

GCE A LEVEL

WJEC Eduqas GCE A LEVEL in PHYSICAL EDUCATION

ACCREDITED BY OFQUAL

SPECIFICATION

Teaching from 2016
For award from 2018

Version 3 August 2020

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules and carry forward of NEA marks.	32
3	The activity list has been updated to include additions, for assessment from 2022 onwards.	42



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GCE A LEVEL PHYSICAL EDUCATION

SUMMARY OF ASSESSMENT

Component 1: Exploring concepts in physical education
Written examination: 2 hours
35% of qualification

To assess all A level subject content

Question types

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

Component 2: Evaluating physical education
Written examination: 2 hours
35% of qualification

To assess all A level subject content

Question types

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

Component 3: Improving Personal Performance in physical education
Non-exam assessment
30% of qualification

To assess

- practical performance in one activity as a player/performer or coach
- analysis and evaluation of personal performance

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2018.

Qualification Accreditation Number: 601/8838/8

GCE A LEVEL PHYSICAL EDUCATION

1 INTRODUCTION

1.1 Aims and objectives

The WJEC Eduqas A level in Physical Education equips learners with a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education.

Learners are required 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. The specification 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.

The WJEC Eduqas 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).

1.2 Prior learning and progression

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 AS.

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. learners 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, Reasonable Adjustments and Special Consideration: 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.

2 SUBJECT CONTENT

The WJEC Eduqas A level in Physical Education provides a coherent combination of five areas of study:

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

Any of the areas of study can be assessed in any of the components. The content can be assessed in components 1 and 2 as part of the written examination and in Component 3 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 components 1 and 2 as part of the written examination and in Component 3 as part of the analysis and evaluation.

The assessment of these skills will represent a minimum of 5% of the overall A level marks.

See Appendix C for further details on quantitative skills.

The subject content and amplification, including quantitative skills 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, training and performance

Content	Amplification
<p>The contribution which physical activity makes to health and fitness</p> <p>The importance of exercise. Benefits of an active, healthy lifestyle. The consequences of adopting a sedentary lifestyle.</p> <p>Short-term responses to exercise</p> <p>Cardiac dynamics: heart rate, stroke volume and cardiac output. Frank-Starling mechanism and venous return.</p> <p>Cardiac response to exercise: changes in heart rate, stroke volume and cardiac output. The cardiac cycle.</p> <p>Vasomotor control: vascular shunt and venous return.</p> <p>Respiratory response to different exercise intensities.</p> <p>Changes to neuro-muscular system.</p>	<p>The social, psychological and physical benefits of exercising. The risk of not having a healthy lifestyle. The risks include increased stress, hypertension, cardiac atrophy and obesity as well as the risk of psychological issues such as having a poor body image and lower self-confidence.</p> <p>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.</p> <p>The structure of blood vessels (arteries, veins and capillaries), blood pressure as a function of cardiac output and resistance to flow.</p> <p>The role of chemoreceptors, proprioceptors, thermoreceptors and baroreceptors.</p> <p>Increased speed of transmission as muscle is warmed up. Steady state and VO_2 max.</p> <p>Learners should be able to</p> <p>Interpret data and graphs showing short-term responses within musculo-skeletal, cardio-respiratory and neuro-muscular systems during different types of physical activity.</p>

Content	Amplification
<p>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.</p> <p>Cardio-respiratory system: bradycardia, cardiac hypertrophy and stroke volume (ejection fraction), changes in lung volumes, pulmonary diffusion and the effects on VO_2 max.</p>	<p>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.</p> <p>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.</p>
<p>Preparation and training methods Field-based fitness testing.</p> <p>Principles of maximal and sub-maximal tests.</p> <p>Laboratory and field-based testing.</p> <p>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).</p> <p>Methods of training: weight, continuous, fartlek, interval including high intensity training (HIT), plyometrics, circuit and mobility/flexibility.</p>	<p>Field-based test protocols for the following components of fitness: aerobic capacity (cardiovascular endurance), strength (static and dynamic), muscular endurance, flexibility, agility, balance, speed, power, reaction time and co-ordination.</p> <p>The following laboratory tests and protocols: VO_2 max treadmill or cycle ergometer test and the 30 seconds Wingate Power test.</p> <p>How to interpret fitness test results e.g. normative tables, athletes previous test results.</p> <p>Concepts of relevance, validity and reliability.</p> <p>How sport specific tests may differ from those carried out on sedentary individuals, such as using maximal sport specific testing.</p> <p>Different components of fitness and their links with methods of training and specific sports/activities.</p> <p>Specific applications of interval training depending on the activity.</p> <p>Flexibility training including active, passive and ballistic stretching and proprioceptive neuromuscular facilitation (PNF).</p>

Content	Amplification
<p>Environmental training</p> <p>Principles of training: specificity, progressive overload, reversibility and variance.</p> <p>Monitoring intensity of training.</p> <p>Periodisation: use of macro, meso and microcycles and the structure of the training year.</p>	<p>Altitude training. Training in different climates.</p> <p>Weight training as a way to develop strength/power/muscular endurance. Frequency, intensity, time, type (FITT) principles.</p> <p>Specific applications of the principles of training using % of maximum effort, use of precise times for exercise and recovery when designing specific training programmes.</p> <p>Training zones and training thresholds. Borg's Rating of Perceived Exertion (RPE) and its uses. Use of heart-rate monitors.</p>
<p>Energy systems and their application to training principles</p> <p>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.</p> <p>Energy continuum and its application in planning training programmes.</p>	<p>The predominant energy system used in relation to the type of exercise.</p> <p>The inter-changing between thresholds during physical activity depending on intensity and duration of exercise and the fitness levels of the performer.</p> <p>The importance of knowledge of VO₂ max and the anaerobic threshold.</p> <p>Energy equations or knowledge of enzyme actions are not required.</p> <p>Learners should be able to</p> <p>Interpret tables and graphs showing the use of energy systems during different types of physical activity and sport.</p>
<p>Fatigue and the recovery process</p> <p>Causes of fatigue and its effect on physical activity and sporting performance.</p> <p>Onset of blood lactate accumulation (OBLA) and delayed onset of muscle soreness (DOMS). Excess post-exercise oxygen consumption (EPOC).</p> <p>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.</p>	<p>Links between fatigue and depletion of energy sources and increases in lactic acid (lactate).</p> <p>The effects of dehydration and the loss of electrolytes on performance. Oxygen deficit and oxygen debt.</p> <p>The alactic recovery stage of EPOC (fast replenishment – restoration of PC, and re-saturation of myoglobin) - how this occurs and the time taken. The lactic acid recovery stage of EPOC (slow replenishment - restoration of muscle glycogen stores and removal of lactic acid).</p> <p>The impact of cool down on the removal of lactic acid and the fate of lactic acid (Cori Cycle) carbon dioxide and water.</p>

Content	Amplification
<p>Diet and nutrition and performance Constituents of a balanced diet: relative proportions of carbohydrate, fat and protein.</p> <p>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).</p> <p>Variations in diets for different activities and sports and types of training.</p> <p>Hydration in sport and the detrimental effects of dehydration on performance. Isotonic, hypotonic and hypertonic drinks.</p> <p>The use and misuse of supplements and ergogenic aids to training: protein (whey and casein), creatine and caffeine usage.</p>	<p>The role of carbohydrates, fats and proteins particularly as applied to training and performance.</p> <p>High, medium and low GI foods and how glycaemic knowledge could be beneficial when developing nutrition programmes for health and sporting performance.</p> <p>Food fuel usage variations with different exercise intensities, exercise duration and fitness levels.</p> <p>The importance of pre-competition meals and what to consume before, during and after exercise.</p> <p>Carbo-loading and the importance of depletion, repletion/loading and tapering.</p> <p>Hydration techniques for before, during and after exercise including an understanding of volumes and timings.</p> <p>The role of supplementation in sport, both positive and negative aspects.</p>
<p>Injury prevention and the rehabilitation The importance of an effective warm-up and cool-down.</p>	<p>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.</p> <p>The physiological benefits of cool down: removal of waste products such as lactic acid. Re-saturation of myoglobin with oxygen.</p>

