

GCSE

WJEC Eduqas GCSE in
PHYSICAL EDUCATION

ACCREDITED BY OFQUAL

SPECIFICATION

Teaching from 2016
For award from 2018

Version 3 August 2020

SUMMARY OF AMENDMENTS

| Version | Description | Page number |
|----------------|--|--------------------|
| 2 | 'Making entries' section has been amended to clarify resit rules and carry forward of NEA marks. | 21 |
| 3 | The activity list has been updated to include additions, for assessment from 2022 onwards. | 26 |



WJEC Eduqas GCSE (9-1) in PHYSICAL EDUCATION

For teaching from 2016
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GCSE PHYSICAL EDUCATION

SUMMARY OF ASSESSMENT

Component 1: Introduction to physical education
Written examination: 2 hours
60% of qualification

Learners will be assessed through a range of short and extended questions. The questions will be based on stimuli/sources.

Component 2: The active participant in physical education
Non-exam assessment
40% of qualification

This component is internally assessed and externally moderated.

Learners will be assessed in **three** different activities in the role of performer in at least **one** individual and **one** team sport. Learners will be further assessed through a written analysis and evaluation of their personal performance in **one** of their chosen activities.

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

Qualification Accreditation Number: 601/8444/9

GCSE PHYSICAL EDUCATION

1 INTRODUCTION

1.1 Aims and objectives

The WJEC Eduqas GCSE Physical Education specification is broad, coherent and practical, designed to encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Learners will perform in different physical activities. They will develop skills and techniques, select and use tactics, strategies and/or compositional ideas. Learners will develop their ability to analyse and evaluate to improve performance in physical activity and sport. The WJEC Eduqas GCSE in Physical Education requires learners to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities 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 in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

This specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. The specification uses stimuli/sources as part of the assessment. The use of stimuli/sources is designed to integrate theory and practice.

The WJEC Eduqas GCSE Physical Education specification provides clear guidance on the performance skills to be assessed in (Appendix C) and on the marking of non-exam assessment (Appendix A).

1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of Physical Education at either AS or 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.

1.3 Equality and fair access

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

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

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

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

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

2 SUBJECT CONTENT

The subject content focuses on five key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in physical activity and sport

All of the subject content can be assessed in Component 1 as part of the written examination and in Component 2 as part of the analysis and evaluation of personal performance.

Components 1 and 2 require learners to demonstrate an understanding of how both qualitative and quantitative data are collected. Learners will also be required to analyse and evaluate data. In Component 2 learners will also have to present data, including tables and graphs, as part of the written performance analysis.

2.1 Component 1

Introduction to physical education

Written examination: 2 hours

60% of qualification

120 marks

Learners will be assessed through a range of short and extended answers. The questions will be based on stimuli/sources.

The 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. Health, training and exercise

| Content | Amplification |
|---|--|
| Health, fitness and well-being | Definition and knowledge of the relationship between health, fitness and well-being. |
| The contribution physical activity makes to health and fitness | The importance of exercise. Benefits of an active, healthy lifestyle. Lifestyle choices and adherence, links to motivation. The health benefits from exercising including physical, social and mental well-being benefits. The relationship between physical, social and mental health. |
| Consequences of a sedentary lifestyle | The risks of not exercising to include stress, hypertension, obesity, atherosclerosis, poor self-esteem, poor body image and self-confidence. |
| Diet and nutrition | <p>Energy balance equation; positive, negative, balanced. The functions of nutrients; protein for tissue growth/repair, carbohydrate for energy, fats for energy/insulation, minerals for bone growth, water for hydration. The role of nutrients in different intensities of exercise to include carbohydrates, proteins, fats, vitamins and hydration. The dangers of under and over hydrating.</p> <p>The importance of nutrition for overall health and its roles in different types of physical activity.</p> |
| Components of fitness | <p>Links of components of fitness to specific sports/activities. Development of fitness for lifestyle and/or performance.</p> <p>Cardio vascular endurance, muscular endurance, muscular strength, flexibility, body composition, agility, speed, power, co-ordination, balance, reaction time.</p> |
| Measuring health and fitness | <p>The importance of measuring fitness and health to include: identifying strengths and weaknesses, baseline, current state, improvement, comparisons, motivation.</p> <p>How health and fitness is measured including the multi stage fitness test/coopers 12 min run, abdominal curl/press up test, hand grip/1 rep max, sit and reach, skin fold callipers/body fat, Illinois agility run, 30/50m sprint, vertical jump, stork balance, alternate hand throw, ruler drop test or other appropriate tests. Tests should be linked to the appropriate component of fitness.</p> <p>Other measurement tools to include health questionnaires and screening methods such as monitoring blood pressure, heart rate, calorie input and expenditure.</p> <p>The importance of protocols, concepts of reliability and validity when measuring health and fitness.</p> |

| Content | Amplification |
|--|---|
| Methods of training | <p>Different methods of training including continuous, interval, including fartlek, circuit, weight training and plyometrics. Flexibility training including active, passive, dynamic stretching.</p> <p>The development of correct techniques.</p> <p>The suitability of various methods of training depending upon the needs of the individual and the activity.</p> <p>The development and improvement of both health and performance through appropriate methods of training.</p> |
| Training zone graphs and analysing data | <p>Training zones and the link to heart rate, exercise, fitness, energy systems and health.</p> <p>Aerobic training zone to develop cardiovascular system.</p> <p>Anaerobic training zone to develop lactic acid system.</p> <p>Calculation of maximum heart rate and percentages for different training zones.</p> <p>Intensities and durations of exercising depending upon individual needs.</p> <p>Links to aerobic and anaerobic exercise in key area 2. <i>Exercise physiology.</i></p> |
| Principles of training and exercising | <p>Specificity, progression, overload (intensity, frequency, duration), variance.</p> <p>Learners will need to apply the principles of training to improving health for sedentary individuals and fitness for sportspersons.</p> |
| Warm up and cool down | <p>Why performers warm up. Physical and psychological reasons to include raising body temperature, increasing elasticity of muscles and range of movement, reducing the risk of injury, being "in the zone", improving focus and motivation.</p> <p>Why performers cool down to include removal of waste products, speed up recovery, countering dehydration and the loss of salts.</p> <p>How performers warm up and cool down including increasing intensity to raise heart rate, active/passive/dynamic stretching proprioceptive neuromuscular facilitation (PNF) stretching and ensuring game specificity. How performers cool down to include reducing heart rate, intensity, active recovery, Ice baths, massage and stretching.</p> |
| Data analysis | <p>The collection, analysis and presentation of appropriate data for any of the content in health, training and exercise.</p> |

