GCE AS/A LEVEL

WJEC GCE AS/A LEVEL in

PHYSICAL EDUCATION

APPROVED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2016

For award from 2017
For award from 2018

This Qualifications Wales regulated qualification is not available to centres in England.

WJEC GCE AS and A level in PHYSICAL EDUCATION

For teaching from 2016
For AS award from 2017
For A level award from 2018

This specification meets the GCE AS and A Level Qualification Principles which set out the requirements for all new or revised GCE specifications developed to be taught in Wales from September 2016.

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GCE AS and A level in PHYSICAL EDUCATION

SUMMARY OF ASSESSMENT

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

AS (2 Units)

AS Unit 1: Exploring physical education **Written examination: 1¾ hours** **24% of qualification**	**72 marks**
To assess all AS subject content **Question types** Contextualised questions to include multiple choice, data response, short and extended answers	

AS Unit 2: Improving personal performance in physical education **Non-exam assessment** **16% of qualification**	**48 marks**
To assess • practical performance in **one** activity as a player/performer • practical performance as a coach **or** official • Personal Performance Profile	

A level Units (AS units plus a further 2 units)

A2 Unit 3: Evaluating physical education **Written examination: 2 hours** **36% of qualification**	**90 marks**
To assess all A level subject content **Question types** A range of questions to include data response, short and extended answers	

A2 Unit 4: Refining personal performance in physical education **Non-exam assessment** **24% of qualification**	**60 marks**
To assess • practical performance in **one** activity as a player/performer, coach **or** official • Investigative Research	

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This is a unitised specification which allows for an element of staged assessment. Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available in 2017 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2017.

Unit 3 and Unit 4 will be available in 2018 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2018.

Qualification Number listed on The Register:
GCE AS: 601/8485/1
GCE A level: 601/8439/5

Qualifications Wales Approval Number listed on QiW:
GCE AS: C00/0791/9
GCE A level: C00/0780/6

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GCE AS and A level in PHYSICAL EDUCATION

1 INTRODUCTION

1.1 Aims and objectives

This WJEC AS and A level in physical education will enable learners to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

This specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge. Learners will develop an understanding of how the various theoretical concepts impact on their own performance, through the integration of theory and practice. Learners will also have the opportunity to develop an awareness of contemporary issues relevant to physical education and sport in Wales.

The WJEC AS and A level Physical Education specification provides clear guidance on performance skills to be assessed (Appendix D) as well as clear guidance on the marking of non-exam assessment (Appendix A).

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1.2 Prior learning and progression

There are no prior learning requirements. Any requirements set for entry to a course following this specification are at the discretion of centres. It is reasonable to assume that many learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in Numeracy/Mathematics, Literacy/English and Information Communication Technology will provide a good basis for progression to this Level 3 qualification.

This specification builds on the knowledge, understanding and skills established at GCSE. Some learners may have already gained knowledge, understanding and skills through their study of Physical Education at GCSE.

This specification provides a suitable foundation for the study of physical education or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

This specification is not age specific and, as such, provides opportunities for learners to extend their life-long learning.

1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.*

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

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1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate within the Welsh Baccalaureate Certificate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

1.5 Welsh perspective

In following this specification, learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

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2 SUBJECT CONTENT

The WJEC AS and A level in physical education provides a coherent combination of four areas of study:

1. Exercise physiology, performance analysis and training
2. Sport psychology
3. Skill acquisition
4. Sport and society

Any of the areas of study can be assessed in any of the units. The content can be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation of performance. The specification enables learners to understand the interrelationships between the areas of study and apply them in a variety of contexts.

Quantitative Skills
Quantitative skills will be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation in the non-exam assessments.

See Appendix C for further details on quantitative skills.

2.1 AS Unit 1

Exploring physical education
Written examination : 1¾ hours
24% of A level qualification (60% of AS qualification)
72 marks

To assess all AS subject content

Question types

Contextualised questions to include multiple choice, data response short and extended answers.

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Unit 1

The subject content and amplification are set out in two columns on the following pages. There is no hierarchy implied by the order in which the content is presented, nor should the length of the various sections be taken to imply any view of their relative importance.

1. Exercise physiology, performance analysis and training

Content	Amplification
Performance analysis in sport The coaching process and its limitations: the need for performance analysis technology. Qualitative and quantitative approaches to analysing performance: choosing the correct method and analysing data. Video analysis: its advantages, disadvantages and uses. Fitness testing: laboratory-based testing and its application. Notational analysis: its advantages, disadvantages and uses.	Reasons why coaches observe and analyse performance and the limitations of simply using real time observations. How coaches analyse the different aspects of performance (physical, technical, tactical and behavioural) using different methods. The importance of different forms of video analysis (split-screen, slow-motion, and frame analysis) and the role it plays in analysing performance. Advantages and disadvantages of laboratory and field-based testing. Examples of laboratory tests to include VO_{2max} and lactate threshold tests. How to interpret fitness tests results e.g. normative tables, athletes' previous test results. Concepts of relevance, validity and reliability. How sport specific tests may differ from those carried out on sedentary individuals such as using maximal sport specific testing. The use of simple data collection and computerised systems. Time-motion analysis and GPS tracking systems.
Levers Components of a lever system: pivot/fulcrum, effort and load/resistance. 1st, 2nd and 3rd order levers. Mechanical advantages and disadvantages of different types of lever.	Different types of levers with sporting examples of their uses such as shoulder and elbow actions e.g. press-ups, hip, knee and ankle actions e.g. running and kicking.
Analysis of movement in physical activities Planes and axes of rotation: frontal, sagittal and horizontal/transverse planes of the body. Movement patterns: longitudinal, horizontal/transverse and frontal/anterior-posterior axes of rotation. Flexion/extension, abduction/adduction, circumduction, pronation/supination, rotation, plantar flexion/dorsi flexion, lateral flexion and horizontal adduction and abduction.	Different movement patterns that occur along planes of the body e.g. flexion/extension along the sagittal plane. Movement patterns and their links to relevant sporting examples for each. Identification of movement patterns with particular actions.

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Content	Amplification
Joints and articulations Classification of joints: fibrous, cartilaginous and synovial.	How joints are classified according to their range and type of movement.
Types of joints: hinge, pivot, ball and socket, gliding and ellipsoid.	Specific sporting examples of each type of joint in action. How joint types are linked to movement patterns when analysing sporting activities.
Musculo-skeletal system Overview of the skeletal systems: functions and the axial and appendicular skeleton.	Different types of bone and the role of ligaments, tendons and cartilage.
Structure and functions of skeletal muscle.	
Major skeletal muscles of the human body.	Identification and sporting examples of the use of the following muscles: pectoralis major, deltoid, erector spinae, latissimus dorsi, trapezius, biceps brachii, triceps brachii, abdominals, gluteus maximus, quadriceps, hamstring, tibialis anterior, gastrocnemius, soleus.
Muscle fibres: slow twitch (Type I) and fast twitch (Type IIa and IIb) and their associated characteristics.	The role of different muscle fibres and their characteristics, how they influence sporting performance.
Antagonistic muscle action: prime mover (agonist), antagonist, fixator and synergist.	Sporting examples of different types of antagonistic muscle actions and muscle contractions.
Types of muscle contractions: isotonic; concentric and eccentric, Isometric.	The application of types of muscle contractions to sporting situations. Learners do **not** need to be familiar with the microscopic detail of muscles or the sliding filament theory.
Preparation and training methods Components of fitness: health-related components (aerobic capacity, muscular strength, muscular endurance, body composition, flexibility) and skill-related components (agility, balance, co-ordination, speed, power and reaction time).	Different components of fitness and their links with methods of training and specific sports/activities. Flexibility training including active, passive and ballistic stretching and proprioceptive neuromuscular facilitation (PNF).
Methods of training: weight, continuous, fartlek, interval including high intensity training (HIT), plyometrics, circuit and mobility/flexibility.	Weight training as a way to develop strength/power/muscular endurance.
Environmental training.	Altitude training. Training in and for different climates.
Periodisation.	The use of macro, meso and micro cycles and the structure of the training year.
Setting goals.	Characteristics of goal setting - SMART approach (specific, measurable, agreed, realistic, time-phased). Factors affecting the setting of goals and their links to sporting activities. The relative benefits of short/medium and long-term goals to improve performance in physical activity.

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Content	Amplification
Energy systems and their application to training principles Role of adenosine triphosphate (ATP) and how it is restored through the use of creatine phosphate (ATP-PC system), anaerobic glycolysis (lactic acid system) and aerobic glycolysis.	The predominant energy system used in relation to the type of exercise.
Principles of training: specificity, progressive overload, reversibility and variance.	Specific applications of the principles of training using % of maximum effort, use of precise times for exercise and recovery when designing specific training programmes.
Energy systems and their application in planning training programmes.	The inter-changing between thresholds during physical activity depending on intensity and duration of exercise and the fitness levels of the performer. The importance of knowledge of VO_2 max and the anaerobic threshold. Energy equations or knowledge of enzyme actions are **not** required. **Learners should be able to** Interpret tables and graphs showing the use of energy systems during different types of physical activity and sport.
Fatigue and the recovery process The importance of an effective warm-up and cool-down.	The physiological benefits of warm up: increased muscle temperature which increases elasticity of fibres and speed of nerve impulses helping speed of contraction of muscles. Dilation of blood vessels to increase blood flow. The physiological benefits of cool down: removal of waste products such as Lactic acid. Re-saturation of myoglobin with oxygen.
Causes of fatigue and its effect on physical activity and sporting performance.	Links between fatigue and depletion of energy sources and increases in lactic acid (lactate). The effects of dehydration and the loss of electrolytes on performance. Oxygen deficit and oxygen debt.
Onset of blood lactate accumulation (OBLA) and delayed onset of muscle soreness (DOMS). Excess post-exercise oxygen consumption (EPOC).	The alactic recovery stage of EPOC (fast replenishment – restoration of PC, and re-saturation of myoglobin) - how this occurs and the time taken. The lactacid recovery stage of EPOC (slow replenishment - restoration of muscle glycogen stores and removal of lactic acid).
Factors that can potentially speed up the recovery processes: active cool down, ice baths, compression clothing, nutrition and supplementation and massage and their effects on recovery.	The impact of cool down on the removal of lactic acid and the fate of lactic acid (Cori Cycle) carbon dioxide and water. The role of strategies such as compression clothing and ice baths to aid recovery.
Rehabilitation and recovery.	Pressure, rest, ice, compression, elevation (PRICE) for minor strains and sprains. Ice baths, kinesio taping, hypoxic tents, massage, electrotherapy, oxygen tents.

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Content	Amplification
Diet and nutrition and performance Constituents of a balanced diet: relative proportions of carbohydrate, fat and protein.	The role of carbohydrates, fats and proteins particularly as applied to training and performance.
Kilo joules/calorific intake and energy balance for health and performance purposes. Basic functions of carbohydrates, fats and proteins in relation to health and sport specific performance. Glycaemic index (GI).	High, medium and low GI foods and how glycaemic knowledge could be beneficial when developing nutrition programmes for health and sporting performance.
Variations in diets for different activities and sports and types of training.	Food fuel usage variations with different exercise intensities, exercise duration and fitness levels. The importance of pre-competition meals and what to consume before, during and after exercise.
Hydration in sport and the detrimental effects of dehydration on performance. Isotonic, hypotonic and hypertonic drinks.	Hydration techniques for before, during and after exercise including an understanding of volumes and timings.

