that area of assessment.

### Marking Grid

		Area of Assessment 1	Area of Assessment 2	Area of Assessment 3	Total
SECTION B	Weaknesses	5 marks max.	5 marks max.	5 marks max.	15 marks
	Comparisons	5 marks max.	5 marks max.	5 marks max.	15 marks
SECTION C	Causes	5 marks max.	5 marks max.	5 marks max.	15 marks
	Corrective Measures	5 marks max.	5 marks max.	5 marks max.	15 marks
				<b>TOTAL</b>	<b>60 marks</b>

# 4 Scheme of Assessment

## 4.1 Aims

AS and A Level courses based on this specification should encourage candidates to:

- become increasingly physically competent by
  - developing the skills and techniques they require to perform effectively in physical activities
  - applying and adapting a wide range of skills and techniques effectively in different types of physical activity
  - developing and applying their skills in different roles, such as performer, leader and official within physical activities
  - applying their skills in different contexts within a physical activity
- maintain and develop their involvement and effectiveness in physical activity through developing their knowledge and understanding of factors that enable them and others to be physically active as part of a balanced lifestyle, and as part of a lifelong involvement in an active and healthy lifestyle
- developing their knowledge and understanding of the relationship between skill, strategy/ composition, and body and mind readiness in ensuring effective and efficient performance in their own and others' roles such as performer, leader and official
- be informed and discerning decision-makers who understand how to be involved in physical activity through helping them to
  - understand how they and others make the most of the opportunities and pathways available to be involved in physical activity
  - understand and critically evaluate how contemporary products and consumer-focused influences related to physical activity affect and inform young people's decisions about being involved in a range of physical activities
  - understand and critically evaluate current key influences that might limit or encourage young people's involvement in physical activity.

## 4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Candidates should demonstrate knowledge and understanding of physical activity.
- AO2 Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.
- AO3 Candidates should demonstrate the ability to analyse and evaluate critically physical activity.

### Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

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

In this specification QWC will be assessed in Units 1 and 3 by means of written examination.

### Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall weighting of AOs (%)
	Unit 1	Unit 2	
AO1	40		40
AO2		40	40
AO3	20		20
Overall weighting of units (%)	60	40	100

### Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	20		20		40
AO2		20		15	35
AO3	10		10	5	25
Overall weighting of units (%)	30	20	30	20	100

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## 4.3 National Criteria

This specification complies with the following:

- The Subject Criteria for Physical Education
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

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## 4.4 Prior learning

There are no prior learning requirements.

We recommend that candidates should have acquired the skills and knowledge associated with a GCSE Physical Education course or equivalent. However, any requirements set for entry to a course following this specification are at the discretion of centres.

### **Prior achievement**

Whilst many candidates may be encouraged to complete governing body awards in both officiating and/or coaching this should be seen as a contributing and complementary factor to the overall development of the skills required to successfully fulfil such roles rather than a means to an end. Candidates must also gain a sound understanding of the theoretical principles and their application to produce an effective performance. Often such courses will provide a basis for generic skills to be developed which can be refined with reference to the specific criteria for each activity in the specification.

## 4.5 Synoptic assessment and Stretch and Challenge

Synoptic assessment requires candidates to draw together the three aims of the subject criteria. These are:

- to become increasingly physically competent
- to maintain and develop their involvement and effectiveness in physical activity
- to be informed and discerning decision-makers who understand how to be involved in physical activity.

The synoptic assessment in this specification and the requirement that Stretch and Challenge is included in A2 are met in both the written and the practical units of A2.

In Unit 3, candidates develop their knowledge and understanding of:

- the factors that enable them and others to be physically active as part of a balanced lifestyle and as part of a lifelong involvement in an active and healthy lifestyle
- the relationship between skill, strategy composition, and body and mind readiness in ensuring effective and efficient performance in their own and others' roles such as performer, leader and official
- how they and others make the most of the opportunities and pathways available to be involved in physical activity

- critical evaluation of how contemporary products and consumer-focused influences related to physical activity affect and inform young people's decisions about being involved in a range of physical activities
- critical evaluation of current key influences that might limit or encourage young people's involvement in physical activity.