2. Exercise physiology

| Content | Amplification |
|--|---|
| <p>Muscular-skeletal system</p> | <p>The structure and function of the muscular-skeletal system.</p> <p>The structure of the skeletal system to include ball and socket, hinge and pivot joints (synovial joints); major bones including radius, ulna, humerus, femur, tibia, fibula. Flat bones such as scapula, cranium and ribs for protection.</p> <p>Functions of the skeletal system: movement, support, protection and production of blood cells. Types of movement at different joints including flexion, extension, adduction, abduction, circumduction, rotation.</p> <p>The structure of the muscular system – types of muscles: smooth, cardiac, skeletal, involuntary, and voluntary. Names of major muscles such as biceps, triceps, deltoid, pectorals, latissimus dorsi, gluteals, quadriceps, hamstrings, gastrocnemius. Links of major muscles to types of movement at different joints including flexion, extension, adduction, abduction, circumduction, rotation. Links of major muscles to types of muscle contractions (concentric, eccentric and isometric).</p> <p>Muscle fibre types: slow/fast type I, type II. Characteristics and their function within a variety of sports and aerobic and anaerobic exercise. The function of ligaments and tendons.</p> <p>The structure and function of the cardio-respiratory and vascular systems.</p> |
| <p>Cardio-respiratory and vascular system</p> | <p>Structure of the cardio system to include labelling of the heart: atria, ventricles, pulmonary and systemic circulatory systems.</p> <p>Functions to include transportation of nutrients, oxygen and waste products, thermoregulation, vasodilation, vasoconstriction.</p> <p>Cardiac values at rest and during exercise; cardiac output, heart rate, stroke volume, blood pressure: systolic, diastolic, values at rest and exercise.</p> <p>Structure of the respiratory system to include trachea, bronchus, bronchioles, alveoli, diaphragm.</p> <p>Functions to include gaseous exchange, oxygenation of blood.</p> <p>Movement: Lung volumes inc; vital capacity, minute ventilation, breathing frequency (rate), tidal volume, values at rest and exercise.</p> |

| Content | Amplification |
|--|--|
| <p>Aerobic and anaerobic exercise</p> <p>Short and long term effects of exercise</p> <p>Data analysis</p> | <p>Overview of aerobic and anaerobic exercise: creatine phosphate, lactic acid, aerobic characteristics, oxygen debt.</p> <p>Anaerobic threshold and links to intensity of exercise.</p> <p>The characteristics and factors affecting aerobic/anaerobic exercise including intensity and duration.</p> <p>Links to training zone and diet and nutrition in key area 1. <i>Health, training and exercise.</i></p> <p>Short term effects: linked to intensity, duration, including increased heart rates, tidal volume, temperature, production of waste products.</p> <p>Long term effects: adaptations of the body systems dependant on intensity and duration to include bone density, increased elasticity of muscles, hypertrophy, improved energy systems, increased stroke volume, decreased resting heart rate, blood pressure, decreased breathing frequency, increased vital capacity.</p> <p>The links of the intensity and duration of activity to different short and long term effects of exercise.</p> <p>The effects of exercise on social and mental well-being as well as on long term physical benefits. The benefits to health as well a sporting performance. Connections with content in key area 1. <i>Health, training and exercise.</i></p> <p>The collection, analysis and presentation of appropriate data for any of the content in exercise physiology.</p> |

3. Movement analysis

| Content | Amplification |
|---------------------------------------|---|
| Muscle contractions | Isotonic contractions including eccentric, concentric – isometric contractions. |
| | Antagonistic muscle action – agonists (prime movers), antagonists. |
| Lever system | The classification of levers, with focus on the joints and leverage systems at the shoulder, elbow, knee and hip. The mechanical advantages of different classes of levers. Fulcrum, load and effort. |
| Planes of and axes of movement | Sagittal, and frontal and transverse planes - flexion, extension, adduction and abduction. |
| | Axes of movement: sagittal, frontal and vertical and the movements that occur through these axes. |
| | Movements at joints during the actions of running, throwing, jumping and kicking. |
| | Links should be made between planes and axes of movement and with the muscular-skeletal system in key area 2. <i>Exercise physiology</i> . |
| Sports technology | The role of technology in analysis of movement, improvement in performance as well as its role in officiating and coaching. The positive and negative effects of technological developments. |
| | The relationship between sporting activities and movement analysis. |
| | How to use technology to analyse movement and sports performance to improve performance. |
| Data analysis | The collection, analysis and presentation of appropriate data for any of the content in movement analysis. |

4. Psychology of sport and physical activity

| Content | Amplification |
|---|---|
| Goal-setting | <p>How goal-setting can impact upon health, well-being and performance including focusing attention, improving effort, concentration, and helping develop strategies for success.</p> <p>SMART targets to support goal setting: specific, measurable, agreed, realistic and time phased targets. These targets are linked to specific activities.</p> |
| Information processing | <p>Information processing model including: input, decision making, output and feedback.</p> <p>The function of feedback including knowledge of results and knowledge of performance.</p> |
| Guidance | <p>The types of guidance including verbal, visual, manual, mechanical.</p> <p>The relationship of guidance and feedback to stages of learning - cognitive, associative, autonomous.</p> |
| Mental preparation | <p>How mental preparation can help with motivation and can improve performance through imagery/visualisation/mental rehearsal.</p> |
| Motivation | <p>Types of motivation including intrinsic and extrinsic and their links to adherence and sporting success.</p> <p>Links to physical, social and mental well-being in key area 1. <i>Health, training and exercise</i>.</p> |
| Characteristics of a skilled performance | <p>Characteristics of a skilled performance: technique, consistency, accuracy, efficiency, effectiveness, confidence, control and aesthetics.</p> |
| Classifications of skills | <p>Classification of activities along a continuum including basic/complex, open/closed and self/externally paced. Make connections between the classification of skill and type of practice.</p> |
| Types of practice | <p>The links between practice, the learner and the type of skill – whole/part, fixed/varied practice.</p> <p>The relationship between different concepts and theories in sports psychology and how they can contribute to improving performance.</p> |
| Data analysis | <p>The collection, analysis and presentation of appropriate data for any of the content in sports psychology.</p> |

5. Socio-cultural issues in physical activity and sport

| Content | Amplification |
|---|---|
| <p>Participation</p> <p>Provision</p> <p>Performance</p> <p>Data analysis</p> | <p>The factors that contribute to participation, provision and performance in sport and exercise.</p> <p>Up to date strategies and personal experiences that impact upon participation.</p> <p>Factors that affect participation will focus on family, gender, society, peers, cost, access, role models. The influence of school physical education programme, extra-curricular and wider curriculum.</p> <p>Physical literacy, physical activity, health and wellbeing and impacts on children's development.</p> <p>Provision for a variety of target groups to include: gender, race, disability. Strategies for increased involvement for these groups.</p> <p>The commercialisation of sport including the role of media, advertising and globalisation of sport. Ethical issues, including gamesmanship, sportsmanship, financial issues, deviance e.g. drug taking to improve performance.</p> <p>The links between media and commercialisation.</p> <p>The collection, analysis and presentation of appropriate data for any of the content in socio-cultural issues in physical activity and sport.</p> |

2.2 Component 2

The active participant in physical education

Non-exam assessment

40% of qualification

80 marks

Learners will be assessed in **three** different activities in the role of player/performer in at least **one** individual and **one** team sport (30%) from the lists of activities in Appendix B. The list of activities is a full and complete list of all available activities as stipulated by the Department for Education. Learners will also be assessed through an analysis and evaluation of their performance in **one** of their chosen activities (10%).