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2. Sports psychology

Content	Amplification
Personality Personality theories; trait, interactionist and social learning theories.	The relationship between personality theories and sport.
Personality types: extrovert, introvert, stable and neurotic, Type A and Type B.	Possible impacts of personality types on sporting performance.
Personality profiling: observation, questionnaires, interviews, profile of mood states (POMS).	The different methods used in personality profile and the benefits and limitations of each method.
Stress, arousal and anxiety in sport Definition of stress, arousal and anxiety.	The relationship between stress, arousal, anxiety and sporting performance.
Theories of arousal: drive theory, inverted-U and catastrophe theories. Zone of optimal functioning (ZOF) and peak flow experiences.	The relationship between levels of arousal and performance in different skills and different levels of expertise. Arousal and personality: the effect of the audience.
Measurement of stress, arousal and anxiety.	Physiological measures of arousal (monitoring heart rate, breathing rate, muscle response, sweating and hormonal level) and participant observation and questionnaires. The use of the sport competition anxiety test (SCAT) and the competitive state anxiety inventory (CSAI-2).
Methods of controlling stress, arousal and anxiety.	Somatic techniques such as biofeedback, breathing and relaxation and cognitive techniques such as goal setting, use of imagery and self-talk.
Different types of anxiety.	Trait and state anxiety.

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Content	Amplification
Motivation Intrinsic and extrinsic motivation: the use of tangible and intangible rewards.	The different motives for involvement in exercise and sport and reasons for participation in physical activity. The benefits and drawbacks to different forms of motivation.
Achievement motivation and links with personality and situation.	The links between achievement motivation, self-confidence and self-efficacy (Bandura, 1977).
Competitiveness: sport-specific achievement motivation and its links with competitive trait anxiety.	The need to achieve (NAch) and the need to avoid failure (NAF). Development of achievement motivation and its implications for the coaching of young children.
Self-efficacy, motivation and self-confidence.	Self-efficacy and its derivation from past performance, vicarious experiences, verbal persuasion and arousal. Links with work on development of positive attitudes. How self-efficacy links with our expectations of success and how teachers/coaches can develop self-efficacy. **Learners should be able to** Understand and interpret graphical representations linked to sport psychology theories.

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3. Skill acquisition

Content	Amplification
Skill, ability and application to practical activity Definitions of skill, ability, learning and performance. Characteristics of skilled performance.	The role skill acquisition plays in participating in physical activity, examples of what a skilled performance would look like.
Abilities: gross motor and psychomotor.	Examples of different abilities used within sport.
Skill continuums: pacing (internal/external), difficulty (complex/simple), organisation (low/high), continuity (discrete, serial, continuous, muscular involvement (fine/gross) and environmental influence (open/closed).	How the classification of skills can be used to aid teaching and coaching such as the use of variable practice for open skills.
Learning processes and variables Learning/performance curves: positive, negative, linear and plateau.	Different learning curves and the possible causes of plateaus and how a coach may overcome such an occurrence.
Theories of Learning: observational learning – demonstration, attention, retention, motor reproduction, motivation, matching performance (DARMMM).	Learning theories and their links to practical sporting situations.
Reinforcement: positive, negative and punishment; drive reduction theory.	Different forms of reinforcement and how they link with phases of learning.
Stages of learning (Fitts and Posner): cognitive, associative and autonomous.	The different phases of learning and links with learning curves and methods of practice and guidance.
Transfer of learning: positive/negative, proactive/retroactive, bilateral.	The types of transfer and how such transfer has affected performance when learning new skills.
Methods of practice: whole/part/progressive part; variable/fixed; massed/distributed; mental rehearsal and practice.	The advantages and disadvantages of each type of practice and their practical application (linked to skill continuums and phases of learning). The benefits of mental rehearsal.
Methods of guidance – visual, verbal, manual and mechanical.	The advantages and disadvantages of each of the types of guidance. How and when these types of guidance are used e.g. visual and mechanical guidance would be used when a performer is in the cognitive phase of learning.
Types of feedback: intrinsic, extrinsic, knowledge of results, knowledge of performance.	The benefits of feedback to the performer and how feedback can be used to motivate, reinforce and inform. Characteristics of effective feedback.

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4. Sport and society

Content	Amplification
Sport, culture and society Definitions of culture, society and social institution. The role of sport within society. Sport as a means of social control; as a social institution, as a mechanism of socialisation and as a form of national identity.	The importance of sport as a vehicle for the promotion of societal and cultural values such as (but not limited to) respect for authority, conforming to rules and regulations and importance of competition. The use that governments make of sport.
Emergence of modern sport The role of the 19th century English public school and university system (three stages of development) in the codification and rationalisation of modern sport. The movement from amateurism to professionalism to commercialisation of modern sport. Amateurism and Olympism. Issues of shamateurism. Use of sport as a political tool. Boycotts, protests, diplomacy and promotion of national identity.	The influence of Thomas Arnold of Rugby School, the importance of the sport as a means of social control and mechanism for building character and developing moral integrity. How sports were spread throughout the world. How the advent of spectatorism and gate money moved sport in a new direction. Developments in cricket, rugby (league and union divide and the broken time debate) and the modern Olympic Games. How professionalism has impacted upon sporting ethics. Reasons for the use of sport as a political tool. Examples of the use of sport for political reasons such as the Black Power salute in the Olympic Games in Mexico in 1968.
Social differentiation within sport Definition of social stratification and its application to sport. Prejudice, stereotyping and discrimination towards ethnic minorities, women, disabled and socially deprived. Barriers to participation: issues of opportunity, provision and esteem for all disadvantaged groups. Economic and socio cultural factors and their impact on sporting participation and achievement for disadvantaged groups. Strategies for improving participation among disadvantaged groups.	How class divisions have impacted on sport. Indicators relating to education, location, culture and social capital should be explored as a means to explain patterns of participation and achievement within different sports, such as reasons for the disproportionate success of independently-educated Team GB medallists in the London 2012 Olympic Games. Self-fulfilling prophecy. Centrality and racial stacking and their relationship with lack of black, Asian and minority ethic (BAME) managers and coaches. Sport as an avenue for social mobility. Influence of the media and the importance of role models. Reformative policies such as anti-racism campaigns such as Kick It Out, adapted sports for disabled; the effect on the sports.

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2.2 AS Unit 2

Improving personal performance in physical education
Non-exam assessment
16% of A level qualification (40% of AS qualification)
48 marks

To assess
- practical performance in **one** activity as a player/performer and as a coach **or** official
- Personal Performance Profile

1. **Practical performance as a player/performer**
   Learners must demonstrate and apply the relevant skills and techniques for the sport/activity. All activities should be played under competitive/formal conditions.

2. **Practical performance as a coach**
   Learners must plan and deliver a coaching session as part of a training programme.

3. **Practical performance as an official**
   Learners should be the main official in their chosen activity in a competitive situation. Activities that are acceptable for assessment as an official can be seen in Appendix B.

   Assessment as a player/performer or official coach must be in one of the activities in Appendix B approved by Qualifications Wales

4. **Personal Performance Profile**
   The personal performance analysis must be of the chosen practical activity. It must be underpinned by appropriate theoretical subject content and provide learners the opportunity to demonstrate quantitative skills.

2.3 A level Unit 3

Evaluating physical education
Written examination: 2 hours
36% of qualification
90 marks

To assess all A level subject content

Question types
A range of questions to include data response, short and extended answers.

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Unit 3

The subject content and amplification are set out in two columns on the following pages. There is no hierarchy implied by the order in which the content is presented, nor should the length of the various sections be taken to imply any view of their relative importance.

1. Exercise physiology, performance analysis and training

Content	Amplification
Short-term responses to exercise Cardiac dynamics: heart rate, stroke volume and cardiac output. Frank-Starling mechanism and venous return. Cardiac response to exercise: changes in heart rate, stroke volume and cardiac output. The cardiac cycle. Vasomotor control: vascular shunt and venous return. Respiratory response to different exercise intensities. Changes to neuromuscular system.	How the heart works as a dual-action pump (systemic and pulmonary circulation) and of the control and regulation of the heart through the use of the cardiac control centre (CCC) and the sympathetic and parasympathetic nervous systems. Changes to cardiac response should be viewed in relation to exercise intensity and levels of fitness. The structure of blood vessels (arteries, veins and capillaries), blood pressure as a function of cardiac output and resistance to flow. The role of chemoreceptors proprioceptors, thermoreceptors and baroreceptors. Increased speed of transmission as muscle is warmed up. Steady state and VO_{2max}. **Learners should be able to** Interpret data and graphs showing short-term responses within musculo-skeletal, cardio-respiratory and neuro-muscular systems during different types of physical activity.
Long-term adaptations to exercise Musculo-skeletal system: changes to bone density, articular cartilage and ligaments (linked with mobility training), muscular hypertrophy, changes to fibre types, thickening of tendons and increased force of muscular contractions. Cardio-respiratory system: bradycardia, cardiac hypertrophy and stroke volume (ejection fraction), changes in lung volumes, pulmonary diffusion and the effects on $VO_{2max.}$	How different methods of training (aerobic and anaerobic) cause long term adaptations to body systems and the physiological changes caused by training and links to improvements in performance. The effects of exercise on myoglobin content, number of capillaries and stores of glycogen. **Learners should be able to** Interpret data and graphs showing long-term adaptations within musculo-skeletal, cardio-respiratory and neuro-muscular systems during different types of physical activity and sport.
Diet and nutrition and performance Carbo-loading. The role of supplementation in sport, both positive and negative aspects.	The importance of the concepts and timing of depletion, repletion/loading and tapering. The use and misuse of supplements and ergogenic aids to training: protein (whey and casein), creatine and caffeine usage.

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Content	Amplification
Biomechanical principles Newton's three laws of motion: Laws of inertia, acceleration and action/reaction and their application within sport. Momentum, impact and impulse. Impulse as a vector quantity. Force – time graphs. Stability: stable, unstable and neutral equilibrium. Factors affecting stability – base of support and centre of mass.	Newton's laws and their application within a sporting context. Definitions of key terms and how to interpret information from a force/time graph within a sporting context. The factors influencing the size of the coefficient of friction.
Linear motion Position, distance, displacement, speed, velocity, acceleration and their application to sport. Angular displacement, velocity and acceleration. Moment of inertia and conservation of angular momentum.	Definition of key terms and how to interpret information from distance/time, speed/time and velocity/time graphs and carry out calculations relating to these concepts. Definition of key terms and carry out calculations involving spinning subjects. The factors affecting moment of inertia: mass and distribution of mass about axis of rotation (radius of gyration). The rate of spin and its links to body shape.
Projectile motion Gravity and weight: factors affecting the flight of an object - velocity, height of release and air resistance. Lift forces. Spin: Magnus effect, Bernoulli principle, pressure differentials and Magnus force.	Newton's laws and their use in calculating the flight path of an object following a parabolic arc. The Bernoulli principle and how it can be used to explain upward lift to include discus or downward lift force to include Formula 1 cornering. The application of Bernoulli principle to spinning objects – boundary layer. Magnus force and how it determines the path and bounce of spinning objects – topspin, backspin, sidespin/swerve.
Fluid mechanics Fluid friction: factors affecting fluid resistance – drag. Importance of streamlining in sport.	Air resistance, turbulent flow, drag, streamlining and the importance of laminar flow. Factors that affect streamlining in sport (surface area, surface effects and speed) and the application of laminar flow to cycling and swimming. Links to development in cycling and swimming to reduce air resistance. **Learners should be able to** Plot, label and interpret graphs and diagrams and use definitions, equations, formulae and units of measurement relevant to the biomechanics content.