Content	Amplification
<p>Risk assessment: Physical activity readiness questionnaire (PAR-Q) importance of rules and officials, protective equipment, balanced competition, warming up and cooling down, etiquette and environment.</p> <p>Predictors of injury.</p> <p>Factors leading to injury and how to avoid these: muscle weakness, imbalances and stiffness.</p> <p>Rehabilitation and recovery.</p>	<p>Factors specific to particular sports. Consideration of the importance of completing a PAR-Q prior to engaging in an exercise programme.</p> <p>Overtraining and biomechanical issues. The importance of building core stability, conditioning and stretching exercises into any training programme along with sufficient rest.</p> <p>Pressure, rest, ice, compression, elevation (PRICE) for minor strains and sprains. Ice baths, kinesio taping, hypoxic tents, massage, electrotherapy.</p>

2. Movement analysis technology and biomechanics

Content	Amplification
<p>Joints and articulations Classification of joints: fibrous, cartilaginous and synovial.</p> <p>Types of joints: hinge, pivot, ball and socket, gliding and ellipsoid.</p> <p>Musculo-skeletal system Overview of the skeletal systems: functions and the axial and appendicular skeleton.</p> <p>Structure and functions of skeletal muscle.</p> <p>Major skeletal muscles of the human body.</p> <p>Muscle fibres: slow twitch (Type I) and fast twitch (Type IIa and IIb) and their associated characteristics.</p> <p>Antagonistic muscle action: prime mover (agonist), antagonist, fixator and synergist.</p> <p>Types of muscle contractions: isotonic; concentric and eccentric isometric</p>	<p>How joints are classified according to their range and type of movement.</p> <p>Specific sporting examples of each type of joint in action.</p> <p>How joint types are linked movement patterns when analysing sporting activities.</p> <p>Different types of bone and the role of ligaments, tendons and cartilage.</p> <p>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.</p> <p>The role of different muscle fibres and their characteristics, how they influence sporting performance.</p> <p>Sporting examples of different types of antagonistic muscle actions and muscle contractions.</p> <p>The application of types of muscle contractions to sporting situations.</p> <p>Learners do not need to be familiar with the microscopic detail of muscles or the sliding filament theory.</p>
<p>Analysis of movement in physical activities</p> <p>Planes and axes of rotation: frontal, sagittal and horizontal/transverse planes of the body.</p> <p>Movement patterns: longitudinal, horizontal/transverse and frontal/anterior-posterior axes of rotation.</p> <p>Flexion/extension, abduction/adduction, circumduction, pronation/supination, rotation, plantar flexion/dorsi flexion, lateral flexion and horizontal adduction and abduction.</p>	<p>Different movement patterns that occur along planes of the body e.g. flexion/extension along the sagittal plane.</p> <p>Movement patterns and their links to relevant sporting examples for each. Identification of movement patterns with particular actions.</p>

Content	Amplification
<p>Biomechanical principles Newton's three laws of motion.</p> <p>Momentum, impact and impulse. Impulse as a vector quantity. Force – time graphs.</p> <p>Stability: stable, unstable and neutral equilibrium. Factors affecting stability – base of support and centre of mass.</p>	<p>Newton's laws and their application within a sporting context.</p> <p>Definitions of key terms and how to interpret information from a force/time graph within a sporting context.</p>
<p>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.</p>	<p>Different types of levers and with sporting examples of their uses.</p>
<p>Linear motion Position, distance, displacement, speed, velocity, acceleration and their application to sport.</p> <p>Angular motion Angular displacement, velocity and acceleration.</p> <p>Moment of inertia and conservation of angular momentum.</p>	<p>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.</p> <p>Definition of key terms and carry out calculations involving spinning subjects.</p> <p>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.</p>
<p>Projectile motion Gravity and weight: factors affecting the flight of an object - velocity, height of release and air resistance.</p> <p>Lift forces. Spin: Magnus effect, Bernoulli principle, pressure differentials and magnus force.</p>	<p>Newton's laws and their use in calculating the flight path of an object following a parabolic arc.</p> <p>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.</p> <p>Magnus force and how it determines the path and bounce of spinning objects – topspin, backspin, sidespin/swerve.</p>
<p>Fluid mechanics Fluid friction: factors affecting fluid resistance – drag.</p> <p>Importance of streamlining in sport.</p>	<p>Definition of key terms and the importance of laminar flow.</p> <p>Speed, surface area, surface effects and speed.</p> <p>Developments in cycling and swimming and reduction in air resistance.</p>

Content	Amplification
	<p>Learners should be able to Ability to plot, label and interpret graphs and diagrams and use definitions, equations, formulae and units of measurement relevant to the biomechanics content.</p>
<p>Performance analysis The coaching process and its limitations: the need for performance analysis technology.</p> <p>Qualitative and quantitative approaches to analysing performance: choosing the correct method and analysing data.</p> <p>Video analysis: its advantages, disadvantages and uses.</p> <p>Notational analysis: its advantages, disadvantages and uses. Performance analysis in the media.</p>	<p>Reasons why coaches observe and analyse performance and the limitations of simply using real time observations.</p> <p>How coaches analyse the different aspects of performance (physical, technical, tactical and behavioural) using different methods.</p> <p>The importance of different forms of video analysis (split-screen, slow-motion, and frame analysis) and the role it plays in analysing performance.</p> <p>The use of simple data collection and computerised systems. Time-motion analysis and GPS tracking systems.</p>
<p>Technology Technology for the performer.</p> <p>Technology for the officials.</p>	<p>Developments in equipment such as tennis rackets, football boots, swimsuits, cycle design, pole vault developments, clothing design (lycra and other materials) and developments for paraolympic/disabled sports.</p> <p>Developments in javelin, safety matting in athletics, helmet sensors (prevention of concussion).</p> <p>Technological advances such as instant replays, wireless communication, TMO/video referee, referral system in cricket (Hawkeye, Hot Spot and Snickometer), goal line technology in football, challenge system in tennis and the umpire decision review system (DRS) in cricket.</p>

Content	Amplification
<p>Technology for spectators.</p>	<p>The effect of the introduction of technology on the game and on the officials.</p> <p>The use of slow motion replays, split screen, 3D TV, interactive features, stadium design and use of social media.</p> <p>The advantages and disadvantages of the growth of technology in sport including the notion of 'technological doping' and the concept of a 'level playing field.'</p> <p>Issues surrounding the rise of technology in sport. Links with biomechanics, performance analysis, applied physiology (and fitness testing), commercialisation and deviance.</p> <p>Learners should be able to Understand different types of data analysis and their use in helping to optimise performance.</p>

3. Sport psychology

Content	Amplification
<p>Personality Personality theories: trait, interactionist and social learning theories.</p> <p>Personality types: extrovert, introvert, stable and neurotic, Type A and Type B.</p> <p>Personality profiling: observation, questionnaires, interviews, profile of mood states (POMS).</p>	<p>The relationship between personality theories and sport.</p> <p>Possible impacts of personality types on sporting performance. and choice of sport.</p> <p>The different methods used in personality profile and the benefits and limitations of each method.</p>
<p>Attitudes Attitudes, inconsistencies and prejudices in sporting situations.</p> <p>The components of attitudes: triadic model (cognitive, affective and behavioural).</p> <p>Attitude change.</p>	<p>Origins of attitudes: prejudice and stereotyping.</p> <p>Specific sporting examples of the use of the triadic model.</p> <p>Methods of changing attitudes from negative to positive e.g. use of cognitive dissonance, persuasion.</p> <p>The factors that can affect the effectiveness of cognitive dissonance and persuasion.</p>
<p>Goal setting Reasons for setting goals. Types of goals: performance, outcome and process orientated. Long, medium and short-term goals. Characteristics of goal setting - SMART approach (specific, measurable, agreed, realistic, time-phased).</p>	<p>The factors affecting the setting of goals and their links to sporting activities. The relative benefits of short/medium and long-term goals to improving performance in physical activity.</p>
<p>Stress, arousal and anxiety Definition of stress, arousal and anxiety.</p> <p>Theories of arousal: drive theory, inverted-U and catastrophe theories.</p> <p>Zone of optimal functioning (ZOF) and peak flow experiences.</p> <p>Measurement of stress, arousal and anxiety.</p>	<p>The relationship between stress, arousal anxiety and sporting performance.</p> <p>The relationship between levels of arousal and performance in different skills and different levels of expertise. Arousal and personality: the effect of the audience.</p> <p>Physiological measures of stress and arousal (monitoring heart rate, breathing rate, muscle response, sweating and hormonal level) and participant observation and questionnaires.</p> <p>The use of the sport competition anxiety test (SCAT) and the competitive state anxiety inventory (CSAI-2).</p>