The assessment grids for both the practical performance and the written analysis and evaluation can be found in Appendix A.

The generic performance skills and amplification for the practical activities are set out in the columns below.

Practical performance skills

| Performance skills | Amplification |
|--|---|
| <p>In both individual and team activities, learners should demonstrate:</p> <p>Skills and techniques</p> <p>Decision making skills</p> <p>Problem solving solutions</p> <p>Appropriate physical characteristics</p> <p>Psychological control</p> <p>Adherence to health and safety guidelines</p> | <p>Learners should be able to:</p> <p>Apply the appropriate skills and techniques to the activity in demanding situations such as full games.</p> <p>Apply appropriate decision making and strategies in demanding situations such as full games. In creative activities such as dance and gymnastics compositional ideas should be applied.</p> <p>Solve problems in both predetermined and spontaneous ways whilst under pressure in physical activity and sport.</p> <p>Apply physical attributes appropriate to the chosen activity.</p> <p>Show emotional control during performance in demanding situations.</p> <p>Apply appropriate risk management strategies to the chosen activity.</p> |
| <p>In team activities, learners should also demonstrate:</p> <p>Their participation as an active team member</p> | <p>Learners should be able to:</p> <p>Apply team strategies. Learners should take into account the strengths and weaknesses of fellow team members.</p> <p>Show awareness of the actions of other performers and respond appropriately whilst also showing their individual role in achieving the collective aims.</p> <p>Communicate effectively with other performers.</p> |

Performance analysis and evaluation

Learners must design a personal training programme with the aim of providing recommendations to improve performance in **one** of the practical activities in which they were assessed.

Learners will not be assessed on whether or not improvements have occurred.

Learners must include appropriate theoretical content in their personal performance analysis and evaluation. Learners must collect, present, analyse and evaluate appropriate data for the personal performance analysis.

It is recommended that the programme be a minimum of 8 weeks duration.

The written evidence may be submitted electronically or as a paper version and must include evidence of the following:

- A self-analysis of current performance levels in **one** of the chosen practical activities.
- A plan of the training programme with a clear objective
- Completion and monitoring of the training programme
- An evaluation of the training programme and the results
- Recommendations for improvements to personal performance

The analysis and evaluation has a total of 20 marks, equally divided between the two elements.

Teachers should ensure that the chosen study enables learners to draw on appropriate theory and to collect, analyse and present data. The use of theory and data are assessed as part of the analysis and evaluation as can be seen in the assessment grid in Appendix A.

3 ASSESSMENT

3.1 Assessment objectives and weightings

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

AO1

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

AO2

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

AO3

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

AO4

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

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

| | AO1 | AO2 | AO3 | AO4 | Total |
|--------------------------|------------|------------|------------|------------|--------------|
| Component 1 | 25% | 20% | 15% | 0% | 60% |
| Component 2 | - | - | - | 40% | 40% |
| Overall weighting | 25% | 20% | 15% | 40% | 100% |

3.2 Arrangements for non-exam assessment

Component 2 assesses assessment objective 4 in its entirety; it will be marked out of 80 and is worth 40% of the qualification.

Summary of Component 2

| Assessment | Marks | Weighting | Assessment objective |
|---|-------|-----------|----------------------|
| Practical performance in one individual activity | 20 | 10% | AO4 |
| Practical performance in one team activity | 20 | 10% | AO4 |
| Practical performance in one other activity, either team or individual | 20 | 10% | AO4 |
| Performance analysis and evaluation | 20 | 10% | AO4 |

1. Assessment of practical performance

Candidates must be assessed in activities approved by the Department for Education, see Appendix B.

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

For the team sports/activities candidates should:
demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations.

For individual sports/activities candidates should:
demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations.

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 off-site activities for assessment.

Off-site activities are those that do not take place at the school/college campus and where it would be difficult to moderate "live" on moderation day. Appropriate DVD/digital evidence must be available for the performance of all off-site activities.

All activities must be assessed by teachers and mark sheets signed by teachers. This applies to both on-site and off-site activities.

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

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

Reasonable adjustments

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

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

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

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

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

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

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 DVD the centre number and qualification

Recording team games

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

Recording in public pools or facilities

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

- Adhere strictly to the facilities guidelines/policy on recording
- Permission must be obtained from the parents/guardians of the participants
- Other users should be informed and consent to the recording (this may be done as part of the facilities 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 or facilities prove to be impossible to overcome, candidates should **not** be entered for assessment in that activity.

2. Assessment of performance analysis and evaluation

Candidates must design a personal training programme with the aim of providing recommendations to improve performance in **one** of the practical activities in which they were assessed. The performance analysis and evaluation must be internally assessed by the teacher using the assessment grid in Appendix A.

Time

Sufficient time must be allocated to enable candidates to complete a self-analysis and collect data before planning the programme. A minimum of **three supervised assessment hours** are required for self-analysis and planning. The three hours can be taken in sessions at the discretion of the centre.

Following the completion of the self-analysis, a period of at least 8 weeks should be allowed for learners to complete the training programme. Sufficient time must be allowed for the results of the programme to be evident. During this period learners should monitor their own progress.

On completion of the training programme the evaluation should then be produced. A minimum of **three supervised assessment hours** are required for the evaluation. The three hours can be taken in sessions at the discretion of the centre.

Guidance

Teachers must ensure that the initial data collected is sufficient and is applied to one of the assessed practical activities. 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.

During the completion of the work candidates can access notes made and data collected during the programme. IT facilities **other** than the internet can be accessed.

Acknowledgements

Reference to sources must be clearly acknowledged.

Drafting

Guidance may be given by teachers during the course of the programme but this must only consist of general observations. Once the work is finally submitted and marked the work must not be revised further.

Authentication

It is important that all non-exam assessments are rigorously monitored by centres to ensure that all candidates' work are 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 March and May of the year of examination.
- Moderators will contact centres before the end of December of the examination year to arrange a date for the moderation visit.
- WJEC will then confirm, in writing, the date of the moderation.
- 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 February.
- Mark sheets should include marks for the practical performances and the performance analysis and evaluation.
- Following the receipt of mark sheets WJEC will contact centres to confirm the visit arrangements (date, and venue(s)), activities to be moderated, candidates to attend moderation and to request a sample of filmed evidence of off-site activities (if appropriate).
- Centres will confirm the timetable for moderation visits.
- Filmed evidence of off-site activities must be sent to WJEC at least one week prior to the visit.
- All candidates requested by WJEC must be seen performing on the day
- 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 then be selected by the moderator 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 moderator should be made aware of any activity which is to be moderated at an off-site venue.

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

4 TECHNICAL INFORMATION

4.1 Making entries

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

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

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

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

The entry code appears below.