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2. Sports psychology

Content	Amplification
Attitudes Attitudes, inconsistencies and prejudices in sporting situations. The components of attitudes: triadic model (cognitive, affective and behavioural). Attitude change.	Origins of attitudes: prejudice and stereotyping. Specific sporting examples of the use of the triadic model. Methods of changing attitudes from negative to positive e.g. use of cognitive dissonance, persuasion. The factors that can affect the effectiveness of cognitive dissonance and persuasion.
Aggression Definitions and types of aggression: hostile and instrumental aggression and assertive behaviour. Theories of aggression: instinct theory and catharsis, frustration-aggression hypothesis; cue arousal and social learning theory. Causes of aggression. Managing and controlling aggression.	Different types of aggression within different sports. The difference between aggression and assertion. The theories of aggression and their links to relevant sporting examples. The factors that may cause increases in aggressive acts (e.g. poor officiating, temperature, partisan crowd). Strategies for controlling aggression, both from an individual and an organisation.
Social Facilitation Positive and negative effects of the presence of an audience on performance. Theories of social facilitation: drive theory, evaluation apprehension theory, distraction conflict theory, self-presentation theory. Home field advantage.	How both co-actors and the audience can facilitate or inhibit sporting performance. Theories of social facilitation and their links to sporting examples. Strategies that can be used to lessen the negative effects of the presence of an audience.

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Content	Amplification
Group Dynamics and Leadership The 6 Is (interaction, interdependence, interpersonal relationships, identical norms/goals/values, identity and independence).	The nature of a group/team in terms of mutual awareness, common goal and interaction.
Formation of groups/teams: forming, storming, norming and performing.	How groups become cohesive teams with strategies for facilitating this process.
Theories of group cohesion: task and social cohesion, group cohesion and group productivity.	Motivational factors within a team e.g. giving individuals credit for their actions (number of tackles made), praise from significant others, positive feedback.
Problems with group processes: coordination and motivational loses. Issues relating to group size: the Ringlemann effect and social loafing.	How negative influences can cause dysfunctional group behaviour and lead to group disharmony. How social loafing can be overcome within a sporting context.
Theories of leadership: Great man theory, Fiedler's contingency theory, prescribed and emergent leaders.	Links between theories of leadership to skills necessary to be an effective leader such as (but not exclusively) effective communication with players, fellow coaches, and detailed knowledge of the sport or activity.
Leadership styles: autocratic, democratic, laissez-faire.	Different leadership styles and the benefits and weaknesses of each style.
Chelladurai's multi-dimensional model of leadership.	Variations of leadership style depending on a) the situation b) member characteristics c) the personality of the leader.
Leadership scale for sport (LSS).	
Attribution theory Attribution theory: internal/external and stable/unstable reasons given for outcomes.	Why different reasons are given for outcomes by team members. The reasons should be given within the context of Weiner's model.
Errors in attribution: self-serving bias, the actor-observer effect and gender differences. Learned helplessness and its effect on performance in sport and disaffection with sport in young people.	Causes of learned helplessness and strategies to overcome it. Attributional retraining. **Learners should be able to** Understand and interpret graphical representations associated with sport psychology theories.

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3. Skill acquisition

Content	Amplification
Information Processing Models of information processing: Welford's and Whiting's models. Sensory input, perception, decision making, memory, output and feedback.	How these models can aid a coach in improving performance.
Memory processes: the role of the short term memory store, short-term memory, long-term memory and selective attention.	The relationship between short-term and long-term memory. Strategies for improving memory such as chunking, imagery, association, organisation and rehearsal.
Reaction time, movement time, response time and the psychological refractory period.	Factors that affect response time e.g. simple/choice reaction time (Hick's Law), previous experience, anticipation and how response time may be improved.
Motor programmes and sub routines.	How motor programmes are stored in the long-term memory.
Types of Feedback: intrinsic, extrinsic, knowledge of results, knowledge of performance.	The benefits of feedback to the performer and how feedback can be used to motivate, reinforce and inform. Characteristics of effective feedback. **Learners should be able to** Understand and interpret graphical representations linked to skill acquisition theories.

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4. Sport and society

Content	Amplification
Ethics and deviance within sport Sporting ethics: fair play, sportsmanship and gamesmanship.	Examples of both sportsmanship and gamesmanship within a range of sports.
Deviance in sport: notion of behaviour that is at a tangent to the norm. Relative and absolute deviance.	Relevant up-to-date sporting examples of different forms of deviant behaviour within sport.
Types of deviance within sport: under conformity, over conformity and Coakley's sports ethic.	Reasons for deviant behaviour: Deviance and commercialisation, desire to win and sponsorship. On-field and off-field violence and its causes including hooliganism.
Doping within sport: the use, and reasons for the use, of illegal performance enhancing drugs and other illegal methods.	The ethics of doping and then implications to performance and the sport.
Strategies for eliminating the use of performance-enhancing drugs in sport.	World Anti-Doping Agency (WADA), drug testing procedures and biological passports.
Sport and the mass media Functions of the media in society: inform, interpret, educate, entertain and advertise.	The interdependence between the media and the sport industry using relevant, up-to-date examples.
Forms of media within sport.	The rise of social media within sport.
The symbiotic relationship between sport and the mass media, the importance of the golden triangle.	The impact of the mass media on sport – the rise of televised sport, changes to sport to suit the media, the creation of sporting celebrities.
Sport as an avenue for perpetuating stereotypes.	The dramatisation of sport: sensationalising sporting contests, sexploitation of female athletes and creation of national pride.
Sport, commercialisation and globalisation Notion of sport as a commodity.	How sport has evolved into a big business that is now heavily influenced by market forces.
Consumerism – market forces/sport industry influences.	The different ways of sponsoring sport and explore the advantages and disadvantages of sponsorship. Brand awareness and the development of the sporting goods market.
Americanization and its impact on sport.	Sponsorship of sport: 'golden triangle' and different forms of sports marketing. Learners should understand how brands such as Adidas and Nike have evolved into major multi-national companies.
Globalisation (Giddens). Sport and global culture.	Gidden's definition of globalisation and how it is applicable to sport.

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Content	Amplification
Three levels of globalisation: creation of global sporting competitions, the development of satellite communications and growth of the sporting goods market (Cashmore). Globalisation as a mechanism of financial gain. Consequences of globalisation – global migration of players, coaches and expertise; creation and celebrity nature of global superstars and teams.	Examples of globalisation of sport such as the rise of sporting goods – brand evolution (Nike) and global competitions such as (but not limited to) African Cup of Nations in football, Indian Premier League (IPL) in cricket and Premier League in football. Links between globalisation and the growth of media – exclusive rights and prime time television including Olympic Games coverage. How globalisation has allowed those people with power in sport to promote their product on a worldwide stage. The key issues relating to the global migration of players and its effects of national teams.
From mass participation to excellence: Mass participation v excellence. The sports development pyramid and sports development continuum. Participation in sport. Overview of competitive sport at grass roots level through to elite level and how the nature of the competition changes as individuals move towards elite level. Talent identification processes and development initiatives. Methods of identifying talent. The structure of the World Class Performance Pathway. The organisation structures and network of sport within the United Kingdom: national and local provision. Recreational pathways: lifelong involvement, local and national government initiatives, involvement of health agencies.	The main benefits of participating in sport from an individual and governmental perspective. Factors affecting participation and lifestyle choice including individual difference, family, friends, education, tradition, age, provision, media, finance body image and disability. Sociocultural factors influencing movement between the different levels. The strategic role of UK Sport in striving for excellence (to include an understanding of the purpose of the United Kingdom Sports Institute); the role of Sport Wales in the promotion of sport for all; the role of the Government in the development of physical education and sport in schools; and the role of the national governing bodies (NGBs) in both grassroots and elite sport. **Learners should be able to** Interpret data and graphs relating to participation rates in physical activity and sport.

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2.4 A level Unit 4

Refining personal performance in physical education
Non-exam assessment
24% of qualification
60 marks

To assess
- practical performance in **one** activity as a player/performer, coach **or** official
- Investigative Research

1. Practical performance as player/performer
Learners must demonstrate and apply the relevant skills and techniques required for the sport/activity. All activities should be played under competitive/formal conditions.

2. Practical performance as a coach
Learners must plan and deliver a progressive coaching session as part of a training programme.

3. Practical performance as an official
Learners should be the main official for their chosen activity in a competitive situation. Learners will be assessed in their ability to make consistent and correct decisions.

Activities that are acceptable for assessment as an official can be seen in Appendix B.

Assessment as a player/performer coach or official must be in one of the activities in Appendix B approved by Qualifications Wales.

4. Investigative Research
The research should help the learner to improve personal performance as a player/performer, coach or official. It must be linked to the chosen practical activity and contain research into appropriate theoretical subject content. It must provide opportunities for candidates to demonstrate quantitative skills.

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3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

AO1
Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2
Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3
Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4
- Demonstrate and apply relevant skills and techniques in physical activity and sport.
- Analyse and evaluate performance.

The table below shows the weighting of each assessment objective for each unit and for the A level qualification as a whole.

	AO1	AO2	AO3	AO4	Total
AS Unit 1	8%	8%	8%	-	24%
AS Unit 2	-	-	-	16%	16%
A2 Unit 3	12%	12%	12%	-	36%
A2 Unit 4	-	-	-	24%	24%
Overall weighting	20%	20%	20%	40%	100%

For each series, writing accurately will be assessed in:
- specified questions that require extended writing in the written examinations for units 1 and 3
- the Investigative Research in Unit 4

Writing accurately takes into account the candidate's use of specialist language. It also takes into account the candidate's spelling, punctuation and grammar.

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3.2 Arrangements for non-examination assessment

Summary of Unit 2

Assessment	Marks	A level Weighting	Assessment objective
Practical performance as player/performer	24	8%	AO4
Practical performance as coach **or** official	12	4%	AO4
Personal Performance Profile	12	4%	AO4
Total	48	16%	AO4

Summary of Unit 4

Assessment	Marks	Weighing	Assessment objective
Practical performance as either player/performer, coach or official	30	12%	AO4
Investigative Research	30	12%	AO4
Total	60	24%	AO4

Unit 2

1. **Assessment of practical performance**
   Candidates must be assessed in one of the approved activities as stipulated in Appendix B as a player/performer **and** either as a coach **or** official.

   Candidates can be assessed at intervals throughout the course. The final marks submitted should be a true reflection of the candidates' level of performance.