In Unit 4, candidates' involvement in physical activity enables them to:

- develop the skills and techniques they require to perform effectively in physical activity
- apply and adapt a wide range of skills, techniques, strategies and tactics and effectively in different types of physical activity
- develop and apply their skills in different roles, such as performer, leader and official within physical activity
- apply their skills in different contexts within a physical activity.

Both synoptic elements require candidates to demonstrate their understanding of the connections between theory and practice and the ways in which these contribute to optimising performance.

## 4.6 Access to assessment for disabled students

AS/A Levels often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this were the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they had taken and there would be an indication on their certificate that not all the competences had been addressed. Some students with a physical disability may have difficulty in accessing all option routes. This will be kept under review and may be amended in the future.

# 5 Administration

## 5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	AS	A2	AS	A Level
January 2009				
June 2009	1, 2		✓	
January 2010	1		✓	
June 2010	1, 2	3, 4	✓	✓
January 2011 onwards	1		✓	✓
June 2011 onwards	1, 2	3, 4	✓	✓

Candidates wishing to claim a Subject Award in January must have completed the relevant practical unit(s) in a previous June examination series.

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up-to-date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – PHED1

Unit 2 – PHED2

Unit 3 – PHED3

Unit 4 – PHED4

AS certification – 1581

A Level certification – 2581

## 5.3 Private candidates

This specification is not available to private candidates.

## 5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

### Candidates with Special Needs

Provision exists for candidates with special needs to be assessed. Centres with candidates with special needs should contact AQA as early as possible. Whilst **all candidates must fulfil the rubric of the specification**, where possible, candidates with special needs will be assessed against recognised criteria appropriate to their level of disability. AQA will consult with Disability Sport England to provide the relevant information for centres once the specific needs for a candidate are identified to them. Where this is not available, candidates will be assessed against the set criteria and special consideration should be applied for. It is important when contacting AQA that centres clearly identify the nature and official level of the candidate's disability.

## 5.5 Language of examinations

We will provide units in English only.

## 5.6 Qualification titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in Physical Education, and
- AQA Advanced Level GCE in Physical Education.

## 5.7 Awarding grades and reporting results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A\*, A, B, C, D and E. To be awarded an A\*, candidates will need to achieve a grade A on the full A Level qualification and an A\* on the aggregate of the A2 units.

For AS and A Level, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

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## 5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who wish to repeat a qualification may do

so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.



# 6 Administration of Centre Assessed Units

The Head of Centre is responsible to AQA for ensuring that coursework/portfolio work is conducted in accordance with AQA's instructions and JCQ instructions.

## 6.1 Supervision and authentication of centre assessed units

The Code of Practice for GCE requires:

- **candidates** to sign the Candidate Record Form (CRF) to confirm that the work submitted is their own, and
- **teachers/assessors** to confirm on the CRF that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed CRF for each candidate must be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidates' results.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the coursework submitted is beyond the talents of the candidate.

In most centres teachers are familiar with candidates' work through class and homework assignments.

Where this is not the case, teachers should make sure that coursework is completed under direct supervision.

In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

## 6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own
- lend work to other candidates
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research)
- include work copied directly from books, the internet or other sources without acknowledgement or attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/portfolios is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in coursework/portfolios discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. Details of any work which is not the candidate's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

## 6.3 Teacher standardisation

We will hold annual standardising meetings for teachers, usually in the autumn term, for the coursework units. At these meetings we will provide support in developing appropriate coursework tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

We will also contact centres to invite them to send a representative if:

- the moderation of coursework from the previous year has identified a serious misinterpretation of the coursework requirements
- inappropriate tasks have been set, or
- a significant adjustment has been made to a centre's marks.

For all other centres, attendance is optional. If you are unable to attend and would like a copy of the materials used at the meeting, please contact the subject team at [pe@aqa.org.uk](mailto:pe@aqa.org.uk).