Content	Amplification
<p>Methods of controlling stress, arousal and anxiety.</p> <p>Different types of anxiety.</p>	<p>Somatic techniques such as bio feedback, breathing and relaxation and cognitive techniques such as goal setting, use of imagery and self-talk.</p> <p>Trait and state anxiety.</p>
<p>Motivation Intrinsic and extrinsic motivation: the use of tangible and intangible rewards.</p> <p>Achievement motivation and links with personality and situation.</p> <p>Competitiveness: sport-specific achievement motivation and its links with competitive trait anxiety.</p>	<p>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.</p> <p>Links between achievement motivation, self-confidence and self-efficacy (Bandura, 1977).</p> <p>The need to achieve (NAch) and the need to avoid failure (NAF).</p> <p>Development of achievement motivation and its implications for the coaching of young children.</p>
<p>Aggression Definitions and types of aggression: hostile and instrumental aggression and assertive behaviour.</p> <p>Theories of aggression: instinct theory and catharsis, frustration-aggression hypothesis, cue arousal and social learning theory.</p> <p>Causes of aggression.</p> <p>Managing and controlling aggression.</p>	<p>Different types of aggression within different sports. The difference between aggression and assertion.</p> <p>The theories of aggression and their links to relevant sporting examples.</p> <p>The factors that may cause increases in aggressive acts (e.g. poor officiating, temperature, partisan crowd).</p> <p>Strategies for controlling aggression, both from the perspective of an individual and an organisation.</p>

Content	Amplification
<p>Social facilitation Positive and negative effects of the presence of an audience on performance.</p> <p>Theories of social facilitation: drive theory, evaluation apprehension theory, distraction conflict theory, self-presentation theory. Home field advantage.</p>	<p>How both co-actors and the audience can facilitate or inhibit sporting performance.</p> <p>Theories of social facilitation and their links to sporting examples.</p> <p>Strategies that can be used to lessen the negative effects of the presence of an audience.</p>
<p>Group dynamics and leadership The 6 Is (interaction, interdependence, interpersonal relationships, identical norms/goals/values, identity and independence).</p> <p>Formation of groups/teams: forming, storming, norming and performing.</p> <p>Theories of group cohesion: task and social cohesion, group cohesion and group productivity.</p> <p>Problems with group processes: coordination and motivational losses. Issues relating to group size: the Ringelmann effect and social loafing.</p> <p>Theories of leadership: Great man theory, Fiedler's contingency theory, prescribed and emergent leaders.</p> <p>Leadership styles: autocratic, democratic, laissez-faire.</p> <p>Chelladurai's multi-dimension model of leadership.</p> <p>Leadership scale for sport (LSS).</p>	<p>The nature of a group/team in terms of mutual awareness, common goal and interaction.</p> <p>How groups become cohesive teams with strategies for facilitating this process.</p> <p>Motivational factors within a team including giving individuals credit for their actions praise from significant others, positive feedback.</p> <p>How negative influences can cause dysfunctional group behaviour and lead to group disharmony. How social loafing can be overcome within a sporting context.</p> <p>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.</p> <p>Different leadership styles and the benefits and weaknesses of each style.</p> <p>Variations of leadership style depending on a) the situation b) member characteristics c) the personality of the leader.</p>
<p>Attribution theory Attribution theory: internal/external and stable/unstable reasons given for outcomes.</p> <p>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.</p>	<p>Why different reasons are given for outcomes by team members. The reasons should be given within the context of Weiner's model.</p> <p>Causes of learned helplessness and strategies to overcome it. Attributional retraining.</p>

Content	Amplification
<p>Self-efficacy and confidence Self-efficacy and self-confidence. Definitions and sources of self-efficacy.</p> <p>Relationship between self-efficacy and performance.</p>	<p>Self-efficacy and its derivation from past performance, vicarious experiences, verbal persuasion and arousal. Links with work on development of positive attitudes.</p> <p>How self-efficacy links with our expectations of success and how teachers/coaches can develop self-efficacy.</p> <p>Learners should be able to Understand and interpret graphical representations linked to sport psychology theories.</p>

4. Skill acquisition

Content	Amplification
<p>Skill, ability and application to practical activity Definitions of skill, ability, learning and performance. Characteristics of skilled performance.</p> <p>Abilities: gross motor and psychomotor.</p> <p>Skill continuums: pacing, difficulty, organisation, continuity, muscular involvement and environmental influence.</p>	<p>The role skill acquisition plays in participating in physical activity, examples of what a skilled performance would look like.</p> <p>Examples of different abilities used within sport.</p> <p>How the classification of skills can be used to aid teaching and coaching including the use of variable practice for open skills.</p>
<p>Learning processes and variables Learning/performance curves: positive, negative, linear and plateau.</p> <p>Theories of Learning: Bandura's observational learning – demonstration, attention, retention, motor reproduction, motivation, matching performance (DARMMM).</p> <p>Reinforcement: positive, negative and punishment; drive reduction theory.</p> <p>Stages of learning (Fitts and Posner): cognitive, associative and autonomous.</p> <p>Transfer of learning: positive/negative, proactive/retroactive, bilateral.</p> <p>Methods of practice: whole/part/progressive part, variable/fixed, massed/distributed, mental rehearsal and practice.</p> <p>Methods of guidance: visual, verbal, manual and mechanical.</p>	<p>Different learning curves and the possible causes of plateaus and how a coach may overcome such an occurrence.</p> <p>Learning theories and their links to practical sporting situations.</p> <p>Different forms of reinforcement and how they link with phases of learning.</p> <p>The different phases of learning and links with learning curves and methods of practice and guidance.</p> <p>The types of transfer and how such transfer has affected performance when learning new skills.</p> <p>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.</p> <p>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.</p>

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

5. Sport and society

Content	Amplification
<p>Sport, culture and society Definitions of culture, society and social institution.</p> <p>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.</p>	<p>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.</p>
<p>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.</p> <p>The movement from amateurism to professionalism to commercialisation of modern sport.</p> <p>Amateurism and Olympism. Issues of shamateurism.</p> <p>Use of sport as a political tool. Boycotts, protests, diplomacy and promotion of national identity.</p>	<p>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.</p> <p>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.</p> <p>How professionalism has impacted upon sporting ethics. Lombardian ethic.</p> <p>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.</p>
<p>Ethics and deviance Sporting ethics: fair play, sportsmanship and gamesmanship.</p> <p>Deviance in sport: notion of behaviour that is at a tangent to the norm. Relative and absolute deviance.</p> <p>Types of deviance within sport: under conformity, over conformity and Coakley's sports ethic.</p> <p>Doping within sport: the use, and reasons for the use, of illegal performance enhancing drugs and other illegal methods.</p> <p>Combating the use of performance-enhancing drugs in sport.</p>	<p>Examples of both sportsmanship and gamesmanship within a range of sports.</p> <p>Relevant up-to-date sporting examples of different forms of deviant behaviour within sport.</p> <p>Reasons for deviant behaviour: deviance and commercialisation.</p> <p>On-field and off-field violence and its causes including hooliganism.</p> <p>The ethics of doping.</p> <p>World Anti-Doping Agency (WADA), drug testing procedures and biological passports.</p>

Content	Amplification
<p>Social differentiation Definition of social stratification and its application to sport. Prejudice, stereotyping and discrimination towards ethnic minorities, women, disabled and socially deprived.</p> <p>Barriers to participation: issues of opportunity, provision and esteem for all disadvantaged groups.</p> <p>Economic and socio cultural factors and their impact on sporting participation and achievement for disadvantaged groups.</p> <p>Strategies for improving participation among disadvantaged groups.</p>	<p>How class division has 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.</p> <p>Self-fulfilling prophecy. Centrality and racial stacking and their relationship with lack of black, Asian and minority ethnic (BAME) managers and coaches.</p> <p>Sport as an avenue for social mobility.</p> <p>Influence of the media and the importance of role models.</p> <p>Reformative policies such as anti-racism campaigns such as Kick It Out, adapted sports for disabled; the effect on the sports.</p>
<p>Sport and the mass media Functions of the media in society: inform, interpret, educate, entertain and advertise.</p> <p>Forms of media within sport.</p> <p>The symbiotic relationship between sport and the mass media, the importance of the 'golden triangle'.</p> <p>Sport as an avenue for perpetuating stereotypes.</p>	<p>The interdependence between the media and the sport industry using relevant, up-to-date examples.</p> <p>The rise of social media within sport.</p> <p>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.</p> <p>The dramatisation of sport: sensationalising sporting contests, sexploitation of female athletes and creation of national pride.</p>
<p>Sport, commercialisation and globalisation Notion of sport as a commodity.</p> <p>Consumerism – market forces/sport industry influences.</p> <p>Americanization and its impact on sport.</p>	<p>How sport has evolved into a big business that is now heavily influenced by market forces.</p> <p>The different ways of sponsoring sport and explore the advantages and disadvantages of sponsorship.</p> <p>Sponsorship of sport: 'golden triangle' and different forms of sports marketing.</p> <p>Brand awareness including Nike and the development of the sporting goods market.</p>