   For assessment as a player/performer candidates should:
   demonstrate the application of skills/techniques/strategies appropriate to the position/activity in demanding situations e.g. in small sided and full sided games in competitive/formal contexts.

   For assessment as a coach candidates should:
   plan and deliver coaching sessions appropriate to develop specific aspects of performance. There should be evidence of progression in the sessions.

   For assessment as an official candidate should:
   be the main official for the chosen activity in a competitive/formal situation.

   The practical performances must be internally assessed by the teacher using the assessment grids in Appendix A. The performances are externally moderated by a visiting moderator. Candidates can offer an off-site activity for assessment.
   Off-site activities are those that do not take place at the school/college campus and where it would be difficult to moderate "live" on moderation day. Appropriate DVD/digital evidence must be available for the performance of all off-site activities. All activities must be assessed by teachers and mark sheets signed by teachers.

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Please note, to ensure that centres can review the outcome of moderation, and have access to the enquiries about results service, each centre must complete an audio-visual recording of all the performances seen on moderation day.

Following moderation, the audio-visual recording should be sent to WJEC within one week of the moderation visit. WJEC will keep it for sufficient time to allow for the completion of relevant enquiries about results and appeals.

Reasonable adjustments

Any specific access arrangements must be agreed before assessment takes place. Access arrangements are designed to enable learners with special educational needs, disabilities or temporary injuries to be assessed.

WJEC will make reasonable adjustments where a disabled candidate would otherwise be at a substantial disadvantage in comparison to someone who is not disabled. Access arrangements will allow reasonable adjustments to take place. However while one of the main concerns of suitable access arrangements is the needs of the learner, the other is the necessity of ensuring that the integrity of the assessment is not compromised.

Centres who wish to apply for reasonable adjustments must do so via *Access arrangements online* in the first instance. In the case of injuries, WJEC should be contacted as soon as possible. Learners will then know at the earliest possible point what access arrangements are in place.

Any reasonable adjustment that has been authorised will apply to both the internal assessment by teachers and to moderation day. The visiting moderator will be informed of the adjustments ahead of the visit and will comply with any arrangements that are in place.

Please note that an adjustment will only be made if it is deemed to be *reasonable* e.g. if it does not affect the integrity of the assessment, does not involve unreasonable costs to WJEC or does not impact unreasonably on other learners.

Full details can be found in JCQs regulations and guidance on Access Arrangements and Reasonable Adjustments http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance which is updated annually.

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Recording practical performances

The following guidance applies to all instances when recorded evidence is required, this includes evidence for off-site activities filmed prior to moderation day and all activities recorded during the moderator visit.

To ensure that there is appropriate evidence for assessment it is essential that the following procedures should all be adhered to:

- All candidates should be introduced at the start of each performance providing their name, candidate number and if appropriate how they will be identified during the performance e.g. blue 4 in a team game
- The evidence should be produced in an easy to access format such as DVD so that the moderator can easily view the recording and WJEC can use for moderation/standardising purposes
- The recorder should be familiar with the assessment criteria to ensure that all aspects of the assessment requirements are recorded. This may require using wide angled shots as well as close ups depending on the activity being filmed
- After assessment check the recordings, back them up
- Save the recording clearly identifying the centre number and qualification

Recording team games

For a whole game the camera should follow the action although, in discussion with moderators, it might be appropriate to follow individuals for some of the period of play. Although WJEC requires assessment in a full game situation the difficulties of filming sufficient evidence is recognised. Therefore it is recommended that performances in small sided/conditioned situations are also filmed to supplement the evidence from the full game.

Recording swimming in public pools

If a public swimming pool is to be used, a centre should approach the management of the pool to discuss arrangements. If filming in a public pool does take place the following procedures should be followed:

- Adhere strictly to the pool's guidelines/policy on recording
- Permission must be obtained from the parents/guardians of the participants
- Other pool users should be informed and consent to the recording (this may be done as part of the pool's own guidelines/policies)

It is the responsibility of the centre to provide evidence for every candidate; either live at moderation or a recorded off-site activity. Therefore if the difficulties of recording at public pools prove to be impossible to overcome candidates should **not** be entered for assessment in swimming.

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2. Assessment of Personal Performance Profile

The personal performance profile must aim to provide recommendations to improve performance in the assessed practical activity. The personal performance profile must be internally assessed by the teacher using the relevant assessment grid in Appendix A.

Non-exam assessment of analysis and evaluation of personal performance enables candidates to:

- pursue wider reading during the course
- explore factors that could help improve candidates own performance
- explore connections between theory and practice

It is important that centres give due consideration to the written non-exam assessment to ensure that they make full use of the opportunity to allow candidates to display independence and those skills necessary for attainment at the highest levels of performance.

Advisory Word Count

An advisory word count of 1500-2500 words is recommended.

Candidates are expected to follow the guidelines on the length of work as stated in this specification. Candidates who offer work that is too short are likely to penalise themselves by not allowing appropriate coverage of the required assessment objectives. Candidates who exceed the advisory word count are penalise themselves through a lack of precision and focus.

Candidates are required to record the total word count on the coversheet.

Time

Sufficient time must be allocated to enable candidates to complete the following stages:

1. An initial self-analysis of performance identifying aspects in need of improvements.
2. Targets for improvement are set based on the initial self-analysis and analysis of relevant theory.
3. An analysis of data generated, following the completion of the training programme.
4. An evaluation of the training programme with recommendations for improving future performance.

WJEC recommend that **four assessment hours** are required for self-analysis and planning. These may be completed independently without direct supervision.

Following the completion of the self-analysis, a period of at least **10 weeks** should be allowed for learners to complete the training programme. During this period learners should monitor their own progress.

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Following the completion of the training programme, the evaluation should then be completed. WJEC recommend that **four assessment hours** are required for the evaluation which must be completed under the supervision of the teacher. The total of **eight** hours should be sufficient to meet the advisory word count of 1500-2500 words.

Guidance
Teachers must ensure that the initial data collected are sufficient and are applied to the assessed practical activity. Teachers may give generic advice on data collection but not indicate how improvements can be made. Teachers should regularly check that candidates have followed the planned training programme.

Acknowledgements
References to sources must be clearly acknowledged: by direct reference if a quotation is used; and **by an appended bibliography.** The bibliography should not be included as part of the advisory word count.

Drafting
Guidance may be given by teachers in the re-drafting of the work but this must only consist of general observations. Once the analysis and evaluation is finally submitted and marked the work must not be further revised.

Plagiarism
Centres are required to be vigilant and to refuse to award marks and submit for moderation any work which they consider not to be the candidate's own. Candidates will be penalised for any attempt to plagiarise. General advice and guidance on how to proceed if plagiarism is suspected can be found on the JCQ website.

Authentication
It is important that all non-exam assessments are rigorously monitored by centres to ensure that all candidates' work is their own. When the work has been completed it must not be returned to candidates for any changes to be made. The work must be kept securely within the centre.

- All candidates are required to sign an authentication statement endorsing the practical performance and the analysis and evaluation as their own.
- Centres must countersign that they have taken all reasonable steps to validate this.
- An authentic teacher signature must be used; counter signed by a senior member of staff. A scanned or electronic signature will not be accepted.
- Documentation must be completed for all candidates' work, not just for those selected for the sample to be seen by the moderator.
- All documentation will be available on the physical education homepage on the WJEC website.

Standardisation of internal assessment
It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teachers and teaching groups.

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Unit 4

1. Assessment of practical performance

Candidates must be assessed in one of the approved activities in Appendix B as **either** a player/performer, coach **or** official.

Candidates can be assessed at intervals throughout the course. The final marks submitted should be a true reflection of the candidates' level of performance.

For assessment as a player/performer candidates should:
demonstrate the application of skills/techniques/strategies appropriate to the position/activity in demanding situations e.g. in small sided and full sided games in competitive/formal contexts.

For assessment as a coach candidates should:
plan and deliver coaching sessions appropriate to developing specific aspects of performance. There should be evidence of progression in the sessions.

For assessment as an official candidate should:
be the main official for the chosen activity in a competitive/formal situation.

The performances must be internally assessed by the teacher using the assessment grids in Appendix A. The performances are externally moderated by a visiting moderator. Candidates can offer an off-site activity for assessment.
Off-site activities are those that do not take place at the school/college campus where it would be difficult to moderate "live" on moderation day. Appropriate DVD/digital evidence must be available for the performance of all off-site activities. All activities must be assessed by teachers and mark sheets signed by teachers.

Please note, to ensure that centres can review the outcome of moderation, and have access to the enquiries about results service, each centre must complete an audio-visual recording of all the performances seen on moderation day.

Following moderation, the audio-visual recording should be sent to WJEC within one week of the moderation visit. WJEC will keep it for sufficient time to allow for the completion of relevant enquiries about results and appeals.

Reasonable adjustments

Any specific access arrangements must be agreed before assessment takes place. Access arrangements are designed to enable learners with special educational needs, disabilities or temporary injuries to be assessed.

WJEC will make reasonable adjustments where a disabled candidate would otherwise be at a substantial disadvantage in comparison to someone who is not disabled. Access arrangements will allow reasonable adjustments to take place. However while one of the main concerns of suitable access arrangements is the needs of the learner, the other is the necessity of ensuring that the integrity of the assessment is not compromised.

Centres who wish to apply for reasonable adjustments must do so via *Access arrangements online* in the first instance. In the case of injuries, WJEC should be contacted as soon as possible. Learners will then know at the earliest possible point what access arrangements are in place.

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Any reasonable adjustment that has been authorised will apply to both the internal assessment by teachers and to moderation day. The visiting moderator will be informed of the adjustments ahead of the visit and will comply with any arrangements that are in place.

Please note that an adjustment will only be made if it is deemed to be *reasonable* e.g. if it does not affect the integrity of the assessment, does not involve unreasonable costs to WJEC or does not impact unreasonably on other learners.

Full details can be found in JCQs regulations and guidance on Access Arrangements and Reasonable Adjustments http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance which is updated annually.

Recording practical performances

The following guidance applies to all instances when recorded evidence is required, this includes evidence for off-site activities filmed prior to moderation day and all activities recorded during the moderator visit.

To ensure that there is appropriate evidence for assessment it is essential that the following procedures should all be adhered to:

- All candidates should be introduced at the start of each performance providing their name, candidate number and if appropriate how they will be identified during the performance e.g. blue 4 in a team game
- The evidence should be produced in an easy to access format such as DVD so that the moderator can easily view the recording and WJEC can use for moderation/standardising purposes
- The recorder should be familiar with the assessment criteria to ensure that all aspects of the assessment requirements are recorded. This may require using wide angled shots as well as close ups depending on the activity being filmed
- After assessment check the recordings, back them up
- Save the recording clearly identifying the centre number and qualification

Recording team games

For a whole game the camera should follow the action although, in discussion with moderators, it might be appropriate to follow individuals for some of the period of play. Although WJEC requires assessment in a full game situation the difficulties of filming sufficient evidence is recognised. Therefore it is recommended that performances in small sided/conditioned situations are also filmed to supplement the evidence from the full game.