## 6.4 Internal standardisation of marking

Centres must standardise marking within the centre to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation involves:

- all teachers marking some trial pieces of work and identifying differences in marking standards

- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings

but other valid approaches are permissible.

## 6.5 Annotation of centre assessed work

The Code of Practice for GCE states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text
- summative comments on the work, referencing precise sections in the work.

## 6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

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

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

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

## 6.7 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the CRF so that such help can be taken into account when moderation takes place (see Section 6.1).

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

## 6.8 Retaining evidence and re-using marks

The centre must retain the work of all candidates, with CRFs attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned

to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

# 7 Moderation

## 7.1 Moderation procedures

Units 2 and 4 are moderated by either a visit or by post, through sending a video recording sent to the moderator. The method of moderation for each centre will be decided by AQA. The moderator for Unit 2 will also be the visiting moderator for Unit 4. Depending on his/her availability and on the number of entries within a centre, the moderation of Unit 2 will take place on the same day as the moderation for Unit 4.

### Moderation by visit

The moderator will assess a sample of candidates based on the size of the entry for the centre. During these assessments the moderator discusses with the teacher the standards set by AQA for the practical units. The moderator will normally assess candidates in three activities on the visit where applicable. The moderator may assess further sample candidates with the teacher as necessary until he/she is satisfied that the teacher's assessments are in line with the national standard for this specification. If necessary, all candidates from the centre are assessed by the moderator as well as the teacher.

After the visit, the teacher assesses the performances of any candidates not included in the moderation sample. These assessments should be completed as soon as possible after the moderation visit and must be made in time to meet the deadline for the submission of coursework marks to AQA.

When selecting the sample the moderator will see the highest scoring candidate, the lowest non-zero candidate and a representative range in between. Since the moderator will have seen the work

expected to gain the highest and the lowest marks, he/she will expect assessments of candidates undertaken after the visit to fall within that mark range. If a centre has candidates who are awarded marks outside that mark range, details of these assessments, giving full explanation of the reasons, must be sent in writing to the moderator when the Candidate Record Forms (CRFs) are forwarded.

### Moderation by video recording

Moderation by video may be used as an alternative to moderation by visit where AQA considers this to be appropriate. In both methods, the teacher's assessments are monitored and adjusted where necessary. Moderators undertaking video moderation are given guidance and training on making assessments from video evidence. AQA recognises that candidates have a greater sense of performance when moderation is by a visit and we will therefore allocate a visiting moderator wherever possible. Video evidence is useful in cases where candidates are unable to perform owing to illness or injury or in the event of an enquiry upon results.

Any centres asked to make a video recording for moderation purposes will be sent instructions in the early spring term.

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

## 7.2 Assessment procedures

Formative assessments of the candidates' practical ability to fulfil their selected roles will be carried out by the centre staff in order to support the summative assessments.

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

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

## 7.3 Post-moderation procedures

On publication of the AS/A Level results, we will provide centres with details of the final marks for the coursework unit.

The candidates' work will be returned to the centre after the examination. The centre will receive a report with, or soon after the dispatch of published results,

giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made and the reasons for any adjustments to the marks.

We may retain some candidates' work for archive or standardising purposes.

# Appendices

## A Performance descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

## AS Performance Descriptions for Physical Education

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
<b>Assessment Objectives</b>	Candidate should demonstrate knowledge and understanding of physical activity.	Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.	Candidates should demonstrate the ability to analyse and evaluate critically physical activity.
<b>A/B boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a good knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles</li> <li>b) show a good knowledge and understanding of what constitutes a balanced active lifestyle and how it may be achieved</li> <li>c) communicate well through the careful selection and use of appropriate technical language.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) accurately apply diverse knowledge taken from the wider context of the AS specification, supporting it well with relevant examples</li> <li>b) apply appropriate techniques and principles designed to develop an improvement in performance across different types of activity.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show good ability to analyse the effectiveness of components of performance</li> <li>b) use their skills of analysis and evaluation to identify key priorities for improving performance</li> <li>c) organise and present information, ideas, descriptions and arguments in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.</li> </ul>
<b>E/U boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles</li> <li>b) show some knowledge and understanding of what constitutes a balanced active lifestyle and how it may be achieved</li> <li>c) use limited technical language with some accuracy.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) apply knowledge taken from the AS specification, supporting it with some relevant examples</li> <li>b) show some ability to apply techniques and principles designed to develop an improvement in performance.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some ability to analyse the effectiveness of components of performance</li> <li>b) use their skills of analysis and evaluation to identify some ways of improving performance</li> <li>c) organise and present information, ideas, descriptions and arguments in a reasonably logical manner, using some specialist vocabulary.</li> </ul>