WJEC Eduqas GCSE Physical Education: C550QS

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

4.2 Grading, awarding and reporting

GCSE qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade. Neither results not attaining the minimum standard for the award will be reported as U (unclassified).

APPENDIX A

Component 2 assessment grids

Component 2 assesses assessment objective 4 in its entirety; it will be marked out of 80 and is worth 40% of the qualification.

Guidance on using assessment grids for non-exam assessment

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

Before marking, teachers should first view the performance/read the work to pick out the evidence that is being assessed. The mark scheme can then be applied.

Beginning at the lowest band, teachers should look at the appropriate section of the learner's performance/work and check whether it matches the descriptor for that section's mark band. Teachers should look at the descriptor for that band and see if it matches the qualities shown in the learner's performance/work for that section. If the descriptor at the lowest band is satisfied, teachers should move up to the next band and repeat this process for each band until the descriptor matches the performance/work.

If the performance/work cover 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 performance/work should be used to decide on the mark within the band. For instance if work is mainly in band 2 but with a limited amount of band 3 content, it would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Teachers should not seek to mark learners down as a result of small omissions in minor areas of the work or errors made during practical performance.

Once the band has been decided, teachers can then assign a mark. Teachers are reminded of the need to 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.

Where work is not credit worthy, that is, contains nothing of any significance, or has been omitted, no marks should be awarded.

Practical Performance

Learners will be assessed performing in three different activities, at least one individual and one team sport from the approved list of activities in Appendix B. The following grids should be used in conjunction with the performance skills for each activity in Appendix C.

In team activities learners should demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations.

| Mark Range | Assessment Criteria: Team sports/activities |
|----------------------|--|
| <p>Band 4</p> | <p style="text-align: center;">16-20 marks</p> <p>Apply appropriate skills and techniques for the position/activity. Consistency, precision and fluency are evident.</p> <p>Apply individual role consistently and effectively and make evident a significant contribution to achieving the collective outcome.</p> <p>Excellent implementation of appropriate team strategies and tactics and/ or compositional ideas. Show awareness of, and responding to, the actions of other players.</p> <p>Make excellent decisions about adapting performance whilst under pressure.</p> <p>Utilise all appropriate physical characteristics for the activity.</p> <p>Excellent display of psychological control in pressure situations.</p> <p>Excellent implementation of appropriate risk management strategies and application of rules/conventions.</p> <p>Communicate effectively with other players to benefit the team performance.</p> |
| <p>Band 3</p> | <p style="text-align: center;">11-15 marks</p> <p>Apply appropriate skills and techniques for the position/activity. Precision and fluency are evident but lack consistency.</p> <p>Apply individual role, make evident a contribution to achieving the collective outcome.</p> <p>Good implementation of appropriate team strategies and tactics and/ or compositional ideas. Show awareness of, and responding to, the actions of other players.</p> <p>Make good decisions about adapting performance whilst under pressure.</p> <p>Possess appropriate physical characteristics for the activity. Implementation of the characteristics are evident.</p> <p>Good display of psychological control in pressure situations though there may be occasional lapses.</p> <p>Good implementation of risk management strategies and application of rules/conventions.</p> <p>Communicate with other players to largely benefit the team performance.</p> |
| <p>Band 2</p> | <p style="text-align: center;">6-10 marks</p> <p>Apply skills and techniques for the position/activity. Precision, fluency and consistency are lacking.</p> <p>Individual role makes limited contribution to achieving the collective outcome.</p> <p>Limited implementation of appropriate team strategies and tactics and/ or compositional ideas. Little awareness of, and responding to, the actions of other players.</p> <p>Limited decision making evident about adapting performance whilst under pressure.</p> <p>Limited physical characteristics for the activity evident and little application of these characteristics.</p> <p>Limited display of psychological control in pressure situations. Limited implementation of risk management strategies and application of rules/conventions.</p> <p>Limited communication with other players, little benefit to the team performance.</p> |
| <p>Band 1</p> | <p style="text-align: center;">1-5 marks</p> <p>Basic application of skills and techniques for the position/activity. Precision, fluency and consistency are lacking.</p> <p>Individual role makes little or no contribution to achieving the collective outcome.</p> <p>Basic application of team strategies and tactics and/or compositional ideas, with no awareness of, and responding to the actions of other players.</p> <p>Basic decision making evident about adapting performance whilst under pressure.</p> <p>Basic physical characteristics for the activity evident and little application of these characteristics.</p> <p>Basic display of psychological control. Basic implementation of risk management strategies and application of rules/conventions.</p> <p>Basic communication with other players, basic benefit to the team performance.</p> |
| <p>0</p> | <p style="text-align: center;">0 marks</p> <p>Performance is not worthy of a mark</p> |

In individual activities learners should demonstrate the application of skills / techniques / strategies appropriate to the activity in competitive situations.

| Mark Range | Assessment Criteria: Individual sports/activities |
|-------------------|--|
| Band 4 | <p style="text-align: center;">16-20 marks</p> <p>Apply appropriate skills and techniques for the activity. Consistency, precision and fluency are evident. Excellent implementation of appropriate strategies and tactics and/ or compositional ideas. Make excellent decisions about adapting performance whilst under pressure. Utilise all appropriate physical characteristics for the activity. Excellent display of psychological control in pressure situations Excellent implementation of appropriate risk management strategies and application of rules/conventions.</p> |
| Band 3 | <p style="text-align: center;">11-15 marks</p> <p>Apply appropriate skills and techniques for the activity. Precision and fluency are evident but lack consistency. Good implementation of appropriate strategies and tactics and/or compositional ideas. Make good decisions about adapting performance whilst under pressure. Possess appropriate physical characteristics for the activity, implementation of the characteristics are evident. Good display of psychological control in pressure situations though there may be occasional lapses. Good implementation of risk management strategies and application of rules/conventions.</p> |
| Band 2 | <p style="text-align: center;">6-10 marks</p> <p>Apply skills and techniques for the activity. Limited precision, fluency and consistency. Limited implementation of appropriate strategies and tactics and/or compositional ideas. Limited decision making evident about adapting performance whilst under pressure. Limited physical characteristics for the activity are evident and limited implementation of these characteristics. Limited display of psychological control in pressure situations. Limited implementation of risk management strategies and application of rules/conventions.</p> |
| Band 1 | <p style="text-align: center;">1-5 marks</p> <p>Basic application of skills and techniques for the activity. Precision, fluency and consistency are lacking. Basic implementation of appropriate strategies and tactics and/or compositional ideas. Basic decision making evident about adapting performance whilst under pressure. Basic physical characteristics for activity evident and little or no implementation of these characteristics. Basic display of psychological control in pressure situations. Basic implementation or risk management strategies and application of rules/conventions.</p> |
| 0 | <p style="text-align: center;">0 marks</p> <p>Performance is not worthy of a mark</p> |

Performance analysis and evaluation

Learners must design a personal training programme with the aim of providing recommendations to improve performance in one of the practical activities in which they were assessed. In order to do this, learners should complete the following:

Analyse and evaluate personal performance to provide recommendations to bring about improvement in performance.

| | Self-analysis | Evaluation |
|---------------|---|--|
| Band 3 | <p>7-10 marks</p> <p>Detailed self-analysis by comparing performance against national norms/recognised models.</p> <p>Detailed recommendations to bring about improvements in performance.</p> <p>Detailed theoretical content is used to plan a programme and is applied to improvement in performance.</p> <p>Data is collected, analysed and presented accurately in formats such as tables and graphs and is detailed.</p> | <p>7-10 marks</p> <p>Excellent evaluation of the training programme.</p> <p>Detailed and regular monitoring with evidence of appropriate adjustments to the programme.</p> <p>Detailed interpretation of data collected during the training programme with valid and logical conclusions drawn.</p> <p>Detailed recommendations to improving future performance using appropriate and detailed theory and data.</p> |
| Band 2 | <p>4-6 marks</p> <p>Clear self-analysis by comparing performance against national norms/recognised models.</p> <p>Clear recommendations to bring about improvements in performance.</p> <p>Clear theoretical content is used to plan a programme with application to improvement performance.</p> <p>Data is collected, analysed and presented in formats such as tables and graphs and is clear.</p> | <p>4-6 marks</p> <p>Good evaluation of the training programme.</p> <p>Clear monitoring with evidence of appropriate adjustments to the programme.</p> <p>Clear analysis and interpretation of data collected during the training programme with valid and logical conclusions drawn.</p> <p>Clear recommendations to improving performance using appropriate theory and data.</p> |
| Band 1 | <p>1-3 marks</p> <p>Limited self- analysis by comparisons against national norms.</p> <p>Little or no recommendation to develop fitness.</p> <p>Little or no limit of improving fitness to improving performance.</p> <p>Limited or no theoretical content used to help plan a fitness programme. No connection between any theoretical content used and improved performance.</p> <p>Little or no data collected with no valid conclusions drawn.</p> <p>Little no recommendation to improving performance.</p> | <p>1-3 marks</p> <p>Limited evaluation of the training programme.</p> <p>Limited monitoring with little evidence of appropriate adjustments to the programme.</p> <p>Limited interpretation of data collected during the training [programme the with limited conclusions drawn.</p> <p>Limited recommendations to improving performance using basic theory and data.</p> |
| 0 | Work is not worthy of a mark. | Work is no worth of a mark. |

APPENDIX B

GCSE Physical Education 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 **three** different activities in the role of player/performer, **one** of these must be a team activity and **one** must be in an individual activity. The third activity may come from either list.

Candidates can only be assessed **once** in any sport or activity, e.g. they may not be assessed in doubles tennis and then singles tennis.

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

| Team Activity | Comments |
|----------------------|--|
| Acrobatic gymnastics | [Awarded from 2022 onwards] Cannot be assessed with gymnastics. |
| Association football | Cannot be five-a-side. Cannot be assessed with futsal |
| Badminton | Cannot be assessed with singles |
| Basketball | Cannot be street basketball |
| Camogie | Cannot be assessed with hurling |
| Cricket | |
| Dance | This can only be used for one activity |
| Figure skating* | [Awarded from 2022 onwards] This can only be used for one activity. Cannot be assessed with dance |
| Futsal | [Awarded from 2022 onwards] Cannot be assessed with football |
| Gaelic football | |
| Handball | |
| Hockey | Must be field hockey. |
| Hurling | Cannot be assessed with camogie |
| Ice hockey | [Awarded from 2022 onwards] Cannot be assessed with inline roller hockey |
| Inline roller hockey | [Awarded from 2022 onwards] Cannot be assessed with ice hockey |
| Lacrosse | |
| Netball | |
| Rowing | Cannot be assessed with sculling, canoeing or kayaking |
| Rugby league | Cannot be assessed with rugby union (sevens or fifteen a side). Cannot be tag rugby |
| Rugby union | Can be assessed as sevens or fifteen a side. Cannot be assessed with rugby league. Cannot be tag rugby. This can only be used for one activity |
| Sailing | [Awarded from 2022 onwards] Royal Yachting Association recognised sailing boat classes only. The list can be found online at: https://www.rya.org.uk/racing/youth-junior/info/Pages/recognised-classes.aspx . This can only be used for one activity. Students must perform as helmsman |

| Team Activity | Comments |
|----------------------------|--|
| Sculling | [Awarded from 2022 onwards] Cannot be assessed with rowing, canoeing or kayaking Cannot be assessed with individual sculling |
| Squash | Cannot be assessed with singles |
| Table tennis | Cannot be assessed with singles |
| Tennis | Cannot be assessed with singles |
| Volleyball | |
| Water polo | [Awarded from 2022 onwards] |
| Specialist Activity | Comments |
| Blind cricket | |
| Goal ball | |
| Powerchair football | |
| Table cricket | |
| Wheelchair basketball | |
| Wheelchair rugby | |
| Individual Activity | Comments |
| Amateur boxing | |
| Athletics | Track running must not exceed 5,000 metres, cross country running must not exceed 6,500 metres |
| Badminton | Cannot be assessed with doubles |
| Canoeing | Cannot be assessed with kayaking, rowing or sculling |
| Cycling | Track or road cycling, and [from 2022 onwards] BMX cycling (racing not tricks) only |
| Dance | This can only be used for one activity |
| Diving | Platform diving |
| Equestrian | |
| Figure skating* | [Awarded from 2022 onwards] This can only be used for one activity. Cannot be assessed with dance |
| Golf | |
| Gymnastics | Floor routines and apparatus only |
| Kayaking | Cannot be assessed with canoeing, rowing or sculling |
| Rock climbing | Can be indoor or outdoor |
| Rowing | [Awarded up to 2021 only] Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity |
| Sailing | [Awarded from 2022 onwards] Royal Yachting Association recognised sailing boat classes only. The list can be found online at: https://www.rya.org.uk/racing/youth-junior/info/Pages/recognised-classes.aspx . This can only be used for one activity. Students must perform as helmsman |

| Team Activity | Comments |
|----------------------------|---|
| Sculling | Cannot be assessed with rowing, canoeing or kayaking Cannot be assessed with team sculling |
| Skiing | Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be dry slopes |
| Snowboarding | Outdoor/indoor on snow. Must not be on dry slopes |
| Squash | Cannot be assessed with doubles |
| Swimming | Not synchronised swimming, personal survival or lifesaving |
| Table tennis | Cannot be assessed with doubles |
| Tennis | Cannot be assessed with doubles |
| Trampolining | |
| Windsurfing | [Awarded from 2022 onwards] |
| Specialist Activity | Comments |
| Boccia | |
| Polybat | |

*Note – Figure skating as a team activity must be ‘pairs’, as an individual activity it must be ‘singles’. Figure skating cannot be assessed as a team and an individual activity.

Disability activities

Accessibility and inclusion for students has been addressed in a number of ways.