Recording swimming in public pools

If a public swimming pool is to be used, a centre should approach the management of the pool to discuss arrangements. If filming in a public pool does take place the following procedures should be followed:

- Adhere strictly to the pool's guidelines/policy on recording
- Permission must be obtained from the parents/guardians of the participants
- Other pool users should be informed and consent to the recording (this may be done as part of the pool's own guidelines/policies)

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It is the responsibility of the centre to provide evidence for every candidate; either live at moderation or a recorded off-site activity. Therefore if the difficulties of recording at public pools prove to be impossible to overcome candidates should **not** be entered for assessment in swimming.

2. Assessment of Investigative Research

The investigative research must aim to provide recommendations to improve performance in the assessed practical activity. It must be internally assessed by the teacher using the relevant assessment grid in Appendix A.

Non-exam assessment of investigative research of personal performance enables candidates to:

- pursue wider reading during the course
- undertake independent and sustained study
- undertake research in exploring factors that could help improve candidates own performance
- explore connections between theory and practice

It is important that centres give due consideration to the written non-exam assessment to ensure that they make full use of the opportunity to allow candidates to display independence and those skills necessary for attainment at the highest levels of performance.

Advisory Word Count

An advisory word count of 2500-3500 words is recommended.

Candidates are expected to follow the guidelines on the length of work as stated in this specification. Candidates who offer work that is too short are likely to penalise themselves by not allowing appropriate coverage of the required assessment objectives. Candidates who exceed the advisory word count are likely to penalise themselves through a lack of precision and focus.

Candidates are required to record the total word count on the coversheet.

Time

Sufficient time must be allocated to enable candidates to complete the following:

1. An initial analysis of personal performance identifying and undertaking appropriate research into an area of subject content in the specification
2. An evaluation of the research, including data, to make recommendations and a plan for improving performance
3. An analysis of the effectiveness of the training programme, following its completion
4. An evaluation of the programme identifying strategies to improve future performance. The evaluation of the programme must be completed under the supervision of the teacher.

Following the completion of the initial analysis, research and evaluation of the research, a period of at least 10 weeks should be allowed for candidates to complete the training programme. During this period candidates should monitor their own progress. They should then complete the analysis and evaluation of the training programme. WJEC recommend that a total of **fifteen assessment hours** are required for completion of all of stages 1 to 4 to meet the advisory word count of 2500-3500 words.

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Guidance
Teachers must ensure that the initial analysis and data collected are sufficient and are applied to the assessed practical activity. Teachers may give generic advice on data collection and appropriate areas of research but not indicate how improvements can be made. Teachers should regularly check that candidates have followed the planned programme.

Acknowledgements
References to sources must be clearly acknowledged: by direct reference if a quotation is used; and **by an appended bibliography.** The bibliography will not be included as part of the advisory word count.

Drafting
Guidance may be given by teachers in the re-drafting of the works but this must only consist of general observations. Once the analysis and evaluation is finally submitted and marked the work must not be further revised.

Plagiarism
Centres are required to be vigilant and to refuse to award marks and submit for moderation any work which they consider not to be the candidate's own. Candidates will be penalised for any attempt to plagiarise. General advice and guidance on how to proceed if plagiarism is suspected can be found on the JCQ website.

Authentication
It is important that all non-exam assessments are rigorously monitored by centres to ensure that all candidates' work is their own. When the written work has been completed it must not be returned to candidates for any changes to be made. The work must be kept securely within the centre.

- All candidates are required to sign an authentication statement endorsing the practical performance and the analysis and evaluation as their own.
- Centres must countersign that they have taken all reasonable steps to validate this.
- An authentic teacher signature must be used; counter signed by a senior member of staff. A scanned or electronic signature will not be accepted.
- Documentation must be completed for all candidates' work, not just for those selected for the sample to be seen by the moderator.
- All documentation will be available on the physical education homepage on the WJEC website.

Standardisation of internal assessment
It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teachers and teaching groups.

Moderation process for Unit 2 and Unit 4
- WJEC provides an annual administrative handbook for centres, outlining how assessments should be undertaken in centres
- Moderation will take place between the middle of March and early May of the year of examination.
- WJEC will confirm the date of the moderation with all centres before the end of December of the academic year.

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- Prior to the visit, centres will have completed all mark sheets, which will be available on the website, and forwarded them to WJEC by a date to be confirmed in early March.
- Mark sheets should include marks for the practical performances and the written performance analysis and evaluations (Units 2 and 4).
- WJEC will decide on activities and candidates to be seen at moderation and will notify centres in advance of the visit.
- A timetable will be sent by centres to WJEC in advance of the visit.
- The moderators will see a representative sample of the practical activities offered.
- All candidates selected for moderation should be present on the day of moderation.
- Candidates must be clearly identified by number.
- All performance analyses and evaluations for Units 2 and 4 must be marked and available for the moderator on the day of the moderation visit.
- Authentication documents must accompany every performance analysis and evaluation.
- A representative sample of the performance analysis and evaluations for Units 2 and 4 covering the ability range will be selected by the moderators and taken away for external moderation.

Absence from moderation
It is a requirement that all candidates selected as part of the sample will attend moderation. However the nature of physical education and sport is that there will occasionally be injuries which mean that candidates will not be able to play an active part in the moderation day.

In the case of injuries sustained during the course which makes participation at moderation impossible, the following procedures must be followed:

- Centres must inform WJEC about the nature and extent of the injury as soon as possible
- Centres must confirm that there is a genuine reason for the proposed non – attendance of the candidate and retain evidence within the centre
- WJEC will, in most instances, request that another candidate with similar marks attends moderation
- If possible the injured candidate should attend moderation day
- The injured candidate's analysis and evaluation work must be available on the moderation day for the moderator to assess

Centres must ensure that all necessary equipment and facilities will be available on the day of moderation. The moderators should be made aware of any activity which is to be moderated at an off-site venue.

All centres will receive a report on the moderation which will be available electronically on GCSE results day.

Centres must ensure that all necessary equipment and facilities will be available on the day of moderation. The moderators should be made aware of any activity which is to be moderated at an off-site venue.

All centres will receive a report on the moderation which will be available electronically on GCE results day.

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4 TECHNICAL INFORMATION

4.1 Making entries

This is a unitised specification which allows for an element of staged assessment.

Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available in 2017 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2017.

Unit 3 and Unit 4 will be available in 2018 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2018.

Candidates may resit an individual unit ONCE only. The better uniform mark score from the two attempts will be used in calculating the final overall qualification grade(s).

A qualification may be taken more than once. However, if all units have been attempted twice, candidates will have to make a fresh start by entering all units and the appropriate cash-in(s). No result from units taken prior to the fresh start can be used in aggregating the new grade(s).

The entry codes appear below.

	Title	Entry codes	
		English-medium	Welsh-medium
AS Unit 1	Exploring Physical Education	2550U1	2550N1
AS Unit 2	Improving Personal Performance in Physical Education	2550U2	2550N2
A2 Unit 3	Evaluating Physical Education	1550U3	1550N3
A2 Unit 4	Refining Personal Performance in Physical Education	1550U4	1550N4
AS Qualification cash-in		2550QS	2550CS
A level Qualification cash-in		1550QS	1550CS

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

There is no restriction on entry for this specification with any other WJEC AS or A level specification.

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4.2 Grading, awarding and reporting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale A to E. The overall grades for the GCE A level qualification will be recorded as a grade on a scale A* to E. Results not attaining the minimum standard for the award will be reported as U (unclassified). Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating candidates' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications. An AS GCE has a total of 200 uniform marks and an A level GCE has a total of 500 uniform marks. The maximum uniform mark for any unit depends on that unit's weighting in the specification.

Uniform marks correspond to unit grades as follows:

		Unit grade				
Unit Weightings	**Maximum unit uniform mark**	**a**	**b**	**c**	**d**	**e**
Unit 1 (24%)	120	96	84	72	60	48
Unit 2 (16%)	80	64	56	48	40	32
Unit 3 (36%)	180	144	126	108	90	72
Unit 4 (24%)	120	96	84	72	60	48

The uniform marks obtained for each unit are added up and the subject grade is based on this total.

		Qualification grade				
	Maximum uniform marks	**A**	**B**	**C**	**D**	**E**
GCE AS	200	160	140	120	100	80
GCE A level	500	400	350	300	250	200

At A level, Grade A* will be awarded to candidates who have achieved a Grade A (400 uniform marks) in the overall A level qualification and at least 90% of the total uniform marks for the A2 units (270 uniform marks).

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APPENDIX A

Assessment grids

Guidance on using assessment grids

Banded assessment grids are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of performance level for that band. Each band contains marks.

The mark scheme should be applied as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, teachers should look at the learner's performance/work and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, teachers should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a learner's work/performance covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if the performance/work is mainly in band 2 but with a limited amount of band 3 content, it would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Teachers should not seek to mark learners down as a result of small omissions in minor areas of the performance/work.

Stage 2 – Deciding on the mark

Once the band has been decided, the assessor can then assign a mark. Teachers should revisit the performance/work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the performance/work.

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Unit 2

Learners will be assessed as a player/performer **and either as a coach or official** in their chosen sport/activity from the list of activities in Appendix B. A personal performance profile will also be assessed. The following grids should be used in conjunction with the performance skills for each activity in Appendix D.

As a player/performer, learners will be expected to:

- demonstrate and apply the relevant skills and techniques required for the sport/activity in competitive performance conditions

Band	Assessment Criteria: Player/Performer
Band 4	**19-24 marks** **Candidates demonstrate:** • excellent application of appropriate skills and techniques showing consistency, precision and fluency • excellent application of strategies/tactics/compositional ideas • an excellent level of physical fitness for the activity, enabling the consistent maintenance of a high level of effective performance • excellent decision making
Band 3	**13-18 marks** **Candidates demonstrate:** • good application of appropriate skills and techniques showing some precision and fluency • good application of strategies/tactics/compositional ideas • a good level of fitness for the activity, allowing the maintenance of effective performance • good decision making
Band 2	**7-12 marks** **Candidates demonstrate:** • some precision and fluency in the application of skills and techniques • limited application of strategies/tactics/compositional ideas • a limited level of fitness for the activity • some decision making
Band 1	**1-6 marks** **Candidates demonstrate:** • lack of precision and fluency in the application of skills and techniques • poor application of strategies/tactics/compositional ideas • a lack of fitness leading to ineffectiveness in the game/competitive situation • poor decision making
	0 marks • performance is not attempted or is not worthy of a mark

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As a coach, learners will be expected to:

- plan and deliver an appropriate coaching session to develop a specific aspect of performance

Band	Assessment Criteria: Coaching
Band 4	**10-12 marks** **Candidates demonstrate:** • excellent planning of an appropriate session • excellent communication and organisational skills when delivering the session • excellent decision making • excellent knowledge of the activity
Band 3	**7-9 marks** **Candidates demonstrate:** • good planning of an appropriate session • good communication and organisational skills when delivering the session • good decision making • good knowledge of the activity
Band 2	**4-6 marks** **Candidates demonstrate:** • limited planning of an appropriate session • some communication and organisational skills when delivering the session • some decision making • some knowledge of the activity
Band 1	**1-3 marks** **Candidates demonstrate:** • little or no planning of a session • a lack of communication and organisational skills when delivering the session • a lack of appropriate decision making • little knowledge of the activity
	0 marks • performance is not attempted or is not worthy of a mark

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As an official learners will be expected to:

- be the main official for the chosen activity in competitive/formal situations

Band	Assessment criteria: Officiating
Band 4	**10-12 marks** **Candidates demonstrate:** • excellent knowledge of major rules and effective maintenance of a safe environment • excellent decision making, promoting fair play and impartiality • an excellent range of skills associated with officiating *e.g. hand signals, use of whistle, verbal instructions, measuring, timing, starting* • excellent interpretation and application of rules
Band 3	**7-9 marks** **Candidates demonstrate:** • good knowledge of major rules and effective maintenance of a safe environment • good decision making, promoting fair play and impartiality • a good range of skills associated with officiating *e.g. hand signals, use of whistle, verbal instructions, measuring, timing, starting* • good interpretation and application of rules
Band 2	**4-6 marks** **Candidates demonstrate:** • some knowledge of rules and effectiveness in maintaining a safe environment • some correct decisions, promoting fair play and impartiality • limited skills associated with officiating *e.g. hand signals, use of whistle, verbal instructions, measuring, timing, starting* • limited interpretation and application of rules
Band 1	**1-3 marks** **Candidates demonstrate:** • lack of knowledge of rules and little effectiveness in maintaining a safe environment • poor decision-making skills • a lack of skills associated with officiating *e.g. hand signals, use of whistle, verbal instructions, measuring, timing, starting* • poor interpretation and application of rules
	0 marks • performance is not attempted or is not worthy of a mark

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Personal Performance Profile

The marking grid on the following pages is to be used in the personal performance profile and evaluation.