## A2 Performance Descriptions for Physical Education

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
<b>Assessment Objectives</b>	Candidates should demonstrate knowledge and understanding of physical activity.	Candidates should demonstrate the ability to apply skills, knowledge and understanding in physical activity.	Candidates should demonstrate the ability to analyse and evaluate critically physical activity.
<b>A/B boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a good in-depth knowledge and understanding of the roles of performer, leader and/or official and the relationships between the components of effective performance in those roles</li> <li>b) show a good in-depth knowledge and understanding of the effects of involvement in physical activity on well-being, health and fitness and how best to promote that involvement</li> <li>c) communicate well through the careful selection and wide use of appropriate technical language.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) accurately apply diverse knowledge taken from the wider context of the A2 specification, supporting it well with relevant examples</li> <li>b) show good judgement in applying appropriate techniques and principles designed to make changes and adaptations to improve the quality, effectiveness and efficiency of performance.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show good ability to analyse the effectiveness of components of performance</li> <li>b) use their skills of critical analysis and evaluation to identify key priorities for improving performance</li> <li>c) organise and present information, ideas, descriptions and arguments in a clear, informed, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.</li> </ul>
<b>E/U boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some knowledge and understanding of the roles of performer, leader and/or official and what constitutes effective performance in those roles</li> <li>b) show some knowledge and understanding of the effects of involvement in physical activity on well-being, health and fitness and make some suggestions as to how to promote that involvement</li> <li>c) use technical language with some accuracy.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) apply knowledge taken from the A2 specification, supporting it with some relevant examples</li> <li>b) show some ability to apply techniques and principles designed to develop an improvement in the quality, effectiveness and efficiency of performance.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some ability to analyse the effectiveness of components of performance</li> <li>b) use their skills of analysis and evaluation to identify some ways of improving performance</li> <li>c) organise and present information, ideas, descriptions and arguments in a reasonably logical manner, using some specialist vocabulary.</li> </ul>

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## B Spiritual, moral, ethical, social and other issues

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### Avoidance of Bias

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

### Environmental Education

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



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## C Overlaps with other qualifications

There is a degree of overlap with GCE Dance and the possibility of overlap in the performance element (when dance is chosen as an activity), although the overall subject knowledge skills and understanding are substantially different.

## D Key Skills – Teaching, developing and providing opportunities for generating evidence

### Introduction

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

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

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for Physical Education can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted on the next page.

The above information is given in the context of the knowledge that Key Skills at level 3 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website:

**<http://web.aqa.org.uk/qual/keyskills/com04.php>**

## Key Skills Opportunities in Physical Education

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Communication</b>				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓
<b>Application of Number</b>				
N3.1	✓	✓	✓	✓
N3.2	✓	✓	✓	✓
N3.3	✓	✓	✓	✓
<b>Information Technology</b>				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓
<b>Working With Others</b>				
WO3.1	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓
<b>Improving Own Learning and Performance</b>				
LP3.1	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓
<b>Problem Solving</b>				
PS3.1	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓



## GCE Physical Education (2580) 2009 onwards

Qualification Accreditation Number: AS 500/2642/2 - A Level 500/2639/2

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**[www.aqa.org.uk/ask-aqa/register](http://www.aqa.org.uk/ask-aqa/register)**

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Further information is available at:

**<http://events.aqa.org.uk/ebooking>**

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