Specialist activities

A number of specialist activities are included in the proposed activity list to be used by all awarding organisations. The specialist activities included are based on those which have been included in current specifications following requests from specialist centres over the last 6 years. It has been agreed with DfE and Ofqual that the awarding organisations can jointly consider additions to the permitted activities for reasons of accessibility and inclusion on a periodic basis, once specifications are available for live assessment. The use of these activities for assessment is dependent upon the student(s) in question meeting the classification requirements for the activities, as stipulated by the relevant governing body.

Adaptations and reasonable adjustments to activities

Any of the listed NEA activities may be adapted to suit different needs, but the way in which they are adapted depends on the individual need or disability. It is important that any adaptation or adjustment does not compromise the rigour and validity of the assessment; often it is the context of the performance which changes, such as the use of adapted equipment or rules and regulations. In some cases, a particular move or technique required in an activity can be substituted for a suitable alternative, as appropriate.

APPENDIX C

Performance skills

| Activity | | Acrobatic gymnastics [from 2022 onwards] |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Perform a routine lasting a minimum of 2 minutes. Show respect for other performers. Recover from a slip to continue.</i> |
| 2 | Use 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>Use a variety of speeds, directions and levels. Move with fluency, elegance, precision and originality.</i> |

| Activity | | Amateur Boxing |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Fight for at least 1 three minute round. Punch to the fair zones only. Keep calm after an unfair punch from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Move forward to throw attacking punches then side-stepping in order to avoid opposition counter-attack. Demonstrate effective “orthodox” and/or “southpaw” stances as required during contest. Use of jab, uppercut, right and left cross or suitable combinations of punches required during a contest or when under pressure.</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 appropriate tactics to outmanoeuvre opponent.</i> |

| Activity | | Association Football |
|---|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Cushioning ball with chest move to next action. Move into space in attack in order to receive through ball. Dribble using both feet, show close control. Perform a drive pass over distance to team member.</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 zonal marking at a corner.</i> |

| Activity | | Athletics |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. 400m. Keep still until the gun goes. Keep calm after being nudged by opponent during a 1500m race.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Perform "Fosbury flop" when clearing the bar in high jump. Use cross steps or glide where appropriate. Arms, legs, body position while sprinting.</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>Perform 1500m race using pacing judgement to outpace opponent in final 200m.</i> |

| Activity Badminton (singles or doubles) | |
|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Serve using backhand service low to the front of opposition court with disguise. Perform an overhead forehand body smash in order to conclude rally/win point. Perform a defensive clear.</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>Select and perform a defensive clear in order to create space and time having been forced to the back of the court by opponent during the rally. Select appropriate tactics for singles play based on strengths and weaknesses of self and opponent. Select appropriate tactics for doubles play based on strengths and weaknesses of themselves and opponents.</i> |

| Activity Basketball | |
|---|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Perform a lay-up, set shot. Move into space in attack in order to receive a pass. Dribble using both hands, show close control. Perform a double handed overhead pass over distance to team member.</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 zonal marking as a defensive structure.</i> |

| Activity | | Camogie / Hurling |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Move into space in attack in order to receive through ball. Perform a hand pass over distance to team member. Perform a jab lift.</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>Use frontal block in order to contest possession.</i> |

| Activity | | Canoeing |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. 1000m. Keep straight line during race. Keep calm after falling behind opponent during a race.</i> |
| 2 | Use a variety of skills and techniques in a competitive/challenging situations situation. | <i>Perform a "sweep" stroke to navigate effectively and safely in fast moving water. Perform a bow rudder turn.</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>Perform a variety of "draw" strokes to assist turning when under pressure and/or to gain time in timed racing event.</i> |

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

| Activity | | Cricket (Batting) |
|---|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Walk after edging a catch. Keep calm after receiving verbal confrontation from fielding side.</i> |
| 2 | Use a variety of skills and techniques in a competitive/challenging situations situation. | <i>Perform a ramp stroke in response to delivery received. Move down the wicket to a spin bowler. Play attacking, defensive shots off back and front foot.</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>Taking a single from the last delivery of the over to retain the strike when batting with a tail-ender.</i> |

| Activity | | Cricket (Bowling) |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Do not appeal for caught behind when there was clearly no edge. Keep calm after poor umpiring decisions.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Bowl effectively by "following" footwork of batter to avoid conceding runs at the end of an over. Bowl on appropriate length and line for the situation. Run up, gather, delivery, follow through.</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>Bowl using variation in flight, spin and speed in order to unsettle batter and produce batting errors.</i> |

| Activity Cricket (Fielding) | |
|---|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Taking a reaction catch at first slip or a high towering catch at deep square leg. Foot work and handling work together.</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>"Backing up" the thrower/receiver to ensure that no "overthrows" occur in the game.</i> |

| Activity Cricket (Wicket Keeper) | |
|---|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Standing up to the wicket. Footwork and handling work together.</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>Moving up to the stumps to pressurise batsman into making a mistake.</i> |

| Activity | | Cycling (BMX) [from 2022 onwards] |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Compete in a specified event on a course of 300 - 400m length. Keep still until the start. Keep calm after underperforming in early stages of the race.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Accelerate into and out of the last bend during a race. Starts on large starting ramp, banking (bermed) corners, jumps including tabletops, gap jumps and rhythm sections, 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>Make a fast start as an attacking move to gain optimum position towards the end of a race.</i> |

| Activity | | Cycling (Road) |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. 25km. Show respect for opponents. Keep calm after being nudged by opponent during race.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Cornering successfully when bunched.</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>Riding on the "racing line" in the peleton prior to accelerating and "leading out" prior to a sprint finish at the end of the race.</i> |

| Activity | | Cycling (Track) |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. individual pursuit. Keep still until the gun goes. Keep calm after underperforming in early stages of the race.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Accelerate into and out of the last bend during a "points race".</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>Riding at the top of the track banking to store energy and prepare to make an attacking move towards the end of a race.</i> |

| Activity | | Dance (solo, duo or group) |
|--|---|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive/pressure situation showing emotional control and applying rules/conventions. | <i>Perform 1 dance in a specific style either as a solo performer or as part of a duo or group, lasting for a minimum of 2 minutes. Show respect for other performers. Recover from a slip to continue dance.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Show turns/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>Use a variety of actions, dynamics and spatial qualities. 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/strategies appropriate to the activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Perform 4 dives at least one forward, backward and twist. Show respect for other performers. Recover from a poor dive to continue at usual level.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Perform an "armstand" dive from a 5 metre platform under competitive conditions. Perform a forward pike roll. Demonstrate arm swing, posture at take-off. Demonstrate tension, appropriate body shape.</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>Use a variety of actions, dynamics and spatial qualities.</i> |