The personal performance profile **must** be directly linked to the chosen practical activity and **must** include relevant theoretical content and data analysis.

The following stages should be followed:

1. An initial self-analysis of performance identifying aspects in need of improvements.
2. Targets for improvement are set based on the initial self-analysis and analysis of relevant theory.
3. An analysis of data generated, following the completion of the training programme.
4. An evaluation of the training programme with recommendations for improving future performance.

The personal performance profile has a total of 12 marks, equally divided between analysis and evaluation. The assessment grid clearly shows where consideration must be given for the use of quantitative skills.

Teachers should ensure that the chosen study enables learners to produce, analyse and evaluate data so that the marks for quantitative skills can be accessed.

Teachers should ensure that the chosen study will enable learners to access appropriate theoretical content that can contribute to improving their performance.

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Band	Analysis of performance 6 marks	Evaluation 6 marks
Band 3	**5-6 marks** Excellent and accurate self-analysis of performance Areas in need of improvement are clearly identified Analysis provides an excellent tool for target setting Appropriate and detailed SMART targets set, utilising information from self-analysis of performance effectively Critical analysis of relevant theory and its application to effects on performance Excellent analysis of appropriate quantitative data	**5-6 marks** Excellent evaluation of the training programme Valid and logical conclusions based on detailed evidence Excellent evaluation of underpinning theory and its relevance to improving performance. Detailed and realistic recommendations to improving future performance Excellent evaluation of appropriate quantitative data
Band 2	**3-4 marks** Good self-analysis of performance Areas in need of improvement are identified Analysis provides a good tool for target setting SMART targets set with clear links to information from self-analysis of performance Good analysis of relevant theory and its application to effects on performance Good analysis of appropriate quantitative data	**3-4 marks** Good evaluation of the training programme Valid and logical conclusions based on evidence Good evaluation of underpinning theory and its relevance to improving performance Suitable recommendation to improving future performance Good evaluation of appropriate quantitative data
Band 1	**1-2 marks** Limited self-analysis of performance Limited identification of areas in need of improvement Analysis provides a limited tool for target setting Limited targets set using information from self-analysis of performance Limited analysis of relevant theory and its application to effects on performance Limited analysis of appropriate quantitative data	**1-2 marks** Limited evaluation of the training programme Limited but logical conclusions based on evidence Limited evaluation of underpinning theory and its relevance to improving performance Basic recommendations to improving future performance Limited evaluation of appropriate quantitative data
	0 marks Work is not attempted or is not worthy of a mark	

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Unit 4

Learners will be assessed **either** performing, **or** coaching **or** officiating in one activity from the list of activities in Appendix B. An investigative research assignment will also be assessed.

Terms and statements in bold are unique to A Level. These illustrate the level of expectation of performance at A level and hence progression between Unit 2 and Unit 4.

As a player/performer, learners will be expected to:

- perform under competitive/performance conditions displaying an extensive range of skills and techniques appropriate to the sport/activity

Band	Assessment Criteria: Player/Performer
Band 5	**25-30 marks** **Candidates demonstrate:** • excellent application of appropriate skills and techniques showing consistency, precision and fluency • excellent application of strategies/tactics/compositional ideas • an excellent level of physical fitness for the activity, enabling the consistent maintenance of a high level of effective performance • excellent decision making • **excellent analysis and evaluation of own and others' performance before, during and after the performance** • **consistent and successful adaption of performance whilst under pressure** • **the ability to suggest and implement effective strategies/interventions/practices to improve future performance**
Band 4	**19-24 marks** **Candidates demonstrate:** • very good application of appropriate skills and techniques showing precision and fluency • very good application of strategies/tactics/compositional ideas • a very good level of fitness for the activity, allowing the maintenance of effective performance • very good decision making • **very good analysis and evaluation of own and others' performance before, during and after the performance** • **very good adaptations to performance whilst under pressure** • **the ability to suggest and implement reasoned strategies/interventions/practices to improve future performance**

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Band 3	**13-18 marks** **Candidates demonstrate:** • good application of appropriate skills and techniques showing some precision and fluency • good application of strategies/tactics/compositional ideas • a good level of fitness for the activity, allowing the maintenance of effective performance • good decision making • **good analysis and evaluation of own and others' performance before, during and after the performance** • **good adaptations to performance whilst under pressure** • **the ability to suggest and implement some strategies/interventions/practices to improve future performance**
Band 2	**7-12 marks** **Candidates demonstrate:** • some precision and fluency in the application of skills and techniques • limited application of strategies/tactics/compositional ideas • a limited level of fitness for the activity • some decision making • **some analysis and evaluation of own and others' performance** • **limited adaptations to performance whilst under pressure** • **limited ability to suggest strategies to improve future performance**
Band 1	**1-6 marks** **Candidates demonstrate:** • lack of precision and fluency in the application of skills and techniques • poor application of strategies/tactics/compositional ideas • a lack of fitness leads to ineffectiveness in the game/competitive situation • poor decision making • **lack of analysis and evaluation of own and others' performance** • **few adaptations to performance whilst under pressure** • **lack of ability to suggest strategies to improve future performance**
	0 marks • performance is not attempted or is not worthy of a mark

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As a coach, learners will be expected to:

- plan and deliver progressive and appropriate training sessions

Band	Assessment Criteria: Coaching
Band 5	**25-30 marks** **Candidates demonstrate:** • excellent planning of an appropriate session • excellent communication and organisational skills when delivering the session • excellent decision making • excellent knowledge of the activity • **excellent application and adaptation of appropriate leadership styles** • **excellent analysis and evaluation of own and others' performance, proposing any adaptations necessary for different individuals**
Band 4	**19-24 marks** **Candidates demonstrate:** • very good planning of an appropriate session • very good communication and organisational skills when delivering the session • very good decision making • very good knowledge of the activity • **very good application and adaptation of appropriate leadership styles** • **very good analysis and evaluation of own and others' performance, proposing adaptations necessary for different individuals**
Band 3	**13-18 marks** **Candidates demonstrate:** • good planning of an appropriate session • good communication and organisational skills when delivering the session • good decision making • good knowledge of the activity • **good application of an appropriate leadership style** • **good analysis and evaluation of own and others' performance, proposing some adaptations necessary for different individuals**
Band 2	**7-12 marks** **Candidates demonstrate:** • limited planning of an appropriate session • some communication and organisational skills when delivering the session • some decision making • some knowledge of the activity • **limited application of a recognisable leadership style** • **some analysis and evaluation of own and others' performance with few adaptations proposed**
Band 1	**1-6 marks** **Candidates demonstrate:** • little or no planning of a session • a lack of communication and organisational skills when delivering the session • lack of appropriate decision making • little knowledge of the activity • **little or no application of a recognisable leadership style** • **a lack of analysis and evaluation of own and others' performance with no adaptations proposed**
	0 marks • performance is not attempted or is not worthy of a mark

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As an official learners will be expected to:

- be the main official for the chosen activity in a competitive/formal situation

Band	Assessment criteria: Officiating
Band 5	**25-30 marks** **Candidates demonstrate:** • excellent knowledge of major rules and effective maintenance of a safe environment • excellent decision making, promoting fair play and impartiality • an excellent range of skills associated with officiating *e.g. hand signals, use of whistle, verbal instructions, measuring, timing, starting* • excellent interpretation and application of rules • **taking full responsibility, pre, during and post-match including ensuring performers are correctly attired and equipment being used is safe** • **excellent analysis of situations and the ability to adapt appropriately**
Band 4	**19-24 marks** **Candidates demonstrate:** • very good knowledge of major rules and effective maintenance of a safe environment • very good decision making, promoting fair play and impartiality • a very good range of skills associated with officiating *e.g. hand signals, use of whistle, verbal instructions, measuring, timing, starting* • very good interpretation and application of rules • **taking the main responsibility, pre, during and post-match including ensuring performers are correctly attired and equipment being used is safe** • **very good analysis of situations and the ability to adapt appropriately**
Band 3	**13-18 marks** **Candidates demonstrate:** • good knowledge of major rules and effective maintenance of a safe environment • good decision making, promoting fair play and impartiality • a good range of skills associated with officiating *e.g. hand signals, use of whistle, verbal instructions, measuring, timing, starting* • good interpretation and application of rules • **taking the main responsibility during the match and some responsibility pre and post-match** • **good analysis and adaptions**

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Band 2	**7-12 marks** **Candidates demonstrate:** • limited knowledge of rules and limited effectiveness in maintaining a safe environment • some correct decisions, promoting fair play and impartiality • some skills associated with officiating *e.g. hand signals, use of whistle, verbal instructions, measuring, timing, starting* • limited interpretation and application of rules • **limited responsibility during the match, and little responsibility pre and post-match** • **limited analysis and adaptions**
Band 1	**1-6 marks** **Candidates demonstrate:** • lack of knowledge of rules and little effectiveness in maintaining a safe environment • poor decision-making skills • a lack of skills associated with officiating *e.g. hand signals, use of whistle, verbal instructions, measuring, timing, starting* • poor interpretation and application of rules • **little responsibility for officiating during the match and no responsibility pre and post-match** • **lack of analysis and adaptions**
	0 marks • performance is not attempted or is not worthy of a mark

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Investigative Research

The marking grid on the following pages is to be used in the assessment of the investigative research.

The investigative research should help the learner to improve personal performance as a player/performer or coach. It must be linked to the chosen practical activity and contain **research from a variety of sources** into appropriate theoretical subject content. Quantitative skills that are relevant to the learners' chosen research should be integrated into the assignment. See Appendix C for the list of quantitative skills.