Content	Amplification
<p>Globalisation (Giddens). Sport and global culture.</p> <p>Three levels of globalisation: creation of global sporting competitions, the development of satellite communications and growth of the sporting goods market (Cashmore).</p> <p>Globalisation as a mechanism of financial gain.</p> <p>Consequences of globalisation – global migration of players, coaches and expertise; creation and celebrity nature of global superstars and teams.</p>	<p>Giddens' definition of globalisation and how it is applicable to sport.</p> <p>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.</p> <p>Links between globalisation and the growth of media – exclusive rights and prime time television including Olympic Games coverage.</p> <p>How globalisation has allowed those people with power in sport to promote their product on a worldwide stage.</p> <p>The key issues relating to the global migration of players and its effect on national teams.</p>
<p>From mass participation to excellence Mass participation v excellence. The sports development pyramid and Sport England's sports development continuum.</p> <p>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.</p> <p>Talent identification processes and development initiatives. Methods of identifying talent. The structure of the World Class Performance Pathway.</p> <p>The organisation structures and network of sport within the United Kingdom: national and local provision.</p> <p>Recreational pathways: lifelong involvement, local and national government initiatives, involvement of health agencies.</p>	<p>The main benefits of participating in sport from an individual and governmental perspective.</p> <p>Factors affecting participation and lifestyle choice including individual difference, family, friends, education, tradition, age, provision, media, finance body image and disability.</p> <p>Sociocultural factors influencing movement between the different levels.</p> <p>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 England 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.</p> <p>Learners should be able to Interpret data and graphs relating to participation rates in physical activity and sport.</p>

2.1 Component 1

Exploring concepts in physical education

Written examination: 2 hours

35% of qualification

105 marks

To assess all A level subject content.

Question types

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

2.2 Component 2

Evaluating physical education

Written examination: 2 hours

35 % of qualification

105 marks

To assess all A level subject content.

Question types

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

2.3 Component 3

Improving personal performance in physical education

Non-exam assessment

30% of qualification

90 marks

To assess

- practical performance in one activity as a player/performer or coach
- analysis and evaluation of personal performance

Performance as a player/performer or coach must be in one of the activities in Appendix B approved by the Department for Education.

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. Analysis and evaluation of performance

The analysis and evaluation 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 into appropriate theoretical subject content.

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 component and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Component 1	12%	15%	8%	-	35%
Component 2	12%	7%	16%	-	35%
Component 3	-	-	-	30%	30%
Overall weighting	24%	22%	24%	30%	100%

3.2 Arrangements for non-exam assessment

Component 3

Component 3 assesses assessment objective 4 in its entirety; it will be marked out of 90 and is worth 30% of the qualification.

Summary of Component 3

Assessment	Marks	Weighting	Assessment objective
Practical performance or coaching in one activity	45	15%	AO4
Performance analysis and evaluation of the chosen activity	45	15%	AO4

1. Assessment of practical performance

Candidates must be assessed in one of the approved activities as stipulated by DfE in Appendix B.

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

For assessment as a player/performer candidates should: demonstrate the application of relevant skills/techniques required for the sport/activity. All activities should be played under competitive/formal conditions appropriate to the activity.

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.

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 and where there it would be difficult to moderate "live" on moderation day. Appropriate DVD evidence must be available for the performance of all off-site activities. Teachers must ensure that the appropriate assessment criteria are used for all activities.

Please note that to enable centres to review the outcome of moderation, 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.

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 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 both on the cover and on the DVD, 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 for a centre to overcome, candidates should **not** be entered for assessment in swimming.

2. Assessment of analysis and evaluation of personal performance

The personal performance analysis and evaluation must aim to provide recommendations to improve performance in the practical assessed activity. The performance analysis and evaluation 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
- 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 penalising themselves by not allowing appropriate coverage of the required assessment objectives. Candidates who exceed the advisory word count are penalising 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

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 produce work of the advisory word count of 2500-3500 words.

Guidance

Teachers must ensure that the initial analysis and data collected is sufficient and is 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. That is, teachers can suggest in broad terms where improvements could be made but should not indicate how. There should be no indications of errors, omissions and ways to improve the work. The candidate must decide independently what must be improved and how. 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 or 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
- 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

- WJEC provides an annual administrative handbook for centres, outlining how assessments should be undertaken in centres
- Moderation will take place by between the middle of March and May of the year of examination.
- WJEC will confirm the date of the moderation with all centres before the end of December of the examination year.
- 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 performance analysis and evaluation.
- 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 should be present on the day of moderation.
- Candidates must be clearly identified by number.
- All performance analyses and evaluations 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 evaluation 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 GCE results day.

4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer series each year, until the end of the life of this specification. Summer 2018 will be the first assessment opportunity.

A qualification may be taken more than once. Candidates must resit all examination components in the same series.

Marks for NEA may be carried forward for the life of the specification. If a candidate resits an NEA component (rather than carrying forward the previous NEA mark), it is the new mark that will count towards the overall grade, even if it is lower than a previous attempt.

Where a candidate has certificated on two or more previous occasions, the most recent NEA mark is carried forward, regardless of whether that mark is higher or lower (unless that mark is absent)
The entry code appears below.

WJEC Eduqas A level Physical Education: A550QS

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

4.2 Grading, awarding and reporting

A level qualifications are reported as a grade from A* to E. Results not attaining the minimum standard for the award will be reported as U (unclassified).

APPENDIX A

Component 3 assessment grids

Component 3 assesses assessment objective 4 in its entirety; it will be marked out of 90 and is worth 30% of the qualification.

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, the answer 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.

Stage 2 – Deciding on the mark

Once the band has been decided, teachers 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 level of work/performance.

Learners will be assessed performing **or** coaching in **one** activity from the list of activities approved by the Department for Education in Appendix D

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

- Demonstrate the application of relevant skills/techniques required for the sport/activity at an advanced level. All activities should be played under competitive/formal conditions appropriate to the activity

Band	Assessment Criteria: Player/Performer
<p>Band 5</p>	<p style="text-align: center;">37-45 marks</p> <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • excellent application of an extensive range of appropriate skills and techniques showing accuracy, control, precision and fluency • an excellent level of physical fitness for the activity, enabling the consistent maintenance of a high level of effective performance • excellent application of an extensive range of strategies/tactics/compositional ideas • 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, well-reasoned strategies/interventions/practices to improve future performance
<p>Band 4</p>	<p style="text-align: center;">28-36 marks</p> <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • very good application of an extensive range of appropriate skills and techniques showing accuracy, control, precision and fluency • a very good level of physical fitness for the activity, enabling the maintenance of a high level of effective performance • very good application of an extensive range of strategies/tactics/compositional ideas • 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

Band 3	<p style="text-align: center;">19-27 marks</p> <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • a good application of a range of appropriate skills and techniques showing some precision and fluency • a good level of physical fitness for the activity, enabling the maintenance of effective performance • good application of a range of strategies/tactics/compositional ideas • 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	<p style="text-align: center;">10-18 marks</p> <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • some precision and fluency in the application of skills and techniques • a limited level of physical fitness for the activity leading to inability to sustain performance • limited application of strategies/tactics/compositional ideas • some appropriate 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	<p style="text-align: center;">1-9 marks</p> <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • lack of precision and fluency in the application of skills and techniques • a lack of fitness leading to ineffectiveness in the game/competitive situation • poor application of strategies/tactics/compositional ideas • poor decision making • little analysis and evaluation of own and others' performance • lack of adaptations to performance whilst under pressure • lack of ability to suggest strategies to improve future performance
0	<p style="text-align: center;">0 marks</p> <ul style="list-style-type: none"> • performance is not attempted or is not worthy of a mark

As a coach, learners will be expected to:

- plan and deliver progressive and appropriate training sessions

Band	Assessment Criteria: Coaching
Band 5	<p style="text-align: center;">37-45 marks</p> <p>Candidates:</p> <ul style="list-style-type: none"> • demonstrate excellent planning of an appropriate session • deliver an excellent progressive session to successfully achieve the desired aims • demonstrate excellent organisational and communication skills and apply and adapt leadership styles • produce an excellent analysis and evaluation of their own and others' personal performance proposing any adaptations necessary for different individuals • demonstrate excellent technical knowledge of the activity
Band 4	<p style="text-align: center;">28-36 marks</p> <p>Candidates:</p> <ul style="list-style-type: none"> • demonstrate very good planning of an appropriate session • deliver a very good progressive session to successfully achieve the desired aims • demonstrate very good organisational and communication skills applying an appropriate leadership style • produce a very good analysis and evaluation of their own and others' personal performance proposing any adaptations necessary for different individuals • demonstrate very good technical knowledge of the activity
Band 3	<p style="text-align: center;">19-27 marks</p> <p>Candidates:</p> <ul style="list-style-type: none"> • demonstrate good planning • deliver a session with some understanding of how to successfully achieve the desired aims, limited progression evident • demonstrate good organisational and communication skills with evidence of a leadership style adopted • produce a good analysis and evaluation of their and others' personal performance, proposing limited adaptations • demonstrate good technical knowledge of the activity
Band 2	<p style="text-align: center;">10-18 marks</p> <p>Candidates:</p> <ul style="list-style-type: none"> • demonstrate limited planning • deliver a basic session with limited understanding of how to successfully achieve the desired aims, basic progression evident • demonstrate organisational and communication skills with limited adaptation of a particular style • produce a limited analysis and evaluation of own and others' progress • demonstrate limited technical knowledge of the activity
Band 1	<p style="text-align: center;">1-9 marks</p> <p>Candidates:</p> <ul style="list-style-type: none"> • little or poor planning evident • deliver a poor session showing little or no understanding of how to achieve the aims, little or no progression evident • poor organisational and communication skills evident • produce little or no analysis of own performance • demonstrate little technical knowledge of the activity
0	<p style="text-align: center;">0 marks</p> <ul style="list-style-type: none"> • performance is not attempted or is not worthy of a mark

Analysis and evaluation of performance

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

The analysis and evaluation 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 into appropriate theoretical subject content. Quantitative skills that are relevant to the learners' chosen analysis and evaluation 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 analysis and evaluation has a total of 45 marks. Each of the four stages has a discrete mark solely targeting either analysis or evaluation as can be seen on the following pages. Of the 45 marks, 4 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.

An important aspect of the analysis and evaluation 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 appropriate research materials that can contribute to improving their performance.

For the analysis and evaluation of own performance 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 4	<p style="text-align: center;">7-9 marks</p> <p>With direct reference to a wide range of relevant research sources, candidates demonstrate:</p> <ul style="list-style-type: none"> • excellent analysis of own strengths and weaknesses, with a clear area for improvement identified • detailed analysis of appropriate quantitative data. • excellent identification of methods to improve future performance, based on findings from analysis of own performance • very good application of key knowledge throughout, with evidence selected appropriately to help improve future performance
Band 3	<p style="text-align: center;">5-6 marks</p> <p>With reference to a variety research sources, candidates demonstrate:</p> <ul style="list-style-type: none"> • 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 2	<p style="text-align: center;">3-4 marks</p> <p>With reference to limited research sources, candidates demonstrate:</p> <ul style="list-style-type: none"> • some analysis of own strengths and weaknesses with an area for improvement loosely identified • limited analysis of appropriate quantitative data • some identification of methods to improve future performance, loosely based on findings from analysis of own performance • limited application of knowledge, with little evidence of selection of relevant information to help improve future performance.
Band 1	<p style="text-align: center;">1-2 marks</p> <p>With little reference to any research sources, candidates demonstrate:</p> <ul style="list-style-type: none"> • very little analysis of own strengths and weaknesses with an area for improvement loosely identified • lack of analysis of appropriate quantitative data • some identification of methods to improve future performance, but these lack clarity and are only loosely based on findings from analysis of own performance • very little application of knowledge, and little evidence of selection of relevant information to help improve future performance.
0	<p style="text-align: center;">0 marks</p> <p>Work is not attempted or is not worthy of a mark</p>

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

Band	Assessment Criteria
Band 4	<p style="text-align: center;">10-12 marks</p> <p>With direct reference to a wide range of relevant research sources, candidates provide:</p> <ul style="list-style-type: none"> • an excellent evaluation of the research and the initial analysis • excellent synthesis of information, to draw sound and logical conclusions • very good 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 evaluation which shows consistent, accurate use of technical terminology; writing is very well structured using accurate spelling, punctuation and grammar
Band 3	<p style="text-align: center;">7-9 marks</p> <p>With reference to a variety research sources, candidates provide:</p> <ul style="list-style-type: none"> • 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 • an evaluation which shows use of technical terminology; writing is generally well structured using reasonably accurate spelling, punctuation and grammar
Band 2	<p style="text-align: center;">4-6 marks</p> <p>With reference to limited research sources, candidates provide:</p> <ul style="list-style-type: none"> • limited evaluation of the research and the initial analysis • some synthesis of information, to draw some logical but often superficial conclusions • some 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 • an evaluation which shows limited use of technical terminology; writing shows some evidence of structure but with some errors in spelling, punctuation and grammar
Band1	<p style="text-align: center;">1-3 marks</p> <p>With little reference to any research sources, candidates provide:</p> <ul style="list-style-type: none"> • lack of evaluation of the research and the initial analysis • little synthesis of information, to draw some logical but often superficial conclusions • few recommendations and a plan for improving performance, with a lack of reference to initial analysis and research; recommendations have little evidence-base • lack of methodologies for improvement • an evaluation which shows a lack of technical terminology; writing shows some evidence of structure but with some errors in spelling, punctuation and grammar
0	<p style="text-align: center;">0 marks</p> <p>Work is not attempted or is not worthy of a mark</p>

3. Complete the training programme and analyse its effectiveness

Band	Assessment criteria
<p>Band 4</p>	<p style="text-align: center;">10-12 marks</p> <p>Candidates show:</p> <ul style="list-style-type: none"> • excellent monitoring of the programme, with changes to the plan explained in detail • detailed analysis of own performance following completion of the programme • very good analysis of the training programme • detailed analysis of appropriate quantitative data generated while monitoring the training programme
<p>Band 3</p>	<p style="text-align: center;">7-9 marks</p> <p>Candidates show:</p> <ul style="list-style-type: none"> • 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
<p>Band 2</p>	<p style="text-align: center;">4-6 marks</p> <p>Candidates show:</p> <ul style="list-style-type: none"> • limited monitoring of the programme, with superficial explanation of changes to the plan • some analysis of own performance following completion of the programme • some analysis of the training programme • limited analysis of appropriate quantitative data generated while monitoring the training programme
<p>Band 1</p>	<p style="text-align: center;">1-3 marks</p> <p>Candidates show:</p> <ul style="list-style-type: none"> • very little monitoring of the programme, with few changes to the plan; little explanation for any changes made • little analysis of own performance following completion of the programme • lack of analysis of the training programme • lack of analysis of quantitative data generated while monitoring the training programme
<p>0</p>	<p style="text-align: center;">0 marks</p> <p>Work is not attempted or is not worthy of a mark</p>

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

Band	Assessment criteria
Band 4	<p style="text-align: center;">10-12 marks</p> <p>With direct reference to a wide range of relevant research sources, candidates provide:</p> <ul style="list-style-type: none"> • detailed 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 very good use of specialist terminology • very good recommendations and a plan for improving performance; recommendations are strongly evidence-based drawing on initial research and all subsequent stages of the investigation
Band 3	<p style="text-align: center;">7-9 marks</p> <p>With reference to a variety research sources, candidates provide:</p> <ul style="list-style-type: none"> • 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 2	<p style="text-align: center;">4-6 marks</p> <p>With reference to limited research sources, candidates provide:</p> <ul style="list-style-type: none"> • a limited evaluation of the strengths and weaknesses of the programme • limited synthesis of information to draw some sound and logical conclusions • some communication of complex ideas, with limited use of specialist terminology • some 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
Band 1	<p style="text-align: center;">1-3 marks</p> <p>With little reference to any research sources, candidates provide:</p> <ul style="list-style-type: none"> • very little evaluation of the strengths and weaknesses of the programme • a lack of synthesis of information to draw some sound and logical conclusions • little communication of complex ideas, with a lack of use of specialist terminology • a lack of recommendations and a plan for improving performance; recommendations have a little evidence-base with lack of reference to the initial research and subsequent stages of the investigation
0	<p style="text-align: center;">0 marks</p> <p>Work is not attempted or is not worthy of a mark</p>

APPENDIX B

GCE A level activity list

The list of activities below is a full and complete list of all available activities as stipulated by the Department for Education. Learners must be assessed in **one** activity in the role of player/performer or coach.

