

GCE AS

# WJEC Eduqas GCE AS in PHYSICAL EDUCATION

ACCREDITED BY OFQUAL

## SPECIFICATION

Teaching from 2016  
For award from 2017

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.	25
3	The activity list has been updated to include additions, for assessment from 2021 onwards.	32





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# GCE AS PHYSICAL EDUCATION

## SUMMARY OF ASSESSMENT

**Component 1: Exploring physical education**  
Written examination : 1 hour 45 minutes  
70% of qualification

To assess all AS subject content

**Question types**

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

**Component 2: Improving personal performance in physical education**  
Non-exam assessment  
30% of qualification

To assess

- practical performance in one activity as player/performer or coach
- performance analysis and evaluation with the aim of improving personal performance

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2017.

**Qualification Accreditation Number: 601/8839/X**

# GCE AS PHYSICAL EDUCATION

## 1 INTRODUCTION

### 1.1 Aims and objectives

The WJEC Eduqas AS 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 across two components. 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 AS Physical Education specification provides clear guidance on the performance skills to be assessed (Appendix D) and on marking of non-exam assessments (Appendix A).

## 1.2 Prior learning and progression

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

Some learners will have already gained knowledge, understanding, and skills through their study of Physical Education at GCSE.

This specification provides a suitable foundation for the study of Physical Education at A level. 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 candidates to extend their life-long learning.

## 1.3 Equality and fair access

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

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

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

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

This document is available on the JCQ website ([www.jcq.org.uk](http://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 AS 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 either of the components. 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 Component 1 as part of the written examination and in Component 2 as part of the written analysis and evaluation. The assessment of these skills will represent a minimum of 5% of the AS marks. See Appendix C for further details on quantitative skills.

### 2.1 Component 1

#### **Exploring physical education**

Written examination: 1 hour 45 minutes

70% of qualification

70 marks

To assess all AS subject content

#### **Question types**

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



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

### 1. Exercise physiology, training and performance

Content	Amplification
<p><b>The contribution which physical activity makes to health and fitness</b></p> <p>The importance of exercise. Benefits of an active, healthy lifestyle. The consequences of adopting a sedentary lifestyle.</p> <p><b>Short-term responses to exercise</b> 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<sub>2</sub> max.</p>

Content	Amplification
<p><b>Long-term adaptations to exercise</b> 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 <math>VO_2</math> 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><b>Learners should be able to</b> 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><b>Preparation and training methods</b> Field-based fitness testing.</p> <p>Principles of maximal and sub-maximal tests.</p> <p>Laboratory 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: <math>VO_2</math> max treadmill or cycle ergometer test and the 30 seconds Wingate Power test. Advantage and disadvantage of different ways of testing.</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. Links to component of fitness and energy systems.</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><b>Energy systems and their application to training principles</b></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 VO<sub>2</sub> max and the anaerobic threshold.</p> <p>Energy equations or knowledge of enzyme actions are <b>not</b> required.</p> <p><b>Learners should be able to</b></p> <p>Interpret tables and graphs showing the use of energy systems during different types of physical activity and sport.</p>
<p><b>Fatigue and the recovery process</b></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><b>Diet and nutrition and performance</b>            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>

## 2. Movement analysis, technology and biomechanics

Content	Amplification
<p><b>Joints and articulations</b> Classification of joints: fibrous, cartilaginous and synovial.</p> <p>Types of joints: hinge, pivot, ball and socket, gliding and ellipsoid.</p> <p><b>Musculo-skeletal system</b> 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 <b>not</b> need to be familiar with the microscopic detail of muscles or the sliding filament theory.</p>

Content	Amplification
<p><b>Analysis of movement in physical activities</b> 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>
<p><b>Biomechanical principles</b> 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><b>Levers</b> Components of a lever system: pivot/fulcrum, effort and load/resistance. 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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><b>Performance analysis</b> 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>

### 3. Sport psychology

Content	Amplification
<p><b>Personality</b>            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 to personality profile and the benefits and limitations of each method.</p>
<p><b>Attitudes</b>            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><b>Goal setting</b>            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>

Content	Amplification
<p><b>Stress, arousal and anxiety</b> Definitions 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 and arousal/anxiety.</p> <p>Methods of controlling stress, arousal and anxiety.</p> <p>Different types of 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 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> <p>Somatic techniques such as biofeedback, breathing and relaxation and cognitive techniques such as goal setting, use of imagery and self-talk.</p> <p>Trait and state anxiety.</p>
<p><b>Motivation</b> 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>