The following stages should be followed:

1. An initial analysis of personal performance identifying and undertaking appropriate research into an area of subject content in the specification
2. An evaluation of the research, including data, to make recommendations and a plan for improving performance
3. An analysis of the effectiveness of the training programme, following its completion
4. An evaluation of the programme identifying strategies to improve future performance

The investigative research has a total of 30 marks. Each of the four stages has a discrete mark solely targeting either analysis or evaluation as can be seen on the following pages. Marks are awarded for the use of quantitative skills. The assessment grids clearly show where consideration is given for the use of quantitative skills. Teachers should ensure that the chosen study enables learners to generate, analyse and evaluate data so that marks for quantitative skills can be accessed.

A vital aspect of the assignment is the identifying, carrying out and evaluation of research into an aspect of subject content that will improve performance. Teachers should ensure that the chosen study will enable learners to access a wide range of appropriate research materials that can contribute to improving their performance.

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For the Investigative Research the following stages should be followed:

1. **Complete an initial analysis of personal performance identifying appropriate research to help improve performance**

Band	Assessment criteria
Band 3	**5-6 marks** **With direct reference to a wide range of relevant research sources, candidates demonstrate:** • excellent analysis of own strengths and weaknesses, with a clear area for improvement identified • excellent, detailed analysis of appropriate quantitative data. • excellent identification of methods to improve future performance, based on findings from analysis of own performance • excellent application of key knowledge throughout, with evidence selected appropriately to help improve future performance.
Band 2	**3-4 marks** **With reference to a variety research sources, candidates demonstrate:** • good analysis of own strengths and weaknesses, with an area for improvement identified • good analysis of appropriate quantitative data • good identification of methods to improve future performance, largely based on findings from analysis of own performance • good application of key knowledge, with evidence selected to help improve future performance.
Band 1	**1-2 marks** **With reference to limited research sources, candidates demonstrate:** • limited analysis of own strengths and weaknesses with an area for improvement loosely identified • limited analysis of appropriate quantitative data • limited identification of methods to improve future performance, but these lack clarity and are only loosely based on findings from analysis of own performance • limited application of some knowledge, but there is little evidence of selection of relevant information to help improve future performance.
	0 marks Work is not attempted or is not worthy of a mark

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2. Evaluate the research, including data, to make recommendations and a plan for improving performance

Band	Assessment Criteria
Band 3	**7-8 marks** **With direct reference to a wide range of relevant research sources, candidates provide:** • an excellent evaluation of the research and the initial analysis • excellent synthesis of information, to draw sound and logical conclusions • excellent recommendations and a plan for improving performance, based on initial analysis and research; recommendations are strongly evidence-based • valid and reliable methodologies for improvement • an excellent evaluation, which shows accurate use of technical terminology. Writing is very well structured using accurate spelling, punctuation and grammar
Band 2	**4-6 marks** **With reference to a variety research sources, candidates provide:** • a good evaluation of the research and the initial analysis • good synthesis of information, to draw sound and logical conclusions • good recommendations and a plan for improving performance, largely based on initial analysis and research; recommendations have a good evidence base • clear methodologies for improvement • a good evaluation, which shows use of technical terminology. Writing is generally well structured using reasonably accurate spelling, punctuation and grammar
Band 1	**1-3 marks** **With reference to limited research sources, candidates provide:** • a limited evaluation of the research and the initial analysis • limited synthesis of information, to draw some logical but often superficial conclusions • limited recommendations and a plan for improving performance, with some reference to initial analysis and research; recommendations have a limited evidence-base • limited methodologies for improvement • a limited evaluation which shows limited use of technical terminology. Writing shows some evidence of structure but with some errors in spelling, punctuation and grammar
	0 marks Work is not attempted or is not worthy of a mark

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3. Complete the training programme and analyse its effectiveness

Band	Assessment criteria
Band 3	**7-8 marks** **Candidates show:** • excellent monitoring of the programme, with changes to the plan explained in detail • excellent, detailed analysis of own performance following completion of the programme • excellent analysis of the training programme • excellent, detailed analysis of appropriate quantitative data generated while monitoring the training programme
Band 2	**4-6 marks** **Candidates show:** • good monitoring of the programme, with changes to the plan explained • good analysis of own performance following completion of the programme • good analysis of the training programme • good analysis of appropriate quantitative data generated while monitoring the training programme
Band 1	**1-3 marks** **Candidates show:** • limited monitoring of the programme, with superficial explanation of changes to the plan • limited analysis of own performance following completion of the programme • limited analysis of the training programme • limited analysis of appropriate quantitative data generated while monitoring the training programme
	0 marks Work is not attempted or is not worthy of a mark

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4. Evaluate the programme as a whole and identify strategies to improve future performance

Band	Assessment criteria
Band 3	**7-8 marks** **With direct reference to a wide range of relevant research sources, candidates provide:** • an excellent evaluation of the strengths and weaknesses of the programme • excellent synthesis of information to draw sound and logical conclusions • excellent communication of complex ideas, with excellent use of specialist terminology • excellent recommendations and a plan for improving performance. Recommendations are strongly evidence-based drawing on initial research and all subsequent stages of the investigation
Band 2	**4-6 marks** **With reference to a variety research sources, candidates provide:** • a good evaluation of the strengths and weaknesses of the programme • good synthesis of information to draw sound and logical conclusions • good communication of complex ideas, with good use of specialist terminology • good recommendations and a plan for improving performance. Recommendations have some evidence-base drawing from initial research and subsequent stages of the investigation
Band 1	**1-3 marks** **With reference to limited research sources, candidates provide:** • a limited evaluation of the strengths and weaknesses of the programme • limited synthesis of information to draw some sound and logical conclusions • limited communication of complex ideas, with limited use of specialist terminology • recommendations and a plan for improving performance. Recommendations have a limited evidence-base with little reference to the initial research and subsequent stages of the investigation
	0 marks Work is not attempted or is not worthy of a mark

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APPENDIX B

GCE AS/A level activity list

The list of activities below is a full and complete list of all available activities for this specification.

All activities must have a competitive or formal condition in which learners can be assessed.

* Activities that are acceptable for assessment as an official

Activity	Comments
Amateur boxing	
Association football*	Cannot be five-a-side or futsal
Athletics	Can include cross country
Badminton	
Baseball	
Basketball*	
Camogie/Hurling	
Canoeing	
Cricket*	
Cycling	Track or road cycling or mountain biking
Dance*	
Diving*	Platform diving
Equestrian	
Gaelic football	
Golf	
Gymnastics*	Can also include rhythmic gymnastics
Hockey*	
Ice hockey	
Judo	
Karate	
Kayaking	
Lacrosse*	
Lifesaving	
Mountain walking	
Netball*	
Orienteering	
Rock climbing	Can be indoor or outdoor
Rounders	
Rowing	
Rugby league*	
Rugby union*	Can be assessed as sevens or fifteen a side.
Sailing	
Sculling	
Skiing	
Snowboarding	
Squash	
Surfing	
Swimming	Can also be synchronised swimming
Table tennis	
Taekwondo	

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Activity	Comments
Tennis	
Trampolining*	
Triathlon	
Volleyball	
Water polo	
Weightlifting	
Wind surfing	
Specialist activity	Comments
Boccia	
Goal ball	
Polybat	
Powerchair football*	
Table cricket	
Wheelchair basketball*	
Wheelchair rugby*	

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APPENDIX C

Quantitative skills

In order to be able to develop skills, knowledge and understanding in physical education learners need to have acquired quantitative skills that are relevant to the subject content. The following quantitative skills may be assessed in Unit 1 as part of the written examinations and as part of the analysis and evaluation in Unit 2.

Applied anatomy and exercise physiology

Interpretation of data and graphs relating to:

- changes within musculo-skeletal, cardio-respiratory and neuro-muscular systems during different types of physical activity and sport
- use of energy systems during different types of physical activity and sport and the recovery process
- quantitative methods for planning, monitoring and evaluating physical training and performance

Biomechanics

- knowledge and use of definitions, equations, formulae and units of measurement
- plot, label and interpret graphs and diagrams

Sport psychology and skill acquisition

- understand and interpret graphical representations associated with sport psychology theories

Sport and society

- interpret and analyse data and graphs relating to participation in physical activity and sport

Sport technology

- understand types of and use of data analysis to optimise performance

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APPENDIX D

Performance Skills

Activity	**Amateur Boxing**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Fight for 2 three minute rounds.*
2	Use a variety of skills and techniques in a competitive situation.	*Move forward to throw attacking punches then side-stepping in order to avoid opposition counter-attack.* *Demonstrate effective "orthodox" and/or "southpaw" stances as required during contest.* *Use of jab, uppercut, right and left cross or suitable combinations of punches required during a contest or when under pressure.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Association Football**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Cushioning ball with chest move to next action.* *Move into space in attack in order to receive through ball.* *Dribble using both feet, show close control.* *Perform a drive pass over distance to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Athletics**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Compete in a specified event e.g. 400m.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform "Fosbury flop" when clearing the bar in high jump.* *Use cross steps or glide where appropriate.* *Perform effectively in competitive discus event, maintaining form through all the rounds.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Badminton**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Serve using backhand service low to the front of opposition court with disguise.* *Perform an overhead forehand body smash in order to conclude rally/win point.* *Perform a defensive clear.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Baseball: The candidate must perform as a fielder or wicketkeeper and as a batter or bowler.

Activity	**Baseball (Batting)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform a stroke in response to delivery received.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Baseball (Bowling)**	
Candidates are required to demonstrate their ability to apply the skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Bowl effectively by "following" footwork of batter to avoid conceding runs*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Baseball (Fielding)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques a competitive situation.	*Taking a reaction catch or a high towering catch in the deep.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Baseball (Wicket Keeper)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Footwork and handling work together.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Basketball**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform a lay-up.* *Move into space in attack in order to receive a pass.* *Dribble using both hands, show close control. Perform a double handed overhead pass over distance to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Camogie/Hurling**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Preparation when receiving the ball (chest, overhead catch)* *Move into space in attack in order to receive through ball.* *Move forward with the ball evading tackles* *Pass - e.g. using puck/hand pass ground strike from open play*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Canoeing**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event e.g. 1000m.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform a "sweep" stroke to navigate effectively and safely in fast moving water at grade 3 or above.* *Perform a bow rudder turn.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Cricket: The candidate must perform as a fielder or wicketkeeper and as a batter or bowler.