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

Activity	Comments
Acrobatic gymnastics	[Awarded from 2022 onwards]
Amateur boxing	
Association football	Cannot be five-a-side
Athletics	Long distance running must not exceed 10,000 metres
Badminton	
Basketball	
Camogie	
Canoeing	
Cricket	
Cycling	Track or road cycling, and [from 2022 onwards] BMX cycling (racing not tricks) only
Dance	
Diving	Platform diving
Equestrian	
Figure skating*	[Awarded from 2022 onwards]
Futsal	[Awarded from 2022 onwards]
Gaelic football	
Golf	
Gymnastics	Floor routines and apparatus only
Handball	
Hockey	Must be field hockey
Hurling	
Ice hockey	[Awarded from 2022 onwards]
Inline roller hockey	[Awarded from 2022 onwards]
Kayaking	
Lacrosse	
Netball	
Rock climbing	Can be indoor or outdoor
Rowing	
Rugby league	Cannot be tag rugby
Rugby union	Can be assessed as sevens or fifteen a side. Cannot be tag rugby

Activity	Comments
Sailing	[Awarded from 2022 onwards] Royal Yachting Association recognised sailing boat classes only. The list can be found online at: https://www.rya.org.uk/racing/youth-junior/info/Pages/recognised-classes.aspx . Students must perform as helmsman
Sculling	
Skiing	Outdoor/indoor on snow. Must not be dry slopes
Snowboarding	Outdoor/Indoor on snow. Must not be dry slopes
Squash	
Swimming	Not synchronised swimming, personal survival or lifesaving
Table tennis	
Tennis	
Trampolining	
Triathlon	[Awarded from 2022 onwards] Sprint only
Volleyball	
Water polo	[Awarded from 2022 onwards]
Windsurfing	[Awarded from 2022 onwards]

Specialist activity	Comments
Blind cricket	
Boccia	
Goal ball	
Polybat	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

*Figure skating can be assessed as a 'singles' or 'pairs' activity.

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 will be assessed in components 1 and 2 as part of the written examinations and as part of the investigative research in Component 3.

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

The assessment of these skills will represent a minimum of 5% of the overall A-level marks.

APPENDIX D

Performance skills

The following tables, illustrating performance skills for all specified activities, should be used in conjunction with the assessment criteria in Appendix A. Learners are expected to demonstrate the relevant performance skills to an advanced level, appropriate to the qualification.

Row 1 specifies the context for the performance.

Rows 2 to 4 provide exemplification of the types of:

- skills/techniques
- fitness components
- strategic/tactical/decision making requirements

that are expected for each activity. This is not a definitive list of skills; credit should be given to candidates who perform appropriate skills to an advanced level that are not exemplified in the following tables.

Activity		Acrobatic gymnastics [from 2022 onwards]
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Perform a routine lasting a minimum of 2 minutes.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Balance routine – combine with partner(s) to perform tower or pyramid Dynamic routine – perform acrobatic moves that show spring, flight, rotation and landing.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making. Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies such as plan a performance showing gymnastic principles and movements e.g. the use of space, change of dynamics, interaction, degree of difficulty During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>changing circumstances (e.g. injuries)</i> <i>adapt performance accordingly.</i>

Activity	Amateur Boxing	
<ul style="list-style-type: none"> • Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations • All safety precautions specified by the Amateur Boxing Association should be adhered to 		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Fight for at least 2 three minute rounds.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Stance, preparation, guard</i> <i>Attack - e.g. move forward to throw straight punches with either hand, use jab, right and left cross or suitable combinations of punches</i> <i>Defence - e.g. quick footwork to avoid opposition counterattack.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. jab and retreat</i> <i>Make decisions e.g. when to attack/defend</i> <i>During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Association Football
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when receiving the ball (feet, thigh, chest) Attack - e.g. move forward with the ball showing dribbling, feints, step overs Pass - e.g. side foot, instep, left, right, long, short Shoot - e.g. over various distances using side foot/instep/low/high, driven, chipped, curled Defence - e.g. jockeying/tackling, covering, clearing Goalkeeper - e.g. shot stopping, crosses, narrowing angles, foot work, communication, distribution.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. apply zonal marking at a corner Make decisions e.g. full back over laps e.g. when to shoot, pass or run/dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, weather, pitch conditions, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Athletics
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	Compete in one specified event e.g. 400m, triple jump, javelin.
2	Demonstrate a variety of skills and techniques in a competitive situation	Track – start, posture, legs/arms, stride patterns, pacing Jumps – run up, take off, flight, landing Throw – stance, grip, preparation, movement, release, follow through.
3	Demonstrate effective use of appropriate physical fitness components during the performance	Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	Apply pre planned tactics/strategies e.g. perform 1500m race run behind leader to outpace opponent in final 200m Make decisions e.g. timing of sprint finish During the performance, analyse and evaluate: <ul style="list-style-type: none"> • own strengths/weaknesses • opponents strengths weaknesses • changing circumstances (e.g. time left, weather, injuries) adapt performance accordingly.

Activity		Badminton (singles or doubles)
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	Play a full competitive game.
2	Demonstrate a variety of skills and techniques in a competitive situation	Footwork/stance, preparation, contact, follow through Attack - e.g. forehand/backhand drives, smash, attacking clear/drop shot Defence - e.g. block shot when receiving a smash, high and deep serve.
3	Demonstrate effective use of appropriate physical fitness components during the performance	Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	Apply pre planned tactics/strategies e.g. move heavier opponent around court Make decisions e.g. shot selection During the performance, analyse and evaluate: <ul style="list-style-type: none"> • own strengths/ weaknesses • opponent(s) strengths/ weaknesses • changing circumstances (e.g. score, injuries) adapt performance accordingly.

Activity		Basketball
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when receiving the ball Attack - e.g. move forward with the ball showing dribbling with either hand, feints/changes of direction. Pass - e.g. using chest, bounce, javelin, overhead passes Shoot - e.g. using layups, set, jump shots Defence e.g. jockeying/intercepting.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. apply zone defence, screens, fast breaks Make decisions e.g. when to shoot, pass or run/dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Camogie / Hurling
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when receiving the ball (chest, overhead catch) Attack - e.g. moves forward with the ball evading tackles Pass - e.g. using puck/hand pass ground strike from open play Defence - e.g. marking, intercepting Shooting - e.g. points, goals.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. supporting team mates, covering in defence Make decisions e.g. when to shoot, pass or run/dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Canoeing
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event e.g. 1000m Journey in challenging situations e.g. 5km.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Forward/reverse/sideways paddling e.g. perform a sweep stroke to navigate safely in fast moving water, perform an Eskimo roll if needed.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. start fast to gain a lead Make decisions e.g. perform a draw stroke to assist turning to gain time in a race During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Cricket
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game. Candidates must perform as a fielder or wicketkeeper and as a batter or bowler.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Batting: grip, stance, footwork, preparation Attack - e.g. on/off drives, cuts, pulls/hooks, ramp stroke, positive running, backing up Defence - e.g. front and back foot Bowling: grip, run up, delivery, follow through e.g. - line and length, variations, changes of speed, field placements Fielding - e.g. stopping, throwing, catching (close and in deep), covering Wicket keeping – e.g. footwork, positioning, stance, standing back/up, handling.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. apply pressure by bowling to a set field such as 6:3 Make decisions e.g. attack short boundary during run chase, shot selection During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Cycling
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event e.g. 25km (road) individual pursuit (track), BXM in a specified event on a course of approximately 400m.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Starts, cornering/banking, positioning, breaking away, bridging a gap.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. riding on the racing line in the peloton prior to accelerating; Make decisions e.g. attack in a sprint finish at the end of the race, attack in the rhythm sections</i> <i>During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • own strengths/ weaknesses • opponents strengths/ weaknesses • changing circumstances (e.g. time left, injuries) <i>adapt performance accordingly.</i>

Activity		Dance (solo, duo or group)
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Perform in a specific style as a solo performer and as part of a duo or group.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Turns/spins, balances, step patterns, jumps/elevation, gesture.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate appropriate compositional/choreographical principles Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Show compositional/choreographical principles that are appropriate to a solo performance, such as levels and direction.</i> <i>Show compositional/choreographical principles that are appropriate to a duo or group performance, such as canon and unison.</i> <i>During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • own strengths/weaknesses • changing circumstances (e.g. injuries) <i>adapt performance accordingly.</i>