Content	Amplification
<p><b>Aggression</b> 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>
<p><b>Social facilitation</b> 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><b>Group dynamics</b> 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>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 e.g. giving individuals credit for their actions (number of tackles made), 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>

#### 4. Skill acquisition

Content	Amplification
<p><b>Skill, and ability</b> 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><b>Learning processes and variables</b> 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>Types of feedback: intrinsic, extrinsic, knowledge of results, knowledge of performance.</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> <p>The benefits of feedback to the performer and how feedback can be used to motivate, reinforce and inform. Characteristics of effective feedback.</p>

## 5. Sport and society

Content	Amplification
<p><b>Sport, culture and society</b> 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><b>Emergence of modern sport</b> The role of the 19<sup>th</sup> 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><b>Social differentiation</b> 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>Sport as an avenue for social mobility.</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>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>

## 2.2 Component 2

### **Improving personal performance in physical education**

Non-exam assessment

30% of qualification

60 marks

To assess

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

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

#### **1. Practical performance as a player/performer**

Learners must demonstrate relevant skills/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 coaching session to develop a specific aspect of performance. The session should show progression and be part of a training programme.

#### **3. Personal performance analysis and evaluation**

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

Learners must analyse their **own** performance and set targets for improvement.

Following completion of the programme there should be analysis of the results and an evaluation of the programme. Learners should then make recommendations for improvement to future performance.

# 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.

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Total</b>
<b>Component 1</b>	22%	24%	24%	-	70%
<b>Component 2</b>	-	-	-	30%	30%
<b>Overall weighting</b>	22%	24%	24%	30%	100%

## 3.2 Arrangements for non-exam assessment

Component 2 assesses assessment objective 4 in its entirety; it will be marked out of 60 and is worth 30% of the qualification.

### Summary of Component 2

Assessment	Marks	Weighting	Assessment objective
Practical performance or coaching in <b>one</b> activity	30	15%	AO4
Performance analysis and evaluation of the chosen activity	30	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' of performance.

**For assessment as a player/performer** candidates should: demonstrate the application of relevant skills/techniques appropriate to the sport. 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 develop 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 candidates are not supervised, coached and assessed by the centre's teacher 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 all be adhered to:

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

## Recording team games

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

## Recording swimming in public pools

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

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

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

## 2. Assessment of personal performance analysis and evaluation

The personal performance analysis and evaluation must aim to provide recommendations to improve performance in the assessed practical 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
- explore factors that could help improve candidates own performance
- explore connections between theory and practice

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

### **Advisory Word Count**

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

Candidates are expected to follow the guidelines on the length of work as stated in this specification. Candidates who offer work that is too short are 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 a self-analysis and collect data before planning the programme. WJEC recommend that **four assessment hours** are required for self-analysis and planning.

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

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

### **Guidance**

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

### **Acknowledgements**

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

### **Drafting**

Guidance may be given by teachers in the re-drafting of the work but this must only consist of general observations. That is, teachers can suggest 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 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 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 2017 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 AS Physical Education: B550QS

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

### 4.2 Grading, awarding and reporting

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

AS qualifications are free-standing and are awarded in their own right. Assessments at AS cannot contribute to an A level grade.

# APPENDIX A

## **Component 2 assessment grids**

Component 2 assesses assessment objective 4 in its entirety; it will be marked out of 60 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, 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 of the performance/work.

### **Stage 2 – Deciding on the mark**

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

Learners will be assessed on their ability to **perform or coach** in their chosen sport/activity from the list of activities in Appendix B approved by the Department for Education. The following grids should be used in conjunction with the performance skills for each activity in Appendix D.