Activity	**Cricket (Batting)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive/challenging situations situation.	*Perform a ramp stroke in response to delivery received.* *Move down the wicket to a spin bowler.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Cricket (Bowling)**	
Candidates are required to demonstrate their ability to apply skills / techniques /strategies in competitive (pressure) situations.		
	Skills/techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Bowl effectively by "following" footwork of batter to avoid conceding runs at the end of an over.* *Bowl on appropriate length and line for the situation.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Cricket (Fielding)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Taking a reaction catch at first slip or a high towering catch at deep square leg.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Cricket (Wicket Keeper)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Standing up to the wicket.* *Footwork and handling work together.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Cycling (Road)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Compete in a specified event e.g. 25km.*
2	Use a variety of skills and techniques in a competitive situation.	*Cornering successfully when bunched.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Cycling (Track)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Compete in a specified event e.g. individual pursuit.*
2	Use a variety of skills and techniques in a competitive situation.	*Accelerate into and out of the last bend during a "points race".*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Dance**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in formal (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive/pressure situation.	*Perform 2 dances in a specific style as a solo performer and as part of a duo or group. Both dances to last 2 minutes.*
2	Use a variety of skills and techniques in a competitive/pressure situation.	*Show turns/spins, balances, step patterns under performance conditions.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate appropriate compositional/choreographical principles/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Diving**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Perform 6 dives at least one forward, backward and twist.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform an "armstand" dive from a 5 metre platform under competitive conditions.* *Perform a forward pike roll.* *Demonstrate arm swing, posture at take-off.* *Demonstrate tension, appropriate body shape.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate appropriate compositional/choreographical principles/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Equestrian**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event e.g. cross country.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Slowing and quickening the pace of the horse due to the nature of the jump being faced in a "cross- country" event or when show jumping indoors.* *Enter at a working trot and proceed down centre line without halting then turn left and right." (BE 100 Dressage Test 106).* *Plan and select the correct option when faced with a choice of jumping options.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Gaelic Football**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Preparation when receiving the ball (chest, overhead catch)* *Move into space in attack in order to receive through ball.* *Move forward with the ball evading tackles* *Pass - e.g. hand pass, kick pass, long, short*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Golf**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full competitive round of golf.*
2	Use a variety of skills and techniques in a competitive situation.	*Grip club correctly adopting an appropriate stance in order to swing the club on the correct swing plane to successfully deliver the ball to the chosen target. Drive with fade.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).1*

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Activity	**Gymnastics (including Rhythmic Gymnastics)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive/pressure situation.	*Perform a sequence of movements lasting for 2 minutes using floor/apparatus as appropriate.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform vaults such as headspring demonstrating run-up, take-off, flight on, repulsion, flight off, landing.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4.	Demonstrate appropriate compositional/choreographical principles/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Hockey**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Cushioning ball with stick, move to next action.* *Move into space in attack in order to receive through ball.* *Shoot with reverse stick.* *Perform a lofted pass over distance to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Ice Hockey**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Cushioning ball with stick, move to next action.* *Move into space in attack in order to receive through ball.* *Shoot with reverse stick.* *Perform a pass over distance to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Judo**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Fight for 2 two minute rounds.*
2	Use a variety of skills and techniques in a competitive situation.	*Use of appropriate holds.* *Maintaining balance when avoiding counter attack from opponent.* *Moving showing correct technique in order to execute advancing front kick.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Karate**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Fight for 2 two minute rounds.*
2	Use a variety of skills and techniques in a competitive situation.	*Use a series of combination kicks/punches. Maintaining balance when avoiding counter attack from opponent or when performing pre-determined forms/patterns.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Kayaking**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event e.g. 1000m.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Perform a "sweep" stroke to navigate effectively and safely in fast moving water at grade 3 or above.* *Perform a bow rudder turn.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Lacrosse**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Cushioning ball, move to next action.* *Move into space in attack in order to receive through ball.* *Perform a pass over distance to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Lifesaving**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	*Compete in a specified event.* *Keep calm in challenging situation.*
2	Use a variety of skills and techniques in a competitive situation.	*Demonstrate correct technique (arms, legs, breathing, body position, tread water, surface dive).*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making.	*Apply lifesaving techniques appropriate to the situation.*

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Activity	**Mountain Biking**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event e.g. downhill.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Perform in timed conditions or descend showing a variety of turns and jumps.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Mountain Walking**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in pressure situations.		
	Skills / techniques	**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event of at least 10km.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Select and plan the appropriate equipment and route to take.* *Walk at an appropriate pace to ensure the successful completion of the walk for the individual/group.* *Recognise risks and personal limitations in order to alter the planned route due to deterioration in weather conditions on the mountain.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Netball**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation showing emotional control and applying rules/conventions.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Move into space in attack in order to receive ball, show appropriate footwork.* *Perform a shoulder pass over distance to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Orienteering**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in pressure situations.		
Skills / techniques		**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event e.g. middle distance.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Select and plan the appropriate equipment and route to take.* *Navigate using cardinal directions* • *Use attack points* • *Use absolute distance judgement*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Rock Climbing**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in pressure situations.		
	Skills / techniques	**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified climb.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Use of "static and dynamic" climbing techniques in response to changes in the rock face being climbed such as flagging. Assessing risks of the climb in planning then implementing pre-planned skills and techniques such as "practice falling" when needed during climbing.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Rounders: The candidate must perform as a fielder or wicketkeeper and as a batter or bowler.

Activity	**Rounders (Batting)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform a stroke in response to delivery received.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Rounders (Bowling)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Bowl effectively by "following" footwork of batter to avoid conceding runs*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Rounders (Fielding)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Taking a reaction catch or a high towering catch in the deep.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Rounders (Wicket Keeper)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Footwork and handling work together.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Rowing**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event e.g. 1000m.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Perform a "sweep" stroke to navigate effectively and safely in fast moving water at grade 3 or above.* *Perform a bow rudder turn.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Rugby League**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Movement around opposition player by sidestepping in order to score.* *Cushioning ball with hands in order to receive a spin pass from team member.* *Perform an off-load to a supporting team member when under pressure from opposition players.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Rugby Union (including Rugby sevens)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Forward shows agility before contact to move over gain line.* *Catch from lineout/cushioning the ball with hands when receiving a spin pass.* *Perform a miss-pass to player at speed.* *Scrum half pass off both sides.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Sailing**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Perform techniques required to effectively propel a boat.* *Move the boat to starboard under the command of race officials in order to avoid a collision/contact with fellow competitors. .*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Sculling**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations in a specified event.		
Skills / techniques		**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event e.g. 1000m.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Perform a "sweep" stroke to navigate effectively and safely.* *Perform a bow rudder turn.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Skiing**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event e.g. slalom.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*"Carving turns" on a run with varying piste and terrain conditions.* *Ski under control demonstrating the ability to modify speed of turning as appropriate.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Snowboarding**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in competitive/challenging situations in a variety of environments.	*Compete in a specified event e.g. slalom.*
2	Use a variety of skills and techniques in competitive/challenging situations.	*Perform in a slalom race under timed conditions or descend the piste showing a variety of turns, jumps and tricks (front and back).*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Squash**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Serve using backhand service low with disguise.* *Perform an overhead forehand smash in order to conclude rally/win point.* *Perform a boast.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Surfing**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Compete in a specified event*
2	Use a variety of skills and techniques in a competitive situation.	*Manoeuvre into position to catch a wave* *Perform a pop up* *Ride the wave*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Swimming**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Compete in a specified event e.g. 100m back stroke.*
2	Use a variety of skills and techniques in a competitive situation.	*Demonstrate correct technique (arms, legs, breathing, body position and coordination).*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Synchronised Swimming**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations		
Skills / techniques		**Examples**
1	Perform in a competitive/pressure situation.	*Perform a sequence of movements.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform routine demonstrating control and precision.*
3	Demonstrate effective use of appropriate physical fitness components during the performance (AS).	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate appropriate compositional/choreographical principles/decision making during the performance.	*Make correct decisions when a variety of options are available (AS).* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Table Tennis**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Serve using backhand service with disguise.* *Perform an overhead forehand smash in order to conclude rally/win point.* *Perform a topspin forehand.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Taekwondo**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Fight for 2 two minute rounds.*
2	Use a variety of skills and techniques in a competitive situation.	*Use of jump kick as part of a series of combination kicks.* *Maintaining balance when avoiding counter attack from opponent or when performing pre-determined forms/patterns.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Tennis**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Serve using disguise.* *Perform an overhead forehand smash in order to conclude rally/win point.* *Perform a topspin forehand.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Trampolining**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive/pressure situation.	*Perform a sequence of movements of at least 10 bounces.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform routine demonstrating control (in centre of bed) and precision. Demonstrate skills such as a cradle and back somersault.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate appropriate compositional/choreographical principles/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Triathlon**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Compete in a specified event e.g. Olympic distance triathlon.*
2	Use a variety of skills and techniques in a competitive situation.	*Show acceleration in order to achieve a positive position at the transition.* *Moving at speed through heavily congested areas when performing under pressure.* *Demonstrate appropriate swimming, cycling and running techniques*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Volleyball**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Serve using disguise.* *Perform an overhead forehand smash in order to conclude rally/win point.* *Perform a tip volley.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Water Polo**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Catching with either hand, move to next action.* *Move into space in attack in order to receive the ball.* *Move with ball using both hands, show close control.* *Perform a pass over distance to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Weight Lifting**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Compete in a specified event.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform a snatch/ clean and jerk lift demonstrating correct technique (legs, breathing, body position and coordination).*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Wind Surfing**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Compete in a specified event.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform techniques required to effectively propel the wind surfer.* *Tacking and gybing.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Assessment as a specialist activity

Blind Cricket: The candidate must perform as a fielder or wicketkeeper and as a batter or bowler.

Activity	**Blind Cricket (Batting)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform a stroke in response to delivery received. Move down the wicket to a spin bowler.* *Perform a forward/backward defence in response to delivery received.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Blind Cricket (Bowling)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Bowl consistently outside off stump.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Blind Cricket (Fielding)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Taking a reaction catch at first slip or a high towering catch at deep square leg.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Blind Cricket (Wicket Keeper)**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Taking a reaction catch.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Boccia**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Successfully propel the ball with accuracy, control and originality to achieve desired outcome.* *Propel the ball to successfully remove the opponent's ball from the jack during play.* *Demonstrate variations in flight and spin in order to block the opponent's ball from access to the jack during play.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Goalball**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Successfully propel the ball with accuracy, control and originality to achieve desired outcome.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Polybat**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Serve using disguise.* *Perform an overhead forehand smash in order to conclude rally/win point.* *Perform a forehand.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Powerchair Football**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Move into space in attack in order to receive through ball.* *Dribble, show close control.* *Perform a pass over distance to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Table Cricket**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Field on leg and off sides moving fielding boundary markers showing knowledge of the different positions.* *Set the angle of the ramp to deliver the ball to pre-determined target.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

Activity	**Wheelchair Basketball**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
	Skills / techniques	**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation.	*Perform a lay-up.* *Move into space in attack in order to receive through ball.* *Dribble using both hands, show close control. Perform a double handed overhead pass over distance to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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Activity	**Wheelchair Rugby**	
Candidates are required to demonstrate their ability to apply skills / techniques / strategies in competitive (pressure) situations.		
Skills / techniques		**Examples**
1	Perform in a competitive situation.	*Play a full sided competitive game.*
2	Use a variety of skills and techniques in a competitive situation	*Move into space in attack in order to receive through ball.* *Perform a pass to team member.*
3	Demonstrate effective use of appropriate physical fitness components during the performance.	*Use speed, strength, power, endurance etc as appropriate during the performance.*
4	Demonstrate strategic/tactical awareness/decision making as part of the performance.	*Make correct decisions when a variety of options are available.* *Apply tactics and adapt them in response to strengths/weaknesses shown by opponent (A2).*

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