Activity		Diving
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Perform 6 dives, at least one forward, backward, reverse and twist Perform at least one straight, pike, tuck dive.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Approach, take off, execution, entry Tension, body shape.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. plan sequence of dives During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>changing circumstances (e.g. injuries)</i> <i>adapt performance accordingly.</i>

Activity		Equestrian
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event Equestrian can be one of show jumping, cross country or dressage.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Show jumping/cross country - e.g. control of horse, canter, slowing and quickening the pace of the horse, entry into fence, position of rider over fence, control of landing Dressage - e.g. enter arena transitions, movements, precision, rhythm.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies Show jumping/cross country – e.g. plan and select an option when faced with a choice of jumping options Dressage - e.g. plan and select routine During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Figure Skating (singles or pairs) [from 2022 onwards]	
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations			
Skills / techniques		Examples	
1	Perform in a competitive situation	<i>Perform a routine lasting for a minimum of 2 minutes [singles] or perform a short program and free skating [pairs].</i>	
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Show jumps, spins, balances, step patterns under performance conditions.</i>	
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate during the performance.</i>	
4	Demonstrate appropriate compositional/choreographical principles Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Show compositional/choreographical principles that are appropriate to a singles performance, such as the combination of skills in the sequence. Show compositional/choreographical principles that are appropriate to a pairs performance, such as the application of skills to their choice of music. During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>changing circumstances (e.g. injuries)</i> <i>adapt performance accordingly.</i>	

Activity		Futsal [from 2022 onwards]	
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations			
Skills / techniques		Examples	
1	Perform in a competitive situation	<i>Play a full-sided competitive game.</i>	
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Cushioning ball with outside of foot to move to next action. Move into space in attack in order to receive ball. Dribble using both feet, show close control. Perform a drive pass to team member.</i>	
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate during the performance.</i>	
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. apply zonal marking Make decisions e.g. when to shoot, pass or run/dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, pitch conditions, injuries)</i> <i>adapt performance accordingly.</i>	

Activity		Gaelic Football
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
	Skills / techniques	Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when catching the ball Attack e.g. move forward with the ball showing dribbling, feints Pass – e.g. hand pass, kick pass, long, short Shoot - e.g. over various distances (points. goals) Defence - e.g. tackling, marking.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. free taking, 45s Make decisions e.g. when to shoot, pass or run/dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, weather, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Golf
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
	Skills / techniques	Examples
1	Perform in a competitive situation	<i>Play a full competitive round of golf.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Grip, stance, posture, swing Use of clubs e.g. woods, divers, mid irons, wedges, putter.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. course management such as deliberately laying up short of a lake to have better approach shot to the green Make decisions e.g. shot selection During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, holes left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Gymnastics
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<p><i>Perform 3 vaults and a floor routine</i></p> <p><i>Vault - perform 2 vaults from straddle, through, neck spring, handspring and either headspring and handspring with turn</i></p> <p><i>Floor - perform a sequence of movements to include at least 3 from arabesque, headstand, handstand, cartwheel, round off, forward roll, headspring, hand spring, backward roll and 3 from dive forward roll to straddle, backward roll to handstand, arab spring, somersault, flic flac, walkover, handstand to forward roll</i></p> <p><i>The floor sequence should last 60 seconds</i></p> <p><i>Other alternatives: routines using floor and apparatus, pommel horse, rings, parallel bars, horizontal bars or beam; rhythmic routines using clubs, balls, ribbons , hoops.</i></p>
2	Demonstrate a variety of skills and techniques in a competitive situation	<p><i>Vaults – run up, take off, flight on, repulsion, flight off, landing</i></p> <p><i>Floor/apparatus - variety of speeds, directions and levels, linking movements, use of space.</i></p>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<p><i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i></p>
4	<p>Demonstrate appropriate compositional/choreographical principles</p> <p>Demonstrate analysis and evaluation during performance</p> <p>Demonstrate ability to adapt performance in competitive/pressure situations</p>	<p><i>Show compositional/choreographical principles that are appropriate to a solo performance, such as planning a routine including change of level and direction.</i></p> <p><i>During the performance, analyse and evaluate:</i></p> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>changing circumstances (e.g. injuries)</i> <p><i>adapt performance accordingly.</i></p>

Activity	Handball	
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
	Skills / techniques	Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when receiving the ball (right and left, two handed) Attack - e.g. move forward with the ball showing dribbling, feints Pass - e.g. with right and left hand Shoot - e.g. wing shot, jump shot, dive shot Defence - e.g. intercepting/jockeying/blocking Goalkeeper - e.g. shot stopping, narrowing angles, foot work, communication, distribution.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. free throws, fast break Make decisions e.g. when to shoot, pass or run/dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/ weaknesses</i> • <i>opponents strengths/ weaknesses</i> • <i>changing circumstances (e.g. time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Hockey
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when receiving the ball (from right, left, behind) Attack - e.g. move forward with the ball evading tackles with feints, close control Pass - e.g. use drive, push, flick pass Defence - e.g. marking to limit opponents contribution, tackling, intercepting Goalkeeper - e.g. shot stopping, narrowing angles, foot work, communication, distribution.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays in open and set plays e.g. supporting team mates, covering in defence Make decisions e.g. when to shoot, pass or run/dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Ice hockey [from 2022 onwards]
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full-sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when receiving the puck (from right, left, behind) Attack - e.g. move forward with the puck evading tackles with feints, close control Pass - e.g. use drive, push, flick pass Defence - e.g. marking to limit opponents contribution, tackling, intercepting Goalkeeper - e.g. shot stopping, narrowing angles, foot work, communication, distribution.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making. Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays in open and set plays e.g. supporting team mates, covering in defence Make decisions e.g. when to shoot, pass or dribble. During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Inline roller hockey [from 2022 onwards]
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full-sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<p><i>Preparation when receiving the puck (from right, left, behind)</i></p> <p><i>Attack - e.g. move forward with the puck evading tackles with feints, close control</i></p> <p><i>Pass - e.g. use drive, push, flick pass</i></p> <p><i>Defence - e.g. marking to limit opponents contribution, tackling, intercepting</i></p> <p><i>Goalkeeper - e.g. shot stopping, narrowing angles, foot work, communication, distribution.</i></p>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate during the performance.</i>
4	<p>Demonstrate strategic/tactical awareness/decision making.</p> <p>Demonstrate analysis and evaluation during performance</p> <p>Demonstrate ability to adapt performance in competitive/pressure situations</p>	<p><i>Apply pre planned tactics/strategies in open and set plays in open and set plays e.g. supporting team mates, covering in defence</i></p> <p><i>Make decisions e.g. when to shoot, pass or dribble.</i></p> <p><i>During the performance, analyse and evaluate:</i></p> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <p><i>adapt performance accordingly.</i></p>

Activity		Kayaking
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event e.g. 1000m Journey in challenging situations e.g. 5km.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Forward/reverse/sideways paddling, recovery e.g. perform a sweep stroke to navigate safely in fast moving water, perform an Eskimo roll if needed.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. perform a variety of strokes to assist turning to gain time in timed racing event. During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. time left, water conditions, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Lacrosse
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when receiving the ball (high, low, left, right, on the move) Attack - e.g. move forward cradling the ball evading tackles with feints, close control Pass - e.g. long, short, left, right, on the move, scoop Shoot - e.g. long and short Defence - e.g. marking, channelling, shadowing Goalkeeper - e.g. shot stopping, narrowing angles, foot work, communication, distribution.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. supporting team mates, covering in defence Make decisions e.g. when to shoot, pass or run/dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Netball
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation and footwork (landing, pivot) when receiving the ball (high, low, left, right, on the move) Attack - e.g. feints, dodging, driving Pass - e.g. long, short, shoulder and chest Shoot (if appropriate) – e.g. one, two handed/ forward/backward step Defence - e.g. marking, intercepting, blocking.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. supporting team mates, covering in defence Make decisions e.g. when to shoot, pass During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Rock Climbing
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Perform a specified climb.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Use of static and dynamic climbing techniques e.g. flagging Select and use anchors, belay, rope management.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. assess risks of the climb and climb accordingly Make decisions e.g. plan the route and adapt route depending upon prevailing conditions During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>changing circumstances (e.g. weather, rock conditions, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Rowing
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event e.g. 2000m.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Timing, length, speed during the rowing action Entry, drive, exit and recovery.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. increase number of strokes at end of race to overtake opponent During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. time left, water conditions, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Rugby League
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when receiving the ball (from right, left, high ball) Attack - e.g. move forward with the ball evading tackles with feints, sidesteps, swerves, dummies Pass - e.g. to left, right, off load Defence - e.g. tackling, marking, intercepting.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. supporting team mates, covering in defence Make decisions e.g. when to pass or run/carry, identifying space During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Rugby Union (including Rugby sevens)
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Preparation when receiving the ball (from right, left, high ball) Attack - e.g. move forward with the ball evading tackles with feints, sidesteps, swerves, dummies Pass - e.g. to left, right, off load Defence - e.g. tackling, marking, intercepting.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. supporting team mates, covering in defence, rucks, mauls, scrums, line outs Make decisions e.g. when to pass or run/carry, identifying space During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Sailing * [from 2022 onwards]
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Perform techniques required to effectively propel a boat e.g. setting the boat, steering, tacking, gybing Move the boat to starboard under the command of race officials in order to avoid a collision/contact with fellow competitors.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use balance, speed, agility, co-ordination speed, strength, power, endurance as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making. Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Make correct decisions when a variety of options are available e.g. changing tactics towards the end of the race to outsprint other performers/team to the finish. During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. water conditions, wind conditions, injuries)</i> <i>adapt performance accordingly.</i>