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

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

Band	Assessment Criteria: Player/Performer
<b>Band 4</b>	<p style="text-align: center;"><b>24-30 marks</b></p> <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> <li>• very good application of skills and techniques appropriate to the activity, demonstrating precision/fluency, accuracy and control</li> <li>• very good application of strategies/tactics/compositional ideas</li> <li>• a very good level of physical fitness appropriate to the activity, enabling the consistent maintenance of a high level of effective performance</li> <li>• very good decision making</li> </ul>
<b>Band 3</b>	<p style="text-align: center;"><b>17-23 marks</b></p> <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> <li>• good application of skills and techniques appropriate to the activity largely demonstrating precision, fluency, accuracy and control</li> <li>• good application of appropriate tactics/strategies/compositional ideas.</li> <li>• a good level of fitness appropriate to the activity, allowing them to the maintenance of effective performance</li> <li>• good decision making</li> </ul>
<b>Band 2</b>	<p style="text-align: center;"><b>9-16 marks</b></p> <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> <li>• limited application of skills and techniques appropriated to the activity demonstrating some precision, fluency, accuracy and control</li> <li>• limited application of appropriate tactics/strategies/compositional ideas</li> <li>• a limited level of fitness for the activity</li> <li>• limited decision making</li> </ul>
<b>Band 1</b>	<p style="text-align: center;"><b>1-8 marks</b></p> <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> <li>• poor application of skills and techniques specific to the activity with a lack of precision, fluency, accuracy and control</li> <li>• poor application of strategies/tactics/compositional ideas</li> <li>• lack of fitness which leads to ineffectiveness in the game/competitive situation</li> <li>• poor decision making</li> </ul>
<b>0</b>	<p style="text-align: center;"><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• performance is not attempted or is not worthy of a mark</li> </ul>

**As a coach, learners will be expected to:**

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

<b>Band/Mark Range</b>	<b>Assessment Criteria: Coaching</b>
<b>Band 4</b>	<p style="text-align: center;"><b>24-30 marks</b></p> <p>Candidates:</p> <ul style="list-style-type: none"> <li>• produce a very good plan of an appropriate session</li> <li>• deliver the session demonstrating very good communication and organisational skills</li> <li>• produce a very good analysis and evaluation of own and performers' progress to gauge and direct progress</li> <li>• demonstrate very good knowledge of the activity</li> </ul>
<b>Band 3</b>	<p style="text-align: center;"><b>17-23 marks</b></p> <p>Candidates:</p> <ul style="list-style-type: none"> <li>• produce a good plan of an appropriate session to meet performers' needs</li> <li>• deliver the session demonstrating good communication and organisational skills</li> <li>• produce a good analysis and evaluation of own and performers' progress to gauge and direct progress</li> <li>• demonstrate good knowledge of the activity</li> </ul>
<b>Band 2</b>	<p style="text-align: center;"><b>9-16 marks</b></p> <p>Candidates:</p> <ul style="list-style-type: none"> <li>• produce a limited plan of a training session to meet performers' needs</li> <li>• deliver the session demonstrating limited communication and organisational skills</li> <li>• produce a limited analysis of own and performers' progress with few adjustments evident</li> <li>• demonstrate limited knowledge of the activity</li> </ul>
<b>Band 1</b>	<p style="text-align: center;"><b>1-8 marks</b></p> <p>Candidates:</p> <ul style="list-style-type: none"> <li>• produce a poor plan of a training session to meet performers' needs</li> <li>• deliver the session demonstrating poor communication and organisational skills</li> <li>• demonstrate little or no identification of performers' strengths/weaknesses</li> <li>• demonstrate basic knowledge of the activity</li> </ul>
<b>0</b>	<p style="text-align: center;"><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• performance is not attempted or is not worthy of a mark</li> </ul>

## Personal performance analysis and evaluation

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

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

Learners must analyse their **own** performance and set targets for improvement.

Following completion of the programme there should be analysis of the results and an evaluation of the programme. Learners should then make recommendations for improvement to future performance.

The personal performance analysis and evaluation has a total of 30 marks, equally divided between analysis and evaluation. Of the 30 marks, 4 marks are awarded for use of quantitative skills. The assessment criteria clearly shows where consideration is given for the use of quantitative skills.

Teachers should ensure that the chosen aspect of performance that is analysed and evaluated enables learners to produce, analyse and evaluate data so that the marks for quantitative skills can be accessed.