| Activity Equestrian | |
|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. cross country. Respect opponents. Keep calm after a refusal.</i> |
| 2 Use a variety of skills and techniques in a competitive/challenging situations situation. | <i>Slowing and quickening the pace of the horse due to the nature of the jump being faced in a "cross-country" event or when show jumping indoors. Enter at a working trot and proceed down centre line without halting then turn left and right." (BE 100 Dressage Test 106). Plan and select the correct option when faced with a choice of jumping options.</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>Steady the horse prior to the last jump in a timed event.</i> |

| Activity | | Figure skating (singles or pairs) [from 2022 onwards] |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Perform a routine lasting for a minimum of 2 minutes [singles] or perform a short program and free skating [pairs]. Show respect for other performers. Recover from a slip to continue routine.</i> |
| 2 | Use 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>Use a variety of actions, dynamics, spatial qualities and artistic interpretation. 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 2022 onwards] |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use 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>Use one/two touch passing to manoeuvre opposition out of position.</i> |

| Activity | | Gaelic Football |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| | Skills / techniques | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation | <i>Cushioning ball move to next action. Move into space in attack in order to receive through ball. Perform a lofted drive 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, balance, flexibility as appropriate during the performance.</i> |
| 4 | Demonstrate strategic/tactical awareness/decision making. | <i>Apply zonal marking at a corner.</i> |

| Activity | | Golf |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| | Skills / techniques | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full competitive round of golf. Allow "gimmee" to opponent in match play situation. Keep calm after a poor shot.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Grip club correctly adopting an appropriate stance in order to swing the club on the correct swing plane to successfully deliver the ball to the chosen target. Drive with fade.</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>Deliberately "laying up" behind opponent in a match-play event in order to play the first approach shot to the green.</i> |

| Activity | | Gymnastics |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Perform a sequence of movements lasting for a minimum of 2 minutes using both floor and apparatus. Show respect for other performers. Recover from a slip to continue.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Perform vaults such as headspring demonstrating run-up, take-off, flight on, repulsion, flight off, 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 appropriate compositional/choreographical principles. | <i>Use a variety of speeds, directions and levels. Move with fluency, precision and originality.</i> |

| Activity | | Handball |
|---|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Cushioning ball with hands move to next action. Move into space in attack in order to receive through ball. Dribble using both feet, show close control. Perform a pass over distance to team member.</i> |
| 3 | Demonstrate effective use of appropriate physical fitness components during the performance. | <i>Use speed, strength, power, endurance, balance, flexibility as appropriate during the performance.</i> |
| 4 | Demonstrate strategic/tactical awareness/decision making. | <i>Screen an opponent.</i> |

| Activity Hockey | |
|---|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Cushioning ball with stick, move to next action. Move into space in attack in order to receive through ball. Shoot with reverse stick. Perform a lofted pass over distance to team member.</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>Stand up to jab tackle to jockey opponent.</i> |

| Activity Ice hockey [from 2022 onwards] | |
|---|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play puck off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Cushioning puck with stick, move to next action. Move into space in attack in order to receive pass. Shoot with reverse stick. 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, balance, flexibility as appropriate during the performance.</i> |
| 4 Demonstrate strategic/tactical awareness/decision making. | <i>Stand up to jab tackle to jockey opponent.</i> |

| Activity | | Inline roller hockey [from 2022 onwards] |
|---|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play puck off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Cushioning puck with stick, move to next action. Move into space in attack in order to receive pass. Shoot with reverse stick. 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, balance, flexibility as appropriate during the performance.</i> |
| 4 | Demonstrate strategic/tactical awareness/decision making. | <i>Stand up to jab tackle to jockey opponent.</i> |

| Activity | | Kayaking |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. 1000m. Keep straight line during race. Keep calm after falling behind opponent during a race.</i> |
| 2 | Use a variety of skills and techniques in a competitive/challenging situations situation. | <i>Perform a "sweep" stroke to navigate effectively and safely in fast moving water at grade 3 or above. Perform a bow rudder turn.</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>Perform a variety of "draw" strokes to assist turning when under pressure and/or to gain time in timed racing event.</i> |

| Activity | | Lacrosse |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Cushioning ball, move to next action. Move into space in attack in order to receive through ball. Perform a pass over distance to team member.</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>Stand up to jockey opponent .</i> |

| Activity | | Netball |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Cushioning ball, move to next action. Move into space in attack in order to receive a pass. Perform a shoulder 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, balance, flexibility as appropriate during the performance.</i> |
| 4 | Demonstrate strategic/tactical awareness/decision making. | <i>Move to intercept pass from opponent having read the play.</i> |

| Activity | | Rock Climbing |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions. | <i>Compete in a specified climb. Show respect for environment. Keep calm after a stumble/loss of footing.</i> |
| 2 | Use a variety of skills and techniques in a competitive/challenging situations situation. | <i>Use of "static and dynamic" climbing techniques in response to changes in the rock face being climbed such as flagging. Assessing risks of the climb in planning then implementing pre-planned skills and techniques such as "practice falling" when needed during climbing.</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>Planning of the desired route and adapt route depending upon prevailing conditions.</i> |

| Activity | | Rowing |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. 1000m. Keep straight line during race. Keep calm after falling behind opponent during a race.</i> |
| 2 | Use a variety of skills and techniques in a competitive/challenging situations situation. | <i>Perform a "sweep" stroke to navigate effectively and safely in fast moving water at grade 3 or above. Perform a bow rudder turn.</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>Increase number of strokes at end of race to overtake opponent.</i> |

| Activity Rugby League | |
|---|--|
| Demonstrate the application of skills / techniques/strategies appropriate to the position/activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Movement around opposition player by sidestepping in order to score. Cushing ball with hands in order to receive a spin pass from team member. Perform an off-load to a supporting team member when under pressure from opposition players.</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>Show an attacking player "the outside" in order to take them closer to the touch line and prevent a try.</i> |

| Activity Rugby Union (including Rugby sevens) | |
|---|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Forward shows agility before contact to move over gain line. Catch from lineout/cushioning the ball with hands when receiving a spin pass. Perform a miss-pass to player at speed. Scrum half pass off both sides.</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>Kicking to corner to exploit space when full back is out of position.</i> |

| Activity | | Sailing* [from 2022 onwards] |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Compete in a specified event. Keep straight line during race. Keep calm after falling behind opponent during a race.</i> |
| 2 | Use 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, endurance as appropriate during the performance.</i> |
| 4 | Demonstrate strategic/tactical awareness/decision making. | <i>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/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. 1000m. Keep straight line during race. Keep calm after falling behind opponent during a race.</i> |
| 2 | Use a variety of skills and techniques in a competitive/challenging situations situation. | <i>Perform a "sweep" stroke to navigate effectively and safely. Perform a bow rudder turn.</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>Increase number of strokes at end of race to overtake opponent.</i> |

| Activity | | Skiing |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. slalom. Keep straight line during race. Keep calm after mistake during a turn.</i> |
| 2 | Use a variety of skills and techniques in a competitive/challenging situations situation. | <i>“Carving turns” on a run with varying piste and terrain conditions. Ski under control demonstrating the ability to modify speed of turning as appropriate.</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>Choosing an appropriate skiing line to follow when skiing on a run in poor visibility (or when involved in a timed downhill race in similar conditions).</i> |