* Royal Yachting Association recognised sailing boat classes only. The list can be found online at: <https://www.rya.org.uk/racing/youth-junior/info/Pages/recognised-classes.aspx>. Students must perform as helmsman.

Activity		Sculling
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event e.g. 1000m.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Timing, length, speed during the sculling action Entry, drive, exit and recovery.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. increase number of strokes at end of race to overtake opponent During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. time left, water conditions, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Skiing
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event e.g. slalom/downhill.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Management of speed, show changes of direction e.g. with carving turns.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. select a line, adapt to changing terrain</i> <i>During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. time left, slope conditions, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Snowboarding
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event e.g. slalom/downhill.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Management of speed, show changes of direction e.g. with carving turns.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. select a line, adapt to changing terrain</i> <i>During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. time left, slope conditions, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Squash (singles or doubles)
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Footwork/stance, preparation contact, follow through Attack e.g. forehand/backhand drives, smash, drop shot, boast Defence e.g. use of side walls, varying pace, lobs.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. vary pace to restrict power from opponent Make decisions e.g. shot selection, use of angles During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponent(s) strengths/weaknesses</i> • <i>changing circumstances (e.g. score, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Swimming
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in one specified event e.g. 200m breast stroke.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Arms, legs, breathing, body position, coordination Entry, turn and finish.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. perform 800m race using pacing judgement to outpace opponent in final 100m During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/ weaknesses</i> • <i>opponents strengths/ weaknesses</i> • <i>changing circumstances (e.g. time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Table Tennis (singles or doubles)
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Footwork/stance preparation, contact, follow through to play shot Attack e.g. forehand/backhand drives, smash, drop shot Defence e.g. varying pace, lobs, blocks against a smash.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. attack opponents back hand Make decisions e.g. apply shot selection, use of angles During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponent(s) strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Tennis (singles or doubles)
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Footwork/stance preparation, contact, follow through to play shot Attack - e.g. forehand/backhand drives, smash, drop shot, volley Defence - e.g. varying pace, lobs, blocks against a smash.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. move heavier opponent around the court Make decisions e.g. apply shot selection, use of angles During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponent(s) strengths/ weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Trampolining
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Perform a sequence of at least 10 bounces to include twists, tucks, seat drop, back drop, straddle, pike Higher tariff jumps such as front and back somersault should be included if appropriate to level of performer.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Perform showing control, links, use of height and precision, tension, body shape.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. plan a routine During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • own strengths/weaknesses • changing circumstances (e.g. injuries) <i>adapt performance accordingly.</i>

Activity		Triathlon [from 2022 onwards]
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event e.g. a sprint distance triathlon.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>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.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making. Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Make correct decisions when a variety of options are available e.g. appropriate time to start sprint finish During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • own strengths/ weaknesses • opponents strengths/ weaknesses • changing circumstances (e.g. time left, injuries) <i>adapt performance accordingly.</i>

Activity		Volleyball
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full competitive game</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Footwork/stance preparation, contact, follow through to play shot Attack - e.g. smash, set, drop shot, volley Defence - e.g. varying pace, blocks against a smash</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. setter systems, combinations Make decisions e.g. shot selection During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly</i>

Activity		Water polo [from 2022 onwards]
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Catching with either hand, move to next action. Move into space in attack in order to receive the ball. Swim with ball, show close control. Perform a pass over distance to team Member.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance etc as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making. Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Make correct decisions when a variety of options are available, attacking and defensive principles including possession, creation of space and creativity. During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Windsurfing [from 2022 onwards]
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Compete in a specified event.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Perform techniques required to effectively propel the wind surfer e.g. setting the harness, stance, steering, tacking and gybing.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use balance, speed, agility, co-ordination, endurance as appropriate during the performance.</i>
4	Demonstrate strategic/tactical awareness/decision making. Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Make correct decisions when a variety of options are available e.g. Changing tactics towards the end of the race to finish strongly</i> <i>During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. water conditions, wind conditions, injuries)</i> <i>adapt performance accordingly.</i>

Assessment as a specialist activity

Activity		Blind Cricket
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game The candidates must perform as a fielder or wicketkeeper and as a batter or bowler.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Batting: grip, stance, footwork Attack - e.g. on/off drives, cuts, pulls/hooks, positive running, backing up Defence - e.g. front and back foot Bowling: grip, run up delivery, follow through e.g. line and length, variations, changes of speed, field placements Fielding - e.g. stopping, throwing, catching (close and in deep), covering Wicket keeping – e.g. footwork, positioning, stance, standing back/up.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. apply pressure by bowling to a set field Make decisions e.g. attack short boundary during run chase During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • own strengths/ weaknesses • opponents strengths/ weaknesses • changing circumstances (e.g. score, time left, injuries) <i>adapt performance accordingly.</i>

Activity		Boccia
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Grip, stance, release, follow through E.g. underarm throw.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. blocking tactics Make decisions e.g. attack opponents bowls During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Goalball
Demonstrate the application of skills/techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Spinning body prior to release of the ball towards the opposition goal, moving, blocking, shooting.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. blocking tactics Make decisions e.g. when to attack/defend During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Polybat
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Demonstrate footwork/stance preparation, contact, follow through to play shot Attack - e.g. forehand/backhand drives, smash, drop shot Defence - e.g. varying pace, lobs, blocks against a smash.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies Make decisions e.g. apply shot selection During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Powerchair Football
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Attack e.g. move forward with the ball showing dribbling Pass – e.g. push, spin Shoot - e.g. over various distances Defence - e.g. jockeying/tackling, covering.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. unit formation Make decisions e.g. moving forward to support team mate, when to shoot, pass or dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Table Cricket
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game The candidates must perform as a fielder, batter and bowler.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Batting: grip, stance, ready Pushing the ball with control, react to different types of bowls Bowling: align launcher, placement of ball, varying the ball Fielding - e.g. intercepting and supporting bowler.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies e.g. apply pressure by bowling to a set field Make decisions e.g. fielders placed in right position During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Wheelchair Basketball
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Attack - e.g. move forward with the ball showing dribbling changes of direction. Pass - e.g. using chest, bounce, javelin, overhead passes Shoot - e.g. using layups, set shot Defence - e.g. rebounding.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. man to man defence, fast breaks Make decisions e.g. when to shoot, pass or dribble During the performance, analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>

Activity		Wheelchair Rugby
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
Skills / techniques		Examples
1	Perform in a competitive situation	<i>Play a full sided competitive game.</i>
2	Demonstrate a variety of skills and techniques in a competitive situation	<i>Demonstrate receiving the ball (from right, left, high ball) Attack - e.g. move forward with the ball evading tackles Pass - e.g. to left, right, off load, on the move Defence - e.g. intercepting.</i>
3	Demonstrate effective use of appropriate physical fitness components during the performance	<i>Use speed, strength, power, endurance, balance, flexibility as appropriate to maintain performance levels for the duration of the activity.</i>
4	Demonstrate strategic/tactical awareness/decision making Demonstrate analysis and evaluation during performance Demonstrate ability to adapt performance in competitive/pressure situations	<i>Apply pre planned tactics/strategies in open and set plays e.g. man to man defence Make decisions e.g. when to pass During the performance analyse and evaluate:</i> <ul style="list-style-type: none"> • <i>own strengths/weaknesses</i> • <i>opponents strengths/weaknesses</i> • <i>changing circumstances (e.g. score, time left, injuries)</i> <i>adapt performance accordingly.</i>