Band	Analysis of performance 15 marks	Evaluation 15 marks
<b>Band 4</b>	<p style="text-align: center;"><b>12-15 marks</b></p> <p>Excellent and accurate self-analysis</p> <p>Areas in need of improvement are clearly identified</p> <p>Information drawn from a variety of sources</p> <p>Analysis provides an excellent tool for target setting</p> <p>Appropriate and detailed SMART targets set, utilising information from analysis of performance effectively</p> <p>Critical analysis of relevant theory and its application to effects on performance</p> <p>Excellent analysis of appropriate quantitative data</p>	<p style="text-align: center;"><b>12-15 marks</b></p> <p>Excellent evaluation of the training programme</p> <p>Excellent valid and logical conclusions based on detailed evidence</p> <p>Excellent evaluation of underpinning theory and its relevance to improving performance.</p> <p>Detailed and realistic recommendations to improving future performance</p> <p>Excellent evaluation of appropriate quantitative skills</p>
<b>Band 3</b>	<p style="text-align: center;"><b>8-11marks</b></p> <p>Good self-analysis</p> <p>Areas in need of improvement are identified</p> <p>Analysis provides a good tool for target setting</p> <p>SMART targets set with clear links to information from analysis of performance</p> <p>Good analysis of relevant theory and its application to effects on performance</p> <p>Good analysis of appropriate quantitative data</p>	<p style="text-align: center;"><b>8-11 marks</b></p> <p>Good evaluation of the training programme</p> <p>Good valid and logical conclusions based on evidence</p> <p>Good evaluation of underpinning theory and its relevance to improving performance</p> <p>Suitable recommendation to improving future performance</p> <p>Good evaluation of appropriate quantitative skills</p>

<b>Band 2</b>	<p style="text-align: center;"><b>4-7 marks</b></p> <p>Limited self-analysis</p> <p>Some identification of areas in need of improvement</p> <p>Analysis provides a limited tool for target setting</p> <p>Limited targets set using information from analysis of performance</p> <p>Some analysis of relevant theory and with application to effects on performance</p> <p>Limited analysis of appropriate quantitative data</p>	<p style="text-align: center;"><b>4-7 marks</b></p> <p>Limited evaluation of the training programme</p> <p>Some logical conclusions based on evidence</p> <p>Some evaluation of underpinning theory with limited relevance to improving performance</p> <p>Basic recommendations to improving future performance</p> <p>Limited evaluation of appropriate quantitative skills</p>
<b>Band 1</b>	<p style="text-align: center;"><b>1-3 marks</b></p> <p>Lack of self-analysis</p> <p>Limited identification of areas in need of improvement</p> <p>Analysis provides little help in target setting</p> <p>Lack of analysis of relevant theory with little application to effects on performance</p> <p>Lack of analysis of quantitative data</p>	<p style="text-align: center;"><b>1-3 marks</b></p> <p>Poor evaluation of the training programme</p> <p>Lack of logical analysis with little evidence base</p> <p>Little evaluation of theory with lack of relevance to improving performance</p> <p>Lack of recommendations to improving future performance</p> <p>Lack of evaluation of appropriate quantitative skills</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Work is not attempted or is not worthy of a mark</p>	

# APPENDIX B

## GCE AS 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 2021 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 2021 onwards] BMX cycling (racing not tricks) only
Dance	
Diving	Platform diving
Equestrian	
Figure skating*	[Awarded from 2021 onwards]
Futsal	[Awarded from 2021 onwards]
Gaelic football	
Golf	
Gymnastics	Floor routines and apparatus only
Handball	
Hockey	Must be field hockey
Hurling	
Ice hockey	[Awarded from 2021 onwards]
Inline roller hockey	[Awarded from 2021 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 2021 onwards] Royal Yachting Association recognised sailing boat classes only. The list can be found online at: <a href="https://www.rya.org.uk/racing/youth-junior/info/Pages/recognised-classes.aspx">https://www.rya.org.uk/racing/youth-junior/info/Pages/recognised-classes.aspx</a> . 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 2021 onwards] Sprint only
Volleyball	
Water polo	[Awarded from 2021 onwards]
Windsurfing	[Awarded from 2021 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 may be assessed in Component 1 as part of the written examinations and as part of the analysis and evaluation in Component 2.

## **Applied anatomy and exercise physiology**

Interpretation of data and graphs relating to:

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

## **Biomechanics**

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

## **Sport psychology and skill acquisition**

- understand and interpret graphical representations associated with sport psychology theories

## **Sport and society**

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

## **Sport technology**

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

The assessment of these skills will represent a minimum of 5% of the overall AS 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 2021 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.	<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.</i>

Activity		Amateur Boxing
<ul style="list-style-type: none"> <li>• Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations</li> <li>• All safety precautions specified by the Amateur Boxing Association should be adhered to</li> </ul>		
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 Attack - e.g. move forward to throw straight punches with either hand, use jab, right and left cross or suitable combinations of punches 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	<i>Apply pre planned tactics/strategies e.g. jab and retreat Make decisions e.g. when to attack/defend.</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	<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.</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 <b>one</b> 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	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.