| Activity | | Snowboarding |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in competitive/challenging situations in a variety of environments showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. slalom. Keep straight line during race. Keep calm after mistake during a turn.</i> |
| 2 | Use a variety of skills and techniques in a competitive/challenging situations situation. | <i>Perform in a slalom race under timed conditions or descend the piste showing a variety of turns, jumps and tricks (front and back).</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>Choosing an appropriate line to follow when snowboarding on a run in poor visibility (or when involved in a timed slalom race against an opponent in similar conditions).</i> |

| Activity | | Squash (singles or doubles) |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Serve using backhand service low with disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a boast.</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>Select and perform a defensive shot in order to create space and time having been forced to the back of the court by opponent. Select appropriate tactics for singles play based on strengths and weaknesses of self and opponent. Select appropriate tactics for doubles play based on strengths and weaknesses of themselves and opponents.</i> |

| Activity | | Swimming |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Compete in a specified event e.g. 400m back stroke. Keep still until the gun goes. Keep calm after falling behind during race.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Demonstrate correct technique (arms, legs, breathing, body position and coordination).</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>Show increased speed of leg kick on the third leg of a 400 metre butterfly race in order to put pressure on opponents and increase the lead.</i> |

| Activity | | Table Tennis (singles or doubles) |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Serve using backhand service with disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a topspin forehand.</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>Select and perform a defensive shot in order to create space and time having been forced to the back of the court by opponent. Select appropriate tactics for singles play based on strengths and weaknesses of self and opponent. Select appropriate tactics for doubles play based on strengths and weaknesses of themselves and opponents.</i> |

| Activity | | Tennis (singles or doubles) |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Serve using disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a topspin forehand.</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>Select and perform a defensive shot in order to create space and time having been forced to the back of the court by opponent. Select appropriate tactics for singles play based on strengths and weaknesses of self and opponent. Select appropriate tactics for doubles play based on strengths and weaknesses of themselves and opponents.</i> |

| Activity | | Trampolining |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Perform a sequence of movements of at least 10 bounces. Show respect for other performers. Recover from a slip to continue.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Perform routine demonstrating control (in centre of bed) and precision. Demonstrate skills such as a cradle and back somersault.</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 linking of moves and fluency.</i> |

| Activity | | Volleyball |
|---|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Serve using disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a tip volley.</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>Select and perform a defensive shot in order to create space and time.</i> |

| Activity | | Water polo [from 2022 onwards] |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation | <i>Play a full competitive game.</i> |
| 2 | Demonstrate a variety of skills and techniques in a competitive situation | <i>Catching with either hand, move to next action. Move into space in attack in order to receive the ball. Swim with ball, show close control. Perform a pass over distance to team member.</i> |
| 3 | Demonstrate effective use of appropriate physical fitness components during the performance. | <i>Use speed, strength, power, endurance 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 2022 onwards] |
|--|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Compete in a specified event. Keep straight line during race. Keep calm after falling behind opponent during a race.</i> |
| 2 | Use 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>Changing tactics towards the end of the race to finish strongly.</i> |

Assessment as a specialist activity

| Activity | | Blind Cricket (Batting) |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Walk after edging a catch. Keep calm after receiving verbal confrontation from fielding side.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Perform a stroke in response to delivery received. Move down the wicket to a spin bowler. Perform a forward/backward defence in response to delivery received.</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>Taking a single from the last delivery of the over to retain the strike.</i> |

| Activity | | Blind Cricket (Bowling) |
|---|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Walk after edging a catch. Keep calm after receiving verbal confrontation from fielding side.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Bowl consistently outside off stump.</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>Bowl to a set field.</i> |

| Activity | | Blind Cricket (Fielding) |
|---|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Walk after edging a catch. Keep calm after receiving verbal confrontation from fielding side.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Taking a reaction catch at first slip or a high towering catch at deep square leg.</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>"Backing up" the thrower/receiver to ensure that no "overthrows" occur in the game.</i> |

| Activity | | Blind Cricket (Wicket Keeper) |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Admit ball has touched the floor and that fair catch has not been made. Keep calm after poor umpiring decisions.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Taking a reaction catch.</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>Stand up to wicket to pressure batsman.</i> |

| Activity | | Boccia |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full competitive game. Respect opponents. Keep calm after poor umpiring decisions.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Successfully propel the ball with accuracy, control and originality to achieve desired outcome. Propel the ball to successfully remove the opponent's ball from the jack during play. Demonstrate variations in flight and spin in order to block the opponent's ball from access to the jack during play.</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>Using blocking tactics.</i> |

| Activity | | Goalball |
|--|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full competitive game. Respect opponents. Keep calm after poor decisions.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Spinning body prior to release of the ball towards the opposition goal.</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>Awareness of strengths and weaknesses of opponents.</i> |

| Activity Polybat | |
|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Serve using disguise. Perform an overhead forehand smash in order to conclude rally/win point. Perform a forehand.</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>Select and perform a defensive shot in order to create space and time having been forced to the back of the court by opponent.</i> |

| Activity Powerchair Football | |
|---|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | |
| Skills / techniques | Examples |
| 1 Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 Use a variety of skills and techniques in a competitive situation. | <i>Move into space in attack in order to receive through ball. Dribble, show close control. Perform a pass over distance to team member.</i> |
| 3 Demonstrate effective use of appropriate physical fitness components during the performance. | <i>Use speed, strength, power, endurance, balance, flexibility as appropriate during the performance.</i> |
| 4 Demonstrate strategic/tactical awareness/decision making. | <i>Inter-passing between team members to retain possession.</i> |

| Activity | | Table Cricket |
|---|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Make fair calls even if it favours opponent. Keep calm after a poor call from the umpire.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Field on leg and off sides moving fielding boundary markers showing knowledge of the different positions. Set the angle of the ramp to deliver the ball to pre-determined target.</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>Changing direction of the stroke when batting, variation in the angle of the ramp when bowling and adjusting fielding positions when on the fielding team.</i> |

| Activity | | Wheelchair Basketball |
|---|--|--|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation. | <i>Perform a lay-up. Move into space in attack in order to receive through ball. Dribble using both hands, show close control. Perform a double handed overhead pass over distance to team member.</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 zonal marking as a defensive structure.</i> |

| Activity | | Wheelchair Rugby |
|---|--|---|
| Demonstrate the application of skills/techniques/strategies appropriate to the position/activity in competitive situations. | | |
| Skills / techniques | | Examples |
| 1 | Perform in a competitive situation showing emotional control and applying rules/conventions. | <i>Play a full-sided competitive game. Play ball off the field to allow injured player to be treated. Keep calm after an unfair tackle from the opponent.</i> |
| 2 | Use a variety of skills and techniques in a competitive situation | <i>Move into space in attack in order to receive through ball. Perform a 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>Perform a 2 v 1 block to reduce the space available for an attacking player.</i> |