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	Apply pre planned tactics/strategies e.g. move heavier opponent around court Make decisions e.g. shot selection.



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	<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.</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	<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.</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	<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.</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	<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.</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	<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>

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	<i>Show compositional/choreographical principles that are appropriate to a solo performance, such as levels and direction. Show compositional/choreographical principles that are appropriate to a duo or group performance, such as canon and unison.</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	<i>Apply pre planned tactics/strategies e.g. plan sequence of dives.</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	<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.</i>

Activity		Figure Skating (singles or pairs) [from 2021 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	<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.</i>	

Activity		Futsal [from 2021 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.	<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.</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	<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.</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	<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.</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	Demonstrate appropriate compositional/choreographical principles	<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>



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	<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.</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	<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.</i>

Activity		Ice hockey [from 2021 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.	<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.</i>

Activity		Inline roller hockey [from 2021 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.	<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.</i>

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	<i>Apply pre planned tactics/strategies e.g. perform a variety of strokes to assist turning to gain time in timed racing event.</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	<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.</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	<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.</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	<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.</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	<i>Apply pre planned tactics/strategies e.g. increase number of strokes at end of race to overtake opponent.</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	<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.</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	<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.</i>

Activity		Sailing * [from 2021 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.	<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.</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	<i>Apply pre planned tactics/strategies e.g. increase number of strokes at end of race to overtake opponent.</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	<i>Apply pre planned tactics/strategies e.g. select a line, adapt to changing terrain.</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	<i>Apply pre planned tactics/strategies e.g. select a line, adapt to changing terrain.</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	<i>Apply pre planned tactics/strategies e.g. vary pace to restrict power from opponent Make decisions e.g. shot selection, use of angles.</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	<i>Apply pre planned tactics/strategies e.g. perform 800m race using pacing judgement to outpace opponent in final 100m.</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	<i>Apply pre planned tactics/strategies e.g. attack opponents back hand Make decisions e.g. apply shot selection, use of angles.</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	<i>Apply pre planned tactics/strategies e.g. move heavier opponent around the court Make decisions e.g. apply shot selection, use of angles.</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	<i>Apply pre planned tactics/strategies e.g. plan a routine.</i>

Activity		Triathlon [from 2021 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.	<i>Make correct decisions when a variety of options are available e.g. appropriate time to start sprint finish.</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	<i>Apply pre planned tactics/strategies in open and set plays e.g. setter systems, combinations Make decisions e.g. shot selection.</i>

Activity		Water polo [from 2021 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. 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.	<i>Make correct decisions when a variety of options are available, attacking and defensive principles including possession, creation of space and creativity.</i>

Activity		Windsurfing [from 2021 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 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.	<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>

**Assessment as a specialist activity**

<b>Activity</b>		<b>Blind Cricket</b>
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
<b>Skills / techniques</b>		<b>Examples</b>
<b>1</b>	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>
<b>2</b>	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>
<b>3</b>	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>
<b>4</b>	Demonstrate strategic/tactical awareness/decision making	<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.</i>

<b>Activity</b>		<b>Boccia</b>
Demonstrate the application of skills / techniques, fitness components, strategies/tactics/decision making appropriate to the activity in competitive situations		
<b>Skills / techniques</b>		<b>Examples</b>
<b>1</b>	Perform in a competitive situation	<i>Play a full competitive game.</i>
<b>2</b>	Demonstrate a variety of skills and techniques in a competitive situation	<i>Grip, stance, release, follow through E.g. underarm throw.</i>
<b>3</b>	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>
<b>4</b>	Demonstrate strategic/tactical awareness/decision making	<i>Apply pre planned tactics/strategies e.g. blocking tactics Make decisions e.g. attack opponents bowls.</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	<i>Apply pre planned tactics/strategies e.g. blocking tactics Make decisions e.g. when to attack/defend.</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	<i>Apply pre planned tactics/strategies Make decisions e.g. apply shot selection.</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	<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.</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	<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.</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	<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.</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	<i>Apply pre planned tactics/strategies in open and set plays e.g. man to man defence Make decisions e.g. when to pass